How To Reference

Accurate referencing of all written work is essential as it enables readers (and, for the most part, this means **markers**) to:

- assess the accuracy of the writer's interpretation of source material;
- see how the writer's ideas have been influenced by others;
- check the writer's integrity (in terms of plagiarism and honesty); and
- easily seek out material that may be of interest to the reader's own studies.

Referencing Systems

Although there are many referencing systems around, only two are commonly used: the *Harvard* system and the *Vancouver* system (both named after the places in which they were devised). Illustrations of these two systems are given below:

The Vancouver System of Referencing

In text:

They have also tended to focus on students of nursing rather than midwifery - the only UK work available on student midwives is the study by Cavanagh and Snape [1]. Moreover, when the separate countries of the UK are considered, almost all the major work has been conducted in Scotland [2,3,4]. This is an important point because the education of nurses in Scotland is governed by different regulations to those of England, Wales and Northern Ireland and because the Scottish University system differs radically from the rest of the UK.

Final reference list:

1 Cavanagh, S. J. and Snape, J. (1997). Educational sources of stress in midwifery students. *Nurse Education Today* , **17** (2), 128-134.

2 Jones, M. C. and Johnston, D. W. (1997). Distress, stress and coping in first year student nurses. *Journal of Advanced Nursing* , **26** , 475-482.

3 Baldwin, P. J., Dodd, M. and Wrate, R. M. (1998). *Nurses: Training, Work, Health and Welfare.* Edinburgh: Working Minds.

4 Jones, M. C. and Johnston, D. W. (1999). The derivation of a brief Student Nurse Stress Index. Work and Stress , **13** (2), 162-181.

The Harvard System of Referencing

In text:

They have also tended to focus on students of nursing rather than midwifery - the only UK work available on student midwives is the study by Cavanagh and Snape (1997). Moreover, when the separate countries of the UK are considered, almost all the major work has been

conducted in Scotland (see, for example, Jones and Johnston 1997, 1999; Baldwin *et al.* 1998). This is an important point because the education of nurses in Scotland is governed by different regulations to those of England, Wales and Northern Ireland and because the Scottish University system differs radically from the rest of the UK.

Final reference list:

Baldwin, P. J., Dodd, M. and Wrate, R. M. (1998). *Nurses: Training, Work, Health and Welfare.* Edinburgh: Working Minds.

Cavanagh, S. J. and Snape, J. (1997). Educational sources of stress in midwifery students. *Nurse Education Today* , **17** (2), 128-134.

Jones, M. C. and Johnston, D. W. (1997). Distress, stress and coping in first year student nurses. *Journal of Advanced Nursing* , **26** , 475-482.

Jones, M. C. and Johnston, D. W. (1999). The derivation of a brief Student Nurse Stress Index. Work and Stress , **13** (2), 162-181.

The Harvard system is the system adopted by many (but not all) of the departments in the University. **It is important that you check which referencing system is used by your department,** as it is likely that it will be the **only** system that is acceptable for any work submitted within the department.

The Harvard system is a standardised system. This means that certain conventions must be adhered to (though there is some room for flexibility, as you will see later). The Harvard system works on the principle that every article, book or document mentioned ('cited') in an assignment must have a matching full reference in the final reference list. Likewise, every full reference in the reference list must have been mentioned in the main text of the assignment. An additional 'bibliography' (which, in this context, means a list of articles, books or documents used, but not mentioned in the main body of an assignment) is **not** required.

Citations - References in the Main Body of an Assignment

Referring to a published piece of work in the main body of an assignment is more properly called *citing* . A *citation* is, as such, nothing more than an in-text reference. Citations are referenced in full in the reference list at the end of the assignment.

The Harvard system uses the 'name-date' system of citation: citations only employ the authors' surnames and the year of publication. In the main body of text, the format 'first-author *et al.* ' (' *et al.* ' means 'and others') is used whenever there are three or more authors. **However, in the final reference list, all the authors' surnames and initials must be listed regardless of how many authors there are.**

Citations in the main body of the text often cause problems. There are essentially two ways of attributing a comment, viewpoint or influence to a published piece of work. In the first approach, the author(s) form an active part of the sentence construction; in the second, the attribution is more passive. Distinguishing between the two is important as it affects the

presentation of citations. Both approaches are valid, however; indeed, skilled writers often switch between the two. Look at the examples below. In particular, note the position of the brackets and the full stops marking the end of the sentence.

Where there is one author

Actively involving the author:

As Wright (1993) points out, one of the paradoxes of successful change is that it escapes public notice simply because it is successful.

