



College of Health and Human Services  
Office of Research and Creative Activity

# APA BASICS

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## APA Manual

The source document is: American Psychological Association (APA). (2001). *Publication manual* (5<sup>th</sup> ed.). Washington, DC: Author.

## Candidates' Preparation

**Go to:** <http://www.ohio.etc>

**Read:** Deadlines 2008-2009

See: <http://www.ohio.edu/graduate/etd/Deadlines.cfm>

**Read:** Preparing a Thesis or Dissertation

See: [http://www.ohio.edu/graduate/upload/preparing\\_td\\_checklist\\_pg6.pdf](http://www.ohio.edu/graduate/upload/preparing_td_checklist_pg6.pdf)

**Locate:** Template Document for Each College

**Download:** Template for the College of Health and Human Services (dated 02\_12\_09).

- Read and follow the instructions in the bright yellow box.
- After you unlock the document, you may cut and paste your text into it.
- Please read and follow the instructions in each section.
- Each section illustrates the desired APA format.

## College-Level Review and Approval

**Purpose.** The purpose of the associate dean's review is to help you polish your thesis so that it:

- Conforms to an acceptable editorial style (APA and TAD's CHHS template);
- Conveys your intended meaning;
- Is highly readable;
- Has a consistent, aesthetic appearance.

**Deadline.**

- The collaborative review-and-correction process takes a *minimum of seven days*, and sometimes *significantly longer* depending on the volume of manuscripts under review.
- Manuscripts are reviewed in the order in which they are received.
- Please plan ahead and submit your thesis to the associate dean (by email) well in advance of the TAD deadline.

**Approval.** Before the Office of Thesis and Dissertation (TAD) will accept your thesis or dissertation, the associate dean must (a) approve your thesis, and (b) receive your original, signed oral defense form.

## Heading Styles (APA, pp. 113-115)

Major headings are ALL CAP, CENTERED:

ABSTRACT  
 ACKNOWLEDGMENTS  
 TABLE OF CONTENTS  
 LIST OF TABLES  
 LIST OF FIGURES  
 CHAPTER 1: TITLE OF CHAPTER 1  
 REFERENCES  
 APPENDIX A: TITLE OF APPENDIX A

Thereafter, the style of heading depends on *how many levels you have in your* thesis or dissertation. (Refer to APA, pp. 113-115.)

<p>If your thesis has major headings <b>plus two</b> additional levels:</p>	<p style="text-align: center;">MAJOR HEADING</p> <p style="text-align: center;">Centered Uppercase and Lowercase Heading</p> <p style="text-align: center;"><i>Flush Left, Italicized, Uppercase and Lowercase Side Heading</i></p>
<p>If your thesis has major headings <b>plus three</b> additional levels:</p>	<p style="text-align: center;">MAJOR HEADING</p> <p style="text-align: center;">Centered Uppercase and Lowercase Heading</p> <p style="text-align: center;"><i>Flush Left, Italicized, Uppercase and Lowercase Side Heading</i></p> <p style="text-align: center;"><i>Indented, italicized, lowercase paragraph heading ending with a period.</i>          When using this heading, be sure to start typing your regular text immediately after the period (not on a new line).</p>
<p>If your thesis has major headings <b>plus four</b> additional levels:</p>	<p style="text-align: center;">MAJOR HEADING</p> <p style="text-align: center;">Centered Uppercase and Lowercase Heading</p> <p style="text-align: center;"><i>Centered, Italicized, Uppercase and Lowercase Heading</i></p> <p style="text-align: center;"><i>Flush Left, Italicized, Uppercase and Lowercase Side Heading</i></p> <p style="text-align: center;"><i>Indented, italicized, lowercase paragraph heading ending with a period.</i>          When using this heading, be sure to start typing your regular text immediately after the period (not on a new line).</p>

## Table of Contents

All headings, table titles, figure legends, and appendix titles should be worded in the table of contents exactly as they appear in the manuscript.

The CHHS template illustrates the desired format for the table of contents, i.e., regular font, uppercase and lowercase.

Although pagination of your thesis starts (in upper right corner) on page 2 of the manuscript, the first entry in the table of contents is the abstract (usually page 3).

