Psychology

Finding Sources  Reading Articles  Literature Reviews  Research Reports  Research Reports  Research Proposals  Article Reviews  Reflection Papers  How to Cite in APA Style.

Psychology is the scientific study of the mind and behavior. While there are many different subtypes (including Abnormal, Biological, Social, and Developmental), studying Psychology at the undergraduate level requires the ability to understand research articles and write scientifically. Writing assignments span from informal essays to full research papers, but should almost always be empirically (scientifically) based and objective. Since writing in Psychology can be a very complex process, this guide provides an overview of the most common types of writing expected at UVM, as well as some helpful resources.

Finding Sources

Since Psychology is rooted in previous research, one of the biggest parts of writing is finding articles that you can incorporate into your writing. This is absolutely necessary for writing a literature review, as well as the Introduction and Discussion Section of a Research Paper.

When finding articles for Literature Reviews and Research papers, it is important to be aware of the type of sources you are using. Are you using primary or secondary sources? Most research requires primary sources, particularly when writing Literature Reviews.

Primary Source:
A primary source in psychology is the study written by the experimenter(s). It should have an Abstract, Introduction, Methods, Results, Discussion, References and Figures/Tables sections and be written in such a way that the study itself could be replicated based upon the report.

Peer Reviewed:
While searching for your material, it is important to indicate that you want to search for peer reviewed material. This means that when the study was submitted to be published, a team of professionals in the field reviewed the paper and approved it as having accurate information and that the study was valid.

Secondary Source:
A secondary source is a piece of literature written about the study. Literature Reviews are an example of a secondary source. They still have decent information, but the possibility of bias and incorrect information are higher in secondary sources. Media articles discussing the findings of a study are another example. They can leave out crucial elements of the study in order to cater a larger reading audience. This can be dangerous to rely on for research.

⇒ Useful Hint** Secondary sources, like a Literature Review, are a great way to get into the material. Read over the review and see if it’s related to what your topic is. Then, look in the review’s reference section and find the titles of articles that can be useful for your topic and look them up. This may prove to be quicker than trying to find articles on PsycInfo. ⇐
List of Psychology Databases:
(http://library.uvm.edu/research/index.php?mode=subject&subject_code=psychology)

Finding good, full-text articles can be challenging and takes a lot of practice. The Reference Desk in the Bailey-Howe Library is a great resource if you’re stuck.

The Library also has an online Psychology Research Guide:
(http://researchguides.uvm.edu/content.php?pid=9703&sid=63884”) with lots of helpful resources.

If you’re searching on your own, here are a few tips:

- **Psychinfo** -
  - For best results, start by searching as specifically as possible under Keyword (default).
  - If this doesn’t come up with what you want, use the same words but search under Abstract instead of Keyword.
  - If results are still scarce, try using only one word, or using a more general term.
  - When you do find an article, click the title to read the abstract. If it seems helpful, click the “Find it @ UVM” button to take you to Interlibrary Loan page.
  - [http://library.uvm.edu/~lbrew/psyc109/](http://library.uvm.edu/~lbrew/psyc109/) includes screenshots and detailed directions on how to search Psychinfo

- **PsychArticles** - Some people prefer this database because it only comes up with full-text articles. Helpful, but may have fewer results.

- **Google Scholar** - This is a really helpful resource. While it isn’t great to use as a searching database, it can often find full text articles when PsychInfo can’t. To do this, search the exact title and click on the “Find it @UVM” link that comes up to the right. Clicking directly on the title can sometimes bring you directly to a PDF.

- **Interlibrary Loan (ILL)** - When the databases can’t find an article you need and the UVM library doesn’t have it, you can request a copy via ILL. You need to make an account, which only takes a minute or two. ILL can get entire books, or just PDFs of an article which can be sent to you via email and may be delivered as soon as the next day (or as long as a week, so plan ahead!).

**Reading Articles**

**Extracting Information for Literature Reviews**
*(How to Read Studies & Take Notes)*

- First you should read through the study’s **abstract** in order to get a general sense of the content and to ensure that the material seems relevant to your research topic.
- Check the publication date of the study. You should always attempt to find studies between 3-5 years old – the results are more applicable to modern life and are usually supported by older studies.
Scan the entire study while focusing on the main focus or topic of the paper, the sample size of the study, and the results. It is better to scan a study and realize that the content is not relevant to your research topic, rather than spending the time to read the study in-depth first!