The same phrase, passively attributed to the author:

One of the paradoxes of successful change is that it escapes public notice simply because it is successful (Wright 1993).

Where there are two authors

Actively involving the authors:

According to Sax and Jones (1987), there is little evidence to support the wholesale expansion of primary care.

The same phrase, passively attributed to the authors:

There is little evidence to support the wholesale expansion of primary care (Sax and Jones 1987).

Where there are three or more authors - the use of *et al.*

Actively involving the authors:

Thomas *et al.* (1993) suggest that nursing will only really develop as a profession if nurses become more political.

The same phrase, passively attributed to the authors:

Nursing will only really develop as a profession if nurses become more political (Thomas *et al.* 1993).

Constructing the Final Reference List

The final reference list appears at the end of the assignment, essay or paper. It is usual to precede the list with the simple heading 'References'. The references are presented in **alphabetical order** by author surname (or first author surname for multiple authors) and, unlike the Vancouver system, are **not** numbered.

There are essentially three main types of text you will come across: books; journal articles and chapters in edited books.

1. Books

General format for books:

Surname[s] of author[s], Initial[s]. (Year). *Title: Subtitle* . Edition [if 2nd or greater]. Place of publication: Publisher.

Examples:

Faltermeyer, T. S. (1996). *Principles of Marketing Education in the NHS* . Salisbury: Mark Allen.

Kolb, D. A., Rubin, I. M. and Osland, J. (1991). *Organizational Behavior: An Experiential Approach* . 5th edition. London: Prentice-Hall International.

Meleis, A. I. (1991). *Theoretical Nursing: Development and Progress* . 2nd edition. Philadelphia: Lippincott.

When referring to a book that is **edited**, rather than written entirely by an author or authors, the word **'ed(s).'** is inserted before the publication year. (But, see also 'Chapters in Edited Books'.)

Examples:

Fransella, F. (ed.) (1981). *Personality: Theory, Measurement and Research* . London: Methuen.

Gurman, A. S. and Razin, A. M. (eds.) (1977). *Effective Psychotherapy: A Handbook of Research* . Oxford: Pergamon

Theses/dissertations (for example, PhD and MSc) follow the same format, except following the title, [type of thesis], [location of University: name of University] appears, for example:

Smith, H. (1997). *Death and the Experiences of Pre-Registration Student Nurses: A Qualitative Investigation.* Unpublished PhD thesis. Leicester: DeMontfort University.

2. Journal Articles

General format for journal articles:

Surname[s] of author[s], Initial[s]. (Year). Title of article. *Journal Title* , **Volume** (Part), Pages.

Examples:

Kane, C. F., DiMartino, E. and Jimenez, M. (1990). A comparison of short-term psychoeducational and support groups for relatives coping with chronic schizophrenia. *Archives of Psychiatric Nursing* , **4** , 343-353.

Lebow, J. (1982). Consumer satisfaction with mental health treatment. *Psychological Bulletin* , **91** , 244-259.

Wright, S. G. (1993). The standard guide to ... achieving change. *Nursing Standard* , **7** (26), 52-54.

Newspapers and magazines may, occasionally, need to be referenced, but bear in mind the quality of the newspaper or magazine being read. The format is much the same as for journal articles, except that the full date of the issue is required. If no author can be identified, see 'Anonymous Authors' under 'Common Referencing Problems'.

Example:

Wyllie, A. (1998). Barclays fails driver. *Sunday Times* , Money section, p1 (August 30).

3. Chapters In Edited Books

The distinction between a straightforward textbook and an edited textbook becomes important when referencing. With edited books, different people write the individual chapters and each chapter is treated as a separate article. This means that if students read and make reference to, say, four chapters in an edited book with ten chapters, four references will need to be added to the reference list.

Conference proceedings (printed documents reflecting the content of a conference) are dealt with in the same way.

General format for chapters in edited textbooks:

Surname[s] of chapter author[s], Initial[s]. (Year). Title of chapter. *In* Initial[s]. + Surname[s] of editor[s] of book (ed[s].) *Title of book: Subtitle of book* . Edition [if 2nd or greater]. Place of publication: Publisher.

Examples:

Lewin, K. (1958). Group decision and social change. *In* E. Maccoby, T. M. Newcomb and N. Sandford (eds.) *Readings in Social Psychology* . 3rd edition. New York: Henry Holt.

Mitchell, K. M., Bozarth, J. D. and Krauft, C. C. (1977). A reappraisal of the therapeutic effectiveness of accurate empathy, non possessive warmth, and genuineness. *In* A. S. Gurman and A. M. Razin (eds.) *Effective Psychotherapy: A Handbook of Research* . Oxford: Pergamon.