## Double Spacing

**Double space.** APA requires the thesis or dissertation to be double-spaced.

### Exceptions:

- Footnotes may be single-spaced.
- Table notes, figure legends, and copyright permissions are double-spaced, but *may be* single-spaced. **If you do this once, then do so consistently for all tables and figures.**
  - Table examples: APA, pp. 149-154.
  - *Notes* examples: APA, pp. 175, 150-152.
  - Copyright permission for figures and legends: APA, pp. 180-186.
- Because tables and figures are embedded in the text in theses and dissertations, you should **hit “enter” twice** both **before** and **after** all tables and figures, i.e., “double-double” space. (This spacing rule does not apply when a table or figure is on its own, exclusive page.)
- To visually signal the transition between major sections within chapters, a “double-double” space is recommended just ***before this type of heading only***:

Centered, Regular Font, Upper and Lowercase Font

**Spacing and font style in appendices:** As explained in the CHHS template, appendices, may be in “any style font and text size” to allow you to import consent forms, survey documents, test forms, and other supplemental materials.

**Copyright permission.** Acquiring copyright permission for published (journal or web-based) tables, figures, illustrations, and/or any commercially available product (such as an examination form or survey) is **your responsibility**. The associate dean can provide guidance.

## Abbreviations (APA, pp. 103-111)

- Latin abbreviations: a.m., cf., i.e., e.g., vs. (APA, p. 106).
- The abbreviations **e.g.** (“for example”) and **i.e.** (“that is”) are always followed by a comma.
- Scientific abbreviations (APA, pp. 106-109).
- Periods with abbreviations (APA, p. 110).
- Abbreviations that **do not** require a comma, such as the names of states and District of Columbia (DC), see APA, p. 218.

## Capitalization Rules (APA, p. 95)

In titles and headings, capitalize all words that are **four letters or more** in length. Short words such as conjunctions (and, but), articles (a, an, the), and short prepositions (on, in, for) are not considered major words. (APA, p. 95).

Contrast capitalization and font styles in the following examples

Title of Thesis: Memory in Hearing-Impaired Children: Implications for Vocabulary Development

CHAPTER 1: INTRODUCTION

**In the table of contents:**

Table 1: Memory in Hearing-Impaired Children...

Figure 1: Memory in hearing-impaired children...

**In the table itself [at the top of the table]:**

Table 1

*Memory in Hearing-Impaired Children* [no period]

**In the figure itself [below the figure]:**

*Figure 1.* Memory in hearing-impaired children. [ends with a period]

## Glossary

If you use a section entitled “Glossary” or “Definition of Terms” in your main text (typically in Chapter 1):

- Alphabetize your terms.
- Capitalize only the first word, unless the term itself is a proper noun (this is rare).
- Do not enumerate (e.g., 1, 2, 3).
- Indent each entry (like a paragraph).
- Allow the second line to go to the left margin (just like a normal paragraph).

Here is an example of the glossary layout:

*Clinical education.* The application of knowledge...

*Clinical education coordinator (CEC).* A certified athletic trainer who is an employee of the sponsoring institution. The clinical education coordinator is responsible for...

*Clinical education director (CED).* A ...

*Delegation.* Authority given to subordinates to accomplish a certain objective; however, responsibility for the final decision remains with the person who delegated the task (Yukl & Fu, 1999).

*Delegated task.* A task that ...

## Hyphenation Rules (APA, pp. 89-94)

- APA recommends Merriam-Webster’s Collegiate Dictionary.
- Dos and don’ts (Table 3.1, APA, p. 91).
- Prefixes not requiring a hyphen (Table 3.2, APA, p. 92).
- Prefixed words requiring a hyphen (Table 3.3, APA p. 93).
- Use a hyphen if adjoining letters are vowels, e.g., meta-analysis.

## Numbers (APA, pp. 122-130)

**General rule.** Numerical values **below 10** should be expressed as **words** (e.g., three, seven); **above 10**, as **numerals** (e.g., 15, 22, 93, 1,699; APA, p. 122).

Examples:

- There were **10** practice trials in Condition I.
- There were **three** examination books.

**Exceptions.** Use numerals to represent measures of time, dates, ages, sample, subsample, or population size; specific numbers of subjects, scores and points on a scale, exact sums of money (APA, p. 124).

Examples:

- in about 3 years
- 2 weeks ago; a 2-week period
- 1 hr 34 min
- at 12:30 a.m.
- 2 years old; 2-year-olds
- in the 12<sup>th</sup> grade; 12th-grade students
- 30 participants; participants in Condition I (n=9) and Condition II (n=12)...