Read the article more in-depth while taking notes in the margins or taking notes on a separate sheet of paper. Make sure that all notes are in your own words. This will make life easier as you begin to write your paper and re-word important parts of the article.

While reading additional articles, keep an eye out for any similarities, differences or inconsistencies you find between studies. These similarities/differences will be the basis for your literature review.

Always remember to analyze and interpret the material in the studies rather than just summarizing what was actually conducted.

Make an outline for your literature review!
- Introduction
- Review & synthesize the results of studies (drawing on comparisons)
- Make conclusions about the similarities/differences and make recommendations for future studies.

How to Get the Most Out of Reading Journal Articles
--Written by Professor Judith Christensen for Psychology 109: Research Methods--

When you are reading a journal article [(or any source that you intend to use in your research or work)] you should read it differently than you would a book or novel [something you are reading casually or for fun]. You should be taking careful notes as to what was done in the study as well as begin thinking about it critically from a scientific perspective. Listed below are questions that you should be thinking about when you read each journal article. While it is not required, you may find it helpful if you wrote down the answers to each of these questions as you read each journal article.

- What is the correct way to write an APA reference for this article (see Ch 15)?
- What is the goal of the study?
- Is it examining relationships between variables?
- What are the trends/patterns in the results of previous studies?
- What are the gaps in prior studies/literature review?
- How is this study similar to the other articles you have read or will read? Different?
- Which variables are conceptualized as causes and which are conceptualized as effects?
- How were variables measured?
- What are the characteristics of participants?
- How are the causes and effects operationalized? That is, how are key terms and variables operationally defined?
- What are the methodological strengths and weaknesses?
- What are the major findings?
What are the implications of the findings?

Which aspect of the study is most relevant to my research project?
  a. Results showing how variables are related?
  b. Conceptualization of variables and how they are related?
  c. Operationalizations (ideas for things I can use)

Are there any articles mentioned in this paper that are useful to obtain and read?

Has one author or one particular study been mentioned a lot in articles about your topic? If so, you will want to read it to see why it is so important.

**Literature Reviews**

A literature review is a comprehensive but concise summary of the research that has been done on a particular topic. The emphasis is on integration and interpretation of primary research articles.

Literature reviews are perhaps the most common assignment given in Psychology classes. The purpose of a literature review is to paint a picture of the field’s collective knowledge and research on a specific topic while highlighting where further research may need to be conducted.

Students often struggle with the format of literature reviews; it can be difficult to truly interrogate and synthesize information across articles. Literature reviews should not be a summary of the articles; professors are looking for a critical analysis of recent research on your topic.

**TIPS:**

- Start by reading a variety of evidence-based research articles that represent the current state of knowledge on a narrowly defined topic. Make sure there is sufficient research evidence on the subject in terms of both quantity of research and diversity of sources.
- Analysis should be organized by key themes, trends, issues, or comparisons that are directly related to your thesis or research question. DO NOT simply provide individual summaries of each article.
- Emphasize where the present research fits with previous theories and studies, as well as gaps in the field that will be addressed by the current research.
- Include your own thoughts, evaluations, and questions of the literature.
- Make sure to provide adequate and accurate citations to avoid plagiarism. Although a literature review draws from research articles, all information should be paraphrased and properly cited using the American Psychological Association Manual (6th edition; see “How to Cite in APA Style”).
### General Organization of a Literature Review Paper