Schön, D. A. (1988). From technical rationality to reflection-in-action. *In* J. Dowie and A. Elstein (eds.) *Professional Judgement: A Reader in Clinical Decision Making.* Cambridge: Cambridge University Press.

Notes About Flexibility in the Harvard System

The Harvard system allows some flexibility, however it is important to be **consistent** . In other words, if you adopt some of the flexibilities listed below, make sure that the same formatting is employed throughout your document.

- Book or journal titles and the link word 'In' for chapters in edited textbooks need some sort of emphasis. If not word-processing, an alternative to using *italics* or **bold** is to use underlining .
- In the final reference list, the brackets around the publication year can be omitted.
- For books, it is acceptable to place the publisher before the place of publication, separating the two with a comma instead of a colon.
- Full stops can be omitted from the authors' initials (some feel this looks neater).

As such, all of these forms are acceptable for the final reference list:

Meleis, A. I. 1991. **Theoretical Nursing: Development and Progress** . 2nd edition. Philadelphia: Lippincott..

Meleis, A. I. (1991). *Theoretical Nursing: Development and Progress* . 2nd edition. Lippincott, Philadelphia.

Meleis, A I (1991). Theoretical Nursing: Development and Progress . 2nd edition. Lippincott, Philadelphia.

Common Referencing Problems

Secondary Citations/References

Sometimes, students make use of references they find in books and articles they have been reading, but do not actually consult the original sources. To present these *secondary* references as primary references is really a form of cheating. To avoid this, students should ideally follow up the secondary references and consult the original sources. However, as this is not always possible, students should make use of the phrases 'cited in' or 'cited by' to acknowledge that the reference is a secondary reference. Unfortunately, there is no set Harvard standard on secondary references; there are, however, two approaches in common use. Either of these approaches is acceptable.

Approach 1 (This approach has the advantage of ensuring that only the books and articles you have actually consulted appear in the final reference list):

In main body of the assignment

secondary reference cited by (or cited in) primary reference:

Date and Cornwall (1994) cited in Faltermeyer (1995)...

In the final reference list

reference only the primary reference:

Faltermeyer, T. S. (1995). Working towards quality - developing an approved course. *Complementary Therapies in Nursing and Midwifery* , **1** (5), 138-142.

Approach 2:

In main body of the assignment

secondary reference only:

Date and Cornwall (1994)...

In the final reference list

secondary reference cited in (or cited by) primary reference:

Date and Cornwall (1984) cited in Faltermeyer, T. S. (1995). Working towards quality - developing an approved course. *Complementary Therapies in Nursing and Midwifery* , **1** (5), 138-142.

Note that while some secondary references are acceptable at the beginning of a student's academic career, at higher academic levels, overuse of 'cited by' or 'cited in' is generally discouraged because it implies laziness - that students couldn't be bothered to chase up original source material.

Direct quotations

Direct quotations are pieces of text lifted word-for-word from books or articles. The quotation should be copied exactly as it is written in the book or article from which it has been taken. Any words missed out must be indicated by the use of an ellipsis (three dots: ...); any words inserted must be enclosed in square brackets.

Direct quotations are usually enclosed in inverted commas, and the number of the page from which the quotation has been taken **is always required** . Long quotations require double indenting or a smaller typeface.

Example:

Wrightsman and Deaux (1981) write:

'More optimistic grounds for control of aggressive behavior concern the role of appropriate environmental cues. Because such cues are important in the elicitation of aggression, and might even increase the strength of the aggressive impulse, the removal of such cues should serve to reduce aggressive behavior' (p. 293).

Alternatively:

Wrightsman and Deaux (1981) write:

More optimistic grounds for control of aggressive behavior concern the role of appropriate environmental cues. Because such cues are important in the elicitation of aggression, and

might even increase the strength of the aggressive impulse, the removal of such cues should serve to reduce aggressive behavior (p. 293).

Note that overuse of direct quotes could be seen as a form of *plagiarism*.

Prolific Writers

Some authors produce several publications in one year. If two or more articles are attributed to the same author(s) in a particular year, students should use alphabetical sequencing (a, b, c, etc.) to distinguish between the articles. For example, if you use three papers written by Adam Jones in 1994, you might want to call the first paper used Jones (1994a), the second, Jones (1994b), the third, Jones (1994c). The references in the final list would be:

Jones, A. (1994a). [Title, etc. of first Jones paper you cite.]

Jones, A. (1994b). [Title, etc. of second Jones paper you cite.]

Jones, A. (1994c). [Title, etc. of third Jones paper you cite.]