**If the numeral starts the sentence, spell it out:**

- **Nine** boys and 10 girls were in the study.
- **Twenty** men were in the study and 21 women.

To avoid mixing words and numbers, consider this approach:

- Study participants were boys (n=9) and girls (n=10).
- Study participants included men (n=20) and women (n=21).

**Within a paragraph.** Use numerals consistently if you are grouping high and low numbers **in the same paragraph**, e.g., 3 of 21 analyses; of 10 conditions, the 5<sup>th</sup> condition involved... (see more examples, APA, p. 123).

## Punctuation (APA, pp. 78-83)

### Use a comma:

Use a comma in a series of **three or more** items (APA, p. 78):

- The flag was red and blue.
- The flag was red, white, and blue.

Ordinarily, use a comma before conjunctions such as “and,” “but,” “or,” “because,” etc.

Use a comma to separate **two independent** clauses, each with its own verb (APA, p. 79):

- Cedar shavings covered the floor. Shredded paper lined the nests.
- Cedar shavings covered the floor, **and** shredded paper lined the nests.

Use a comma to set off a **nonessential or nonrestrictive** clause (APA, p. 78):

- Switch A controlled the recording device. Switch A was on a panel.
- Switch A, **which** was on the panel, controlled the recording device.

*Note.* Use lead words sparingly; if you use them, follow with a comma, e.g., a comma follows however, nevertheless, furthermore, therefore, and lead clauses e.g., In 2001, ...; If responses were accurate, ...; After the instructions were given, ....

### Do not use a comma:

Do not use a comma between two parts of a **compound predicate** (APA, p. 79):

- The results contradicted Smith’s hypothesis. The results indicated that the effect was nonsignificant.
- The results *contradicted* Smith’s hypothesis and *indicated* that the effect was nonsignificant. {The verbs share the same subject “the results”; therefore, there is **no comma** before “and.”}

**Do not** use a comma when the clause is essential (one that “limits or defines the material it modifies”), e.g., a “that” clause is essential (APA, p. 79):

- The switch stops the recording device. The switch also controls the light.
- The switch **that** stops the recording device also controls the light.

### Use a semicolon (APA, p. 80):

Use a semicolon to separate **two independent clauses** that are not joined by a conjunction (and, but, because):

- The participants in the first study were paid; those in the second were unpaid.
- The participants in the first study were given money; those in the second, gifts; those in the third, nothing. {In the second and third clauses, “were given” is implied; the omission of “were given” is signaled by a comma. }

Use a semicolon to separate elements in a series **that already contain commas**:

- The color order was red, yellow, blue; blue, yellow, red; or yellow, red, blue.

To separate citations:

- The results among the studies were consistent (Jones et al., 1991; Smith et al., 1986; Walker et al., 2008).

Use a semi-colon; do not use back-to-back parentheses:

- **Incorrect:** Using standardized scoring procedures, participants’ scores placed them in the mild range of impairment (75-100 AQ), moderate (50-75 AQ), and severe (<50) (Western Aphasia Battery, 1997).
- **Correct:** Using standardized scoring procedures, participants’ scores placed in the mild range of impairment (75-100 AQ), moderate (50-75 AQ), and severe (<50; Western Aphasia Battery, 1997).

### Use a colon (APA, pp. 80-81):

To separate a grammatically complete clause, followed by a “final phrase or clause that illustrates, extends, or amplifies,” e.g.,

- The outcome was clear: **Informed** participants performed more accurately than uninformed participants.

Capitalize the first letter of the second part **only if it is a complete sentence**.

Compare:

- The investigators of these two major studies agreed on the outcome: **T**he results were replicable. {The first word after the colon is capitalized. }
- Condition I had three parts: instructions, evaluative feedback, and a signal light (green for “correct”; red for “incorrect”). {The first word after the colon is not capitalized. }

When a **title** of a book or article uses a colon, always capitalize the letter **after the colon**, e.g., Memory in Hearing-Impaired Children: Implications for Vocabulary Development.

## Seriation (APA, pp. 116-117)

**Seriation of separate paragraphs uses Arabic numerals.** The text is indented and blocked (see APA, p. 117).

1. Individuals who....
2. Nondepressed persons exposed to... [and more text, and more text, and more text, and more text and more text].
3. Depressed persons exposed to... [and more text].
4. Depressed and nondepressed participants in the no-noise groups [and more text, and more text, and more text].