**By Professor Lynne Bond**

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<table>
<thead>
<tr>
<th>Section of the Paper</th>
<th>What should it include?</th>
</tr>
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<tbody>
<tr>
<td><strong>Introduction &amp; Background</strong></td>
<td></td>
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  • Be brief (just a couple of paragraphs)                                                                                 
  • Clearly identify the topic/thesis in very specific terms                                                                 
  • Explain why the topic is important (provide context & “big picture”)                                                   
  • Engage the reader’s attention                                                                                                                                                   |
| **Body of the Paper**     |  
  • DO NOT devote a paragraph or two to each article/source you review. INSTEAD organize your main points and themes citing all the sources that are relevant to that theme. Any one source is likely to be cited at multiple points throughout your paper as you refer to sub-topics for which the article is relevant.  
  • Analyze and summarize experimental evidence (describe the important results from recent primary literature articles).  
  • Explain how those results shape our current understanding of the topic.                                                
  • Mention commonalities and distinctions in research methods, especially if that helps to explain variations in study results.  
  • Identify and discuss unanswered questions and controversies in the literature/field, pointing to the need for research when relevant. |
| **Conclusion**            |  
  • Be relatively brief (just 2-3 paragraphs)                                                                                 
  • Succinctly summarize your major points                                                                                   
  • Point out the significance of your points/analysis                                                                     
  • Summarize the key questions and controversies that remain and that warrant further research (you should have introduced these gaps, controversies, and questions in the body of the paper). |
| **References**            |  
  • Begin on a new page titled “References” (centered at top)                                                                
  • Use your discipline’s standard format for citing sources  
    o The APA format can be accessed at:  
      [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)  
  • Include EVERY source you have cited in your paper  
  • Include ONLY those sources you have cited in your paper (do not include those sources you have read but did not cite in the text of your paper). |
Research Reports

If you are finding yourself a little lost in the many parts of a research paper or are just looking for some refreshers, below you will find tips regarding the abstract, introduction, methods, results, discussion and references sections of your paper.

Abstract

Many people find this section best to write last. It provides a summary of the research study including background information, most relevant measures and participant information, procedure, and most important results. It should allow the reader to quickly identify what this study entailed and what the results were. Think about what information you look for when you read an abstract.

Questions to Ask Yourself:

- Is on a page that is separate and between the title page and introduction?
- Is it 120 words or less? (Different professors may require different word limits, so be sure to check your specific assignment.)
- Is it accurate, self-contained, non-evaluative, clearly written, and to the point?

Listed below is a helpful guideline on what to include in your abstract (taken from www.psy.umassd.edu/psy580/proposals.html, accessed May 2, 2011).

1. The problem under investigation, in one sentence, if possible.
2. The participants, in as much detail as is important to the interpretation of your results.
3. The experimental method, including materials (tests by full name) and procedure.
4. The proposed findings, including statistical significance levels.
5. The conclusions and implications or applications.

Introduction

“When writing your introduction you should start with more general information and then become more specific. Try to visualize the picture of a funnel. Your literature review starts out with a larger, general review of prior research and then gradually narrows, ending up with your very specific hypotheses.” –Keith Burt, Psychology Research Methods Professor

The Introduction section is essentially a literature review. It combines information from past peer-reviewed research studies to establish the context and importance of the chosen topic. This section should integrate many studies to provide a thorough background and show potential gaps in the field that the present study will address.

“The introduction is typically divided into 3 parts: (1) the problem under investigation, (2) the literature review, and (3) the purpose and rationale.”
1. The introduction introduces the **problem under investigation**. This usually occurs in the first paragraph. It answers the following questions:
   - What is the point of the study?
   - Are there any theoretical implications?

2. The introduction also includes a **discussion of previous literature** including prior relevant findings, relevant methodological issues, and continuity between prior research and your work. This is typically the “bulk” of the introduction.

3. The **purpose and rationale** for your study is also included in the introduction. Here you define your independent and dependent variables and make your statement of hypotheses. Some researchers save this information for the end of the introduction (usually a page after the literature review discussing the present study). Other researchers will intersperse their hypotheses throughout the literature review and contain a summary paragraph of them at the end of the introduction. The purpose and rationale should answer the following questions:
   - What variables did I plan to manipulate?
   - What results did I expect and why?
   - What is the logic behind the hypotheses?”

-Quoted from Psychology 110 handout by Keith Burt, Psychology Research Methods

**Professor Methods**

This following explanation is taken directly from Professor Keith Burt's [Final Paper Guidelines](http://www.uvm.edu/wid/writingcenter/tutortips/burtguidelines.pdf) for Psychology 110, which he has given us permission to quote from and include. While these guidelines are specifically for Psychology Research Methods, they provide a good example of information to include in each section of a psychology research paper.

“Typically broken into sections: **Participants, Measures** and **Procedures**.