Note that **you** , as the writer, have inserted the letters a, b, c after the publication year. They are not fixed like the publication year, but serve only to distinguish between the three 1994 Jones articles you are using. If you only used one of the Jones papers, you would not need to use any letters after the publication year.

This alphabetical sequencing for prolific writers often trips students up with secondary referencing. You might read a book (say, by Johnson) that mentions a paper - Smith (1999c) - that you are interested in using in your assignment. Logically, you copy the citation exactly as it is, and enter the full reference for Smith (1999c) in your final reference list. There is a problem here, however, in that the letter 'c' after '1999' was inserted by the author of the book you are reading (Johnson) only to distinguish it from two other papers/articles cited in that same book, papers Johnson calls 'Smith (1999a)' and 'Smith (1999b)'.

What you should have done here is simply refer to the Smith paper as 'Smith (1999)' (assuming it is the only 1999 Smith paper that you want to use in your assignment). Actually, what you should have done is consulted the original source - the paper Johnson calls Smith (1999c) - rather than steal a secondary reference from Johnson!

Organisational ('Corporate') Authors

Institutions and organisations produce many papers and texts. These often cause referencing problems. Remember, however, that these institutions and organisations can be authors in their own right. So, the Department of Health, the Royal College of Nursing, the UKCC, can all be cited as authors - Department of Health (1991), RCN (1987), UKCC (1992), for example.

Consider the following examples:

National Schizophrenia Fellowship (1974). *Social Provision for Sufferers from Chronic Schizophrenia* . Surbiton: NSF.

The NHS Health Advisory Service (1995). *Together We Stand: The Commissioning of Child and Adolescent Mental Health Services.* London: HMSO.

Royal College of Nursing (1996). *National Health Manifesto.* London: RCN.

UKCC (1992). *Code of Professional Conduct* . London: UKCC.

Electronic Sources of Information

Increasingly, students are making use of electronic sources of information like the internet when undertaking assignments. Providing that the information employed is from a legitimate source (e.g. a reputable organisation), such information can be extremely valuable. Generally, the format for referencing electronic sources of information is similar to the format for books and journal articles, except that some additional information is required:

- The type of medium is required (in square brackets) after the document details.
- Following the type of medium, 'Available from:' is written together with the source of the material, e.g. the web page (for ease of reading, URLs are often enclosed between the characters < and >, though these characters are not part of the web address).
- The access/transmission date (in square brackets) is required after the source.

Examples:

Boell, E. J. (1995). Circulatory System. *Microsoft Encarta '95: The Complete Interactive Multimedia Encyclopedia* [CD-ROM]. Available from: Microsoft. [Accessed: 1 May 1999].

Men's Health Trust (1998). The Men's Health Trust [Website]. Available from: <freespace.virgin.net/mens.health> [Accessed: 10 April 1998].

Pritzker, T. J. (No date). An Early Fragment from Central Nepal [Website]. Available from: <www.ingress.com/~astanart/pritzker/pritzker.html> [Accessed: 8 June 1997].

Prostate Cancer Charity (1997). The Prostate Cancer Charity [Website]. Available from: <www.prostate-cancer.org.uk> [Accessed: 10 April 1998].

If no creation/publication date is available for the electronic material, simply write 'No date' where the publication year normally goes. If no author can be found, follow the guidelines in 'Anonymous Authors' below.

'Anonymous' Authors

With some documents, such as dictionaries or Acts of Parliament, it is difficult to find out who the author is. In these cases, it is acceptable to reference by the document or series title.

Examples:

Collins Modern English Dictionary (1987). Glasgow: William Collins & Sons.

Sunday Times (1998). Wellcome seeks alliance to keep genes data public. Business Section, p.1 (August 30).

Mental Health Act (1983). London: HMSO.

World in Action (1995). All Work and No Play. [TV Programme]. Available from: Granada TV, Manchester. [Transmitted: 16 October 1995].

Referencing Software

For students advanced in their academic careers (and other interested students), there are several software packages around that can help you reference as you write. Two well-known packages are *Endnote* and *Papyrus* .

Further Reading:

External Links:

- Guide to citing Website content.
  http://www.h-net.org/%7Eafrica/citation.html
- An introductory guide to referencing.
  http://www.uwe.ac.uk/hsc/learnteach/studyskills/referencingwebsite/index.htm
- UCL Library Services (2000). Citing electronic sources
  http://www.ucl.ac.uk/Resources/Searching/citing.htm
- MMU Guide to Referencing.
  http://www.mmu.ac.uk/lsu/studyskills/references.html

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