**Seriation within a paragraph** (APA, p. 116):

Use lowercase letters. Seriation within a paragraph looks like (a) this, (b) this, and (c) this.

Example:

- We tested three groups: (a) low scorers, (b), moderate scorers, and (c) high scorers.
- “We tested three groups: (a) Low scorers, who scored fewer than 20 points; (b) moderate scorers, who scored between 20 and 50 points; and (c) high scorers, who scored more than 50 points.

## Spacing (APA, pp. 290-291, 326)

**Double space.** Double space throughout the manuscript (APA, p. 326).

**Extra space above and below tables and figures embedded in the text.** “Double-double” space before and after a table or a figure by hitting the *enter* key twice while in the double-space mode.

### **Insert one space only:**

- After commas, colons, and semicolons;
- After punctuation at the ends of sentences;
- After periods that separate parts of a reference citation;
- After the periods in the initials of personal names, e.g., J. L. T. Brown;
- Between initials in the reference list, e.g., Brown, J. P. (2008);
- Before and after mathematical symbols, e.g.,  $2 + 2 = 4$ ;
- Before and after a hyphen if it represents a minus sign, e.g., the calculation was a - b.

### **Do not space:**

- Before or after hyphens and dashes (APA, p. 291):
  - Hyphen, e.g., trial-by-trial analysis;
  - Dash (double hyphen), e.g., Studies—both published and published—are included.
- Space before but not after a hyphen representing a negative value, e.g.,
  - the value was -5.25 cm.

## Tense and Pluralization

**Agreement:** In a sentence, nouns and verbs should agree, i.e., if the “subject” is plural, the verb should be pluralized.

**Rule of thumb:** Use plural and past tense whenever possible, e.g., The investigators reported... Smith and colleagues found....

Example 1:

- **Incorrect:** The director decreased their workload by assigning new and different tasks and responsibilities to their subordinates. {The director is singular; their workload and their subordinates are plural.}
- **Correct/disfavored:** The director decreased his workload by assigning new and different tasks and responsibilities to his subordinates. {Using “his” or “her” is disfavored; better to use plural throughout.}
- **Much better [plural throughout]:**
  - *If the intent is to decrease directors’ workloads:* Directors decreased **their** workloads by assigning new and different tasks and responsibilities to **their** subordinates.
  - *If the intent is to decrease subordinates’ workloads:* Directors decreased **their** subordinates’ workloads by assigning **them** new and different tasks.

Example 2:

- **Incorrect:** If the director does not trust **the** subordinates, energy will be wasted. {The word ‘the’ indicates ‘a specific one’; generally, do not use “the” with a plural noun.}
- **Correct:** If directors do not trust subordinates, energy will be wasted.
- **Correct:** The investigators reported uniform results for the three studies. {“The” works here because you are referring to a *specific* group of investigators.}

Example 3:

- **Incorrect:** The investigators determined that if all of the conditions were met, **the** student’s time would be effectively used and the goals of **the** athletic training educators would be met.
- **Correct:** The investigators determined that if all of the conditions were met, **students’** time would be used effectively, and athletic training **educators’** goals would be met. {proper pluralization; passive, conditional voice [if...would be]}
- **Better yet:** The investigators determined that **when** all conditions were met, students **used** their time effectively, and athletic training educators **met** their goals. {proper pluralization; active voice}

## Technical Writing Hints

Technical writing is concise and highly readable. To accomplish this goal:

1. Avoid excess words.
2. Use an active voice, e.g.,
  - Passive (indirect): The truck **was chased by** the dog.
  - **Better:** active (direct): The dog **chased** the truck.
  
  - Passive (indirect): The participant **was instructed by** the investigator to read the passage slowly.
  - **Better:** active (direct): The investigator **instructed** the participant to read the passage slowly.
3. Use past tense, especially in the literature review and results, e.g., “The investigator **gave** the instructions in oral and written form”; “Participants **responded** with a high level of accuracy”; “Smith et al. (2001) **reviewed** the obesity literature and **observed** that...”
4. Avoid starting sentences with “It,” because substantive nouns enhance readability, e.g., The results..., The study..., The investigator....
5. Avoid starting sentences with phrases such as “However,” “Therefore,” “Nevertheless,” etc. These may be used, but should not be overused.
6. Use “parallel grammatical structure” throughout sentences.