**Participants**

“The Participants section is usually only one paragraph. You want to include detailed information about your participants but not information that is so detailed that the reader could figure out the identity of your participants. You should answer the following questions:

- How many participants?
- Are they male or female, or some of each?
- How old are they?
- Are they of different races/ethnicities? If so, what percentage?
- Any other demographics relevant to your study? (e.g., 60% were involved in a romantic relationship for two months or greater)
- Where did they come from? How were they selected?
- What are the conditions of participants (e.g., payment, extra credit, nothing)?
Measures
You should devote 1 paragraph for EACH measure and should include the following information:
- The full name of the measure
- Where it came from / who created it
- What it assesses
- Are you using the full measure, a short form, or a sub-set of items?
- Information on how items are measured (e.g., 7 point Likert scale)
- Example of a sample item

 Measure Example:
*Storm and Stress Scale, General and Target* (Holmbeck & Hill, 1988): assesses the extent to which one holds the belief that adolescence is a time of storm and stress primarily in terms of the parent-child relationship. Items are presented in a 7-point Likert format ranging from 1 (never or almost never true) to 7 (always or almost always true). Example: “Teenagers fight a lot with their parents.”

Procedures
- Type of research design (e.g., experimental, correlational)
- Identify IV + DV + how they were measured + scored
- Subjects assignment (e.g., random, matched pairs)
- Your instructions to participants
- If you are doing an experimental manipulation you need to describe the manipulation(s), manipulation checks, and any special control features.
- Debriefing (primarily used with experiments)

Results
This section contains information about all statistical tests conducted and results. Needs to be written in a specific format that can be found in an APA Handbook. Should include both significant and non-significant results. There should *not* be any commentary on what the results mean. Check out this useful Format for Writing Results of Statistical Tests ([http://depts.washington.edu/psywc/handouts/pdf/stats.pdf](http://depts.washington.edu/psywc/handouts/pdf/stats.pdf)) for additional information regarding formatting of statistical results. Here is a quick example, courtesy of Professor Keith Burt as found in his final paper guidelines linked above:

“We analyzed our results using a *(fill in stat test here)*. There appears to be/does not appear to be a significant effect for *(fill in independent variable)* for *(dependent variable)*. The subjects in the ____ condition showed more_____ (\(M=\#, \ SD=\#\)) than subjects in the ____ condition (\(M=\#, \ SD=\#\)). This does/does not support the hypothesis that *(fill in with your hypothesis)*. [REPEAT AS NECESSARY].”
Discussion

The discussion section is the conclusion of your research paper. You are explaining your findings in relation to prior research and current theory. You also need to include any limitations of your study (e.g., validity). Your discussion section should be at least one page; it is likely that it will be longer.

Key Features:
- Include a clear statement of support or nonsupport of hypotheses.
- Similarities or differences of results to prior research (refer back to lit. review).
- Evaluate and interpret results in reference to current theory.
- Discuss the validity of your experimental results. Did your study accurately test your hypotheses? Do your findings generalize to others?
- Suggest the “next step”: What needs to be done in future experiments.
- Comment on the importance of your findings.

References

Always include a references section that provides full bibliographic information for each of the sources you cite (using in-text citations) in your paper (see How to Cite in APA Style below).

Research Proposals

Instead of writing a full research report, some professors may request a proposal of a research study. This would include the following sections: Introduction, Method, Expected Results, Conclusion, and References. A successful research proposal makes a strong case for why this research is important, and provides clear, detailed methodology.

Article Reviews

An Article Review is an essay that analyzes the strengths and weaknesses of a particular piece of research. It requires students to carefully read and critique a professional article and provide a summary of their analysis on the material.

General Organization:
- First section should be devoted to explaining the basic idea of the study
- Second section should be an analysis of the usefulness of the study, showcasing knowledge of the ramifications of the study and results, as well as the drawbacks and weaknesses of the study.
- A full APA citation of the relevant article is required immediately after the APA style heading
Here is a small excerpt from a student’s article review to get an idea of what they look like:

“The methodology of this study is fairly sound. In order to recruit participants, the researchers contacted 5 different adoption agencies that were in places that allowed adoption by homosexual parents, and had placed children with homosexual couples before. Using the files provided by the agencies, the researchers contacted all the couples with children between the ages of 1 and 5. This recruitment method differed from previous studies which had selected participants non-systematically at gay and lesbian groups. The sample was fairly homogenous as far as socio-economic status and education. Although the researchers made an effort to recruit from 5 different locations, they were still limited to states where adoption into homosexual families is legal. However, heterosexual couples were recruited from the same area, so comparison between the groups in this aspect is still possible. One important limitation of this sample is the age of the children being studied. It seems like it would be difficult to draw accurate conclusions about the formation of gender identity and adjustment for children as young as one or two. It was not made clear why the researchers chose to focus on this particular group.