Cedar shavings covered the floor. Paper was shredded and available to line the nests.

  - **Incorrect:** Cedar shavings covered the floor, and paper was shredded and available to line the nests.
  - **Correct:** Cedar shavings covered the floor, and shredded paper lined the nests. {Note how the subjects and verbs are in the same form in both parts of the sentence.}
7. Long sentences create grammatical challenges. If you use long sentences, be sure they are grammatically correct.

## Citations in the Manuscript

**Short quotations.** For quotations, cite the author, year and page:

- Smith (2000) observed, “The sun rises in the east” (p. 99).
- “The sun rises in the east” (Smith, 2000, p. 99).
- Smith (2000) observed that the sun rises in the east.

**Long quotations.** A different rule applies when quoting a lengthy excerpt. In this case, block and indent the whole quotation, and place the page citation after the period, e.g.,

Smith (2000) observed:

The method of measuring the heat of the sun involved ... text, text, text, text, text, text,  
text, text, text, text, text, text, text, text, text, text. (p. 99)

**One work by one author (APA, p. 207):**

- Walker (2000) compared reaction times....
- In a recent study of reactions times,... (Walker, 2000).
- Walker (2000) stated, “reaction times were faster than expected” (p. 99).

**One work by two authors (APA, p. 208):**

- Smith and Brown (1999) reported that the rate of weight gain was higher than expected.
- The report explained that the rate of weight gain was higher than expected (Smith & Brown, 1999).
- Smith and Brown (1999) reported, “the weight gain was greater than expected” (p. 303).

**One work by three, four, or five authors (APA, p. 208):** Cite all authors the first time, thereafter, use et al.:

- First time cited: Smith, James, Brewer, **and** Brown (2000) observed that... (or) The differences were statistically significant (Smith, James, **&** Brown, 2000).
- Second and subsequent times, use et al., e.g., Smith **et al.** (2000) observed that the differences between Conditions I and II were statistically significant (or) The differences between Conditions I and II were statistically significant (Smith **et al.**, 2000).

(Below, see information about “six or more” authors.)

## Reference List (APA, p. 219 ff.)

See APA's index starting on p. 232. The numbers in the index refer to the numerically ordered examples that follow.

### Rules of thumb:

- Provide an author, year of publication, title, place of publication, and publisher. From the information provided, the reader should be able to locate the source in a library or on the Internet.
- If the reference is an electronic publication, refer to "electronic media" in the index (APA, p. 236) as well as explanatory material (APA, p. 231). The TAD office provides an aid to electronic citations, see the link on this Ohio Web page: <http://www.ohio.edu/graduate/etd.cfm>
- Before you finalize your thesis or dissertation, check to be sure all URLs are "live," and update your "retrieved" date to the most recent retrieval date.

**Alphabetize.** In the reference list, alphabetize, letter by letter. (In the text, citations in a string should be in the same order that they appear in the reference list.)

The APA Manual states: "**Remember...nothing precedes something,**" e.g., **Brown, J. R.**, precedes **Browning, A. R.**, even though the "*i*" (in Browning) precedes the "*j*" (in J.R.) alphabetically (p. 219).

The general rules are: (a) Alphabetize and *ignore the year of publication*; (b) if you have the same lead author, the short citation precedes the longer citation.

- Apple, **J.** (2008)...
- Apple, **Z.** (2001)...
- Berry, **T. R.** (1999)...
- Berry, **W. M.** (2006)...
- Brown, **J. R.** (2004)...
- Browning, **A. R.**, & Jones, **T. W.** (2001)...
- Deri, **S.**, Larry, **B.**, & Merry, **D.** (2003)....
- Smith, **J. B.** (2007)....

**Year of publication.** If references have **exactly the same author**, then place the earlier publication first, e.g.,

- Smith, **J. B.** (2007)...
- Smith, **J. B.** (2009)...
- Smith, **J. B.**, & Jones, **T. B.** (2003)...

**Same author and year.** If references have both the same author and the same year, use "a" and "b," and be sure to use them in the text as well, e.g., (Jones & Walker, 2001a, 2001b).

- Jones, **M. R.**, & Walker, **L. T.** (2001a)...
- Jones, **M. R.**, & Walker, **L. T.** (2001b)...