This study used a variety of measures that seemed to be validated for homosexual and heterosexual parents. All three of these scales had moderate to high alphas, indicating reliability, for homosexual and heterosexual parents. ... All measures used in regards to the children were age appropriate and had moderate to high reliability and validity...”

**Reflection Paper**

“Not all writing in Psychology classes is as formal as a Research Study or a literature review. Informal writing in psychology requires more analysis of theories and application to common circumstances.”

-Sarah Baddeley, writing tutor

A **Reflection paper** can take a variety of forms; in general, students are asked to apply personal experiences and analysis of course-related material in order to enrich their understanding of course topics. Sometimes students are asked to complete a series of Reflection Papers that comprise, for example, a “Journal” in which students record experiences and reactions to or analysis of those experiences in light of course material.

Another permutation is a “Research Journal” in which students regularly record research ideas and related brainstorming.

**TIPS:**

- The bulk of the essay should address the application of the theory and include several examples that support how it manifests in reality
- The requirements for any informal writing assignment are likely to vary depending on the professor and class.
- Reference the assignment to make sure your writing is meeting the expectations.
Here is a small excerpt from a student’s reflection paper analyzing media for Developmental Psychology:

“Helga Pataki is a fourth grade Caucasian girl from the children’s television series Hey Arnold! Helga displays many acts of aggression throughout the Hey Arnold! Series …. Helga’s family directly affects her aggressive behavior. Helga’s father, Bob, displays authoritarian parenting. Authoritarian parenting is a parenting style that is low in responsiveness to the child, but high in demandingness (Siegler et al., 2010). Children of authoritarian parents are typically low in social and academic competence, unfriendly, and experience negative events as school (Siegler et al., 2010). Helga matches this description. Helga is very unfriendly as seen in almost all episodes; she does not know how to act pro-socially based off of her interactions with peers, and she has failed a math test in Quantity Time (1997) showing negative school events. Helga’s mother, Merriam, displays rejecting-neglecting parenting. Rejecting-neglecting is a parenting style that is low in responsiveness and demandingness (Siegler et al., 2010). In The Beeper Queen (1999), Merriam gets a job selling beepers and gets to be in a television commercial. She gradually begins to ignore Helga completely and when Helga asks for help, Merriam says that the people at work need her more and whatever Helga’s problems were they could wait. Children of rejecting-neglecting parents tend to show antisocial behavior, low academic competence and depression (Siegler et al., 2010). Helga shows signs of all of these attributes…”

How to Cite in APA Style

“Cite a lot! Every piece of factual information needs to be cited. I’ve read a lot of undergraduate papers and I’ve never encountered one with too many citations.”

– Martin Seehuus, Clinical Psychology Graduate Student & TA for Psych 110

The following are abbreviated style guides created by our Writing Center administration: Paper Formatting and In-text Citation, Works Cited.

APA Paper Formatting and In-text Citation

This sheet summarizes American Psychological Association (APA) style for paper formatting and in-text citation, as published in the sixth edition of the Publication Manual of the American Psychological Association. APA is only one of a number of popular styles for formatting, which are generally used according to discipline, but you should always use the methods and variations preferred by your professor. For more complete style information, refer to sixth edition of the Publication Manual of the APA or visit the OWL at Purdue at http://owl.english.purdue.edu/ and refer to the APA 2009 Formatting and Style Guide.

Paper Formatting

An APA-formatted paper should be:

• Typed and printed on 8.5”x11” white paper
• Double-spaced between lines (including the first page heading), with a single space between sentences
• In a standard 12 pt. font (e.g. Times New Roman, Helvetica, Arial)
• Set to 1” margins
• Indented ½” at the beginning of each paragraph
• Labeled with a header that includes the paper title on the left and page number on the right
• Include in-text parenthetical citation with a Reference List page at the end of your paper

Starting your paper:
• Full APA-style papers contain four sections: title page, abstract, body, and references. Unless your professor requests this format, type your full name, instructor’s name, course, date, etc. as specified by your professor.
• Double-space after your heading and type your title (centered) using Title Case (do not add any underlining, quotes, or italics except to denote the title of another work, as you would in your text).

In-text Citation
APA requires the use of parenthetical citation to indicate the use of ideas or direct quotes from others.
• Insert a parenthetical citation that includes the author’s last name and the year of publication at the end of the relevant sentence (or clause), inside the end punctuation (Daniels, 2007).
• If the author’s name appears in the sentence, you need to cite the year, in parenthesis, next to the name (Daniels (2007) has argued that…) unless the year is also included in the sentence (In 2007, Daniels argued that…). In this situation, you do not need a citation at the end of the sentence. Note: APA style requires using the past or past-perfect tense to refer to past research.
• If the author is not known, use a short version of the title (three to four words) according to how the source is alphabetized in your Reference List (i.e. do not include the words “a,” “an,” or “the” at the beginning of the title). Put book titles in italics, but articles or book chapters in quotations.
• When citing a specific section of a work (page, chapter, etc) place it at the end of the parenthetical citation, abbreviating “page” but not “chapter” (Daniels, 2007, p. 12) vs. (Daniels, 2007, Chapter 3)
• Citations with one or two authors should contain both names each time with an “&” in between. Citations with three or more authors should contain the first name followed by et al.
• If the authors of different publications, or the authors of one publication, share the same surname, include their initials in the citations (Light, I., 2006) (Light, M. A., Light, I. H., 2008)

Author(s)
Early onset results in a more persistent and severe course (Kessler, 2003, p.5).

No Author
Socialized care ultimately proves to provide cheaper and more effective treatment ("Study Finds," 2009).

**APA Works Cited**

This sheet summarizes American Psychological Association (APA) style for Reference List citations, as published in the sixth edition of the *Publication Manual of the American Psychological Association*. APA is only one of a number of popular styles for formatting, which are generally used according to discipline, but you should always use the methods and variations preferred by your professor.

For more complete style information, refer to sixth edition of the *Publication Manual of the APA* or visit the OWL at Purdue at http://owl.english.purdue.edu/ and refer to the 2009 APA Formatting and Style Guide.

**Reference List Formatting**

In-text citations in APA documents refer to full source citations in Reference List, an alphabetical list of sources that appears on a separate page at the end of a paper.

- All sources should be alphabetized by author last name followed by the author’s initials (e.g. Villafuerte, S.A.). If the author is not known, alphabetize by article title. If the author is an institution or association, alphabetize by name using the first significant word (i.e. not “a,” “an,” or “the”—e.g. University of Michigan, Department of Psychology).
- If you have more than one article by the same author or group of authors, named in the same order, the references are listed in order by the year of publication, starting with the earliest.
- Capitalize all major words in journal titles.
- For any work that is NOT a journal title, such as a book, article, or Web page, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. (e.g. The pathogenesis of some impulsions. *Journal of Abnormal Psychology*)
- Italicize titles of longer works such as books and journals.
- Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.
- Do not cite your personal communications (phone calls, emails, letters, etc) in the Reference List.
- Entries should be double-spaced, with all lines after the first in each entry indented by five spaces (1/2”). **In the interest of space, the examples below are not double-spaced.**

**Periodicals – Journals, Magazines, Newspapers**

- Give volume number, italicized, after periodical title.
- Include journal issue number (if available) in parentheses immediately after the volume number if the page numbers restart from 1 with each issue.
- Give the page numbers of the specific article.
Journal article

- No retrieval date is needed for online journal articles, but the reference must include the full URL of the journal homepage

Magazine Article

Newspaper Article

- Precede page numbers with p. or pp. and list all pages on which the article appears (if the pages are discontinuous, separate them with a comma, e.g. pp. B1, B3, B5-B7)
- If retrieved online, include “Retrieved from” and homepage URL at the end of the reference

Books

- Place information about editions, volume numbers, and page numbers in parenthesis following the title: *title* (2nd ed., Vol. 3, pp. 3-5).
- For books or chapters available only online, replace the publisher information with “Retrieved from” and the exact URL
- If author and publisher are the same, use the word “Author” in place of publisher name

Entire Book

Book Chapter

Reference Book

Several Volumes of Multivolume Work

Non-English reference book, title translated into English

**Entry in Online Reference Work**