## Special Rules for “Six or More” Authors (APA, pp. 209, 224)

### For exactly six authors:

- **In the text:** Name the first author only followed by et al. For example, Walker et al. (2008).
- **In the reference list:** Name all six, e.g., Walker, W., James, N., Smith, T. S., Brewer, N., Frasier, J., & Brown, P. (2008). The rotation of the sun. *Science*, 19(3), 210-211.

### For more than six authors:

- **In the text:** Name the first author only *followed by a comma* and et al.: Walker, et al. (2008).
- **In the reference list:** Name the first six authors *followed by a comma* and et al.: Walker, W., James, N., Smith, T. S., Brewer, N., Frasier, J., Brown, P., et al. (2008). The rotation of the earth. *Science*, 19(4), 1-6.

## If References with the Same Year Shorten to the Same Form (APA, pp. 208-209)

This rule applies to references with the *same year of publication* that, when shortened, have the same form.

### Example 1 (three or more authors):

The first in-text citation includes all authors (APA, p. 208):

- (Bradley, Ramirez, & Soo, 1994)
- (Bradley, Soo, Ramirez, & Brown, 1994)

Normally, second and subsequent in-text citations are shortened to: **(Bradley et al., 1994)**.

However, to avoid confusion between these two citations: “cite the surnames of the first authors *and of as many of the subsequent authors as necessary* to distinguish the two references, followed by a comma and et al.” (APA, p. 208). **These are the correct in-text citations:**

- (Bradley, Ramirez, et al., 1994)
- (Bradley, Soo, et al., 1994)

### Example 2 (exactly six authors):

If you have **six authors** that are published in the **same year**, these citations will be confused easily if shortened to the same form. The special shortening rule applies (APA, p. 209).

- Given: (Kosslyn, Joenig, Barrett, Cave, Tan, & Gabrieli, 1996)
- Normally, the first citation would be: **(Kosslyn et al., 1996)**  
*and*
- Given: (Kosslyn, Joenig, Gabrieli, Tan & Cave, 1996)
- Normally, the first citation would be: **(Kosslyn et al., 1996)**

To avoid confusion between these two shortened forms, use as many authors as necessary to distinguish the two citations. **These are the correct in-text citation forms:**

- (Kosslyn, Joenig, Barret, et al.,1996)
- (Kosslyn, Joenig, Gabrieli, et al.,1996)

*Notes.* (a) **Do not use “&”**; (b) use a **comma before et al.** to signal that names have been dropped.

### **Example 3 (more than six authors):**

If you have **more than six authors** that are published in the **same year**, these citations will be confused easily if shortened to the same form. The special shortening rule applies (APA, p. 209).

Given: Ng, V. W., Kong, A. P., Choi, K. C., Ozaki, R., Wong, G. W., So, W. Y., Tong, P. C., Sung, R. Y., Xu, L. Y., Chan, M. H., Ho, C. S., Lam, C. W., & Chan, J. C. (2007). BMI and waist circumference in predicting cardiovascular risk factor clustering in Chinese adolescents. *Obesity, 15*, 494-503.

- **In the reference list**, this should be: Ng, V. W., Kong, A. P., Choi, K. C., Ozaki, R., Wong, G. W., So, W. Y., et al. (2007). BMI and waist...
- **In the text**, normally the first and subsequent citations would be: **(Ng, et al., 2007)**.

Given: Ng, V. W., Kong, A. P., S., Epstein, Y., Friedland, O., Kowen, G., Eliakim, A., Wong, G. W., So, W. Y., & Tong, P. C. (2007). Short- and long-term beneficial effects of a combined dietary-behavioral-physical activity intervention for the treatment of childhood obesity. *Pediatrics, 999*, 990-910. [fictionalized example]

- **In the reference list**, this should be: Ng, V. W., Kong, A. P., S., Epstein, Y., Friedland, O., Kowen, G., Eliakim, A., et al. (2007). Short- and long-term...
- **In the text**, normally the first and subsequent citations would be: **(Ng, et al., 2007)**.

To avoid confusion between these two shortened forms, use as many authors as necessary to distinguish the two citations. **These are the correct in-text citation forms:**

- (Ng, Kong, Choi, et al., 2007)
- (Ng, Kong, Epstein, et al., 2007)

*Notes.* In this special >6 author situation, (a) in the reference list **do not use “&”** before the sixth author; (b) for the in-text shortened citation, **use a comma before et al.** to signal that names have been dropped.