The Style and Referencing Guide was last updated in July 2017.
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Introduction

The Adelaide Nursing School Style and Referencing Guide is designed to provide students with information regarding preparation of different types of assignments and details of the School referencing system. The Adelaide Nursing School uses an Author-Date system (Harvard system). It is important to be aware that there are many different variants of this system, but that students are expected to comply with the guidelines in this manual. The School style complies with the Snooks & Co. 2002, Style manual for authors, editors and printers, 6th edn, John Wiley and Sons, Australia.

The Vancouver system is also described. This referencing system may be used for some assignments such as posters. However, it is important to note that the School Author-Date system must be used for every assignment unless specified by the coordinator of a course.
Style Guide

This section provides a guide for preparing assessment and other related tasks. It also outlines referencing styles required by the Adelaide Nursing School.

The Writing Centre

Level 3 East, Hub Central, North Terrace Campus

The Writing Centre provides academic learning and language development services and resources for local, international, undergraduate and postgraduate coursework students enrolled at the University of Adelaide.

TEL 8313 3021 | EMAIL writingcentre@adelaide.edu.au | WEB www.adelaide.edu.au/writingcentre/

Maths Learning Centre

Level 3 East, Hub Central, North Terrace Campus

TEL 8313 5862 | EMAIL mathslearning@adelaide.edu.au | WEB www.adelaide.edu.au/mathslearning/

Assignment and essay writing

Most programs taught in the School include essays or assignments as part of student assessment. These serve two major purposes; firstly, they assist students to learn and secondly, they assist the course coordinator to assess whether learning has occurred. Learning only really takes place when a student actively solves a problem or demonstrates the acquisition of knowledge through creatively or analytically organising this knowledge. This section of the manual has been designed to help those studying at the Adelaide Nursing School to prepare academic work and to introduce the basic principles of academic writing.

Defining the essay or assignment topic

Before commencing an essay or an assignment, take some time considering the topic and arriving at a clear view on what the topic asks you to do. Pay particular attention to the words used in the topic. For example, if you are asked to describe, compare and contrast two or more different statements, theories or ideas, then you will need to understand each; describe each; and identify similarities and differences. For definitions of terms that may be used see the Glossary in Appendix A.

Planning and organising your reading for an assignment or essay

All assignments and essays need to be based on relevant, disciplined reading. Each course may have prescribed and recommended readings on MyUni. These, plus notes from the lectures and tutorials attended, and information provided on MyUni are essential background material. However, reading should not be limited to these sources. Encyclopaedias and dictionaries are useful to clarify words and concepts, but are generally not sufficient in depth for university studies. Use them only to give an insight or overview of a topic and not as major references.
Searching for literature

To find references beyond the reading lists provided, use the catalogues and databases available in libraries.

An internet guide on resources for nurses can be found at http://libguides.adelaide.edu.au/nursing (produced by Maureen Bell, Research Librarian).

Help with finding books is at http://libguides.adelaide.edu.au/content.php?pid=227947&sid=1886265

Help with looking for journal articles is at http://libguides.adelaide.edu.au/content.php?pid=227947&sid=1932674

The library staff can assist students in searching out relevant literature and students should utilise this service. Another way to trace articles is to find one or two on the topic and look back through the reference list of the sources the author has used.


Finally, browsing through journals will often lead to finding articles that may be needed once further into the studies.

Bear in mind that the most up-to-date information is usually found in journals. Journal articles that are published within the last five years in Australia which come from a peer reviewed journal are considered the best sources. Older articles can be used but ideally they should be classic or seminal works, unless they are all that is available in a very specific area.

As information is read, it is important (and time saving) to make notes. Always include the full reference, and note page numbers when recording notes. Notes can include facts, figures, arguments and ideas, which will support the argument or descriptions in an essay.

Note taking


If you prefer to write as articles are read it is often useful to use a card or a sheet of paper for each book, chapter or journal article. Computer software packages are available for managing references, for example 'EndNote' and electronic notes can be recorded using these programs. Students are strongly encouraged to use EndNote and it is expected at Master’s (Stage 2) level. This program is available free of charge to students, go to the following website https://www.adelaide.edu.au/technology/yourservices/software/personal/#endnote. More information on EndNote can be found at http://libguides.adelaide.edu.au/endnote.

Notes should be in your own words, rather than direct copying from the text. Direct quotations should be incorporated into the notes only when the direct quote will be included in the assignment. This forces you to think about what the author is actually saying and to articulate it in a form that is readily accessible to you. The use of direct quotes in an essay or assignment should be kept to a minimum and only used to support your own ideas and arguments. They should not be used in place of your own words, as this does not tell the reader or the marker much (if anything) about a student’s understanding of the original work.

Summarising is an important skill to use when preparing your reading notes. To summarise effectively, read a passage; list the main ideas of the passage in your own words; remove irrelevant data; organise the main points in sequence and then link the ideas together.

Planning the essay or assignment

The structure of an essay or assignment must be carefully and deliberately planned before writing begins. Planning the subheadings or major points of the paper will help in deciding the
logical progression of ideas, as well as helping to structure word limits for each section so information is concise but cover the topic well. As most essays and assignments will require students to solve a problem or to think critically and logically, students must support all their arguments by presenting the evidence for them. In academic writing it is not sufficient to argue only from one's own views or even appeal to authority unless the reasons behind an authoritative opinion can be shown.


Writing the essay or assignment

Once the topic has been researched and notes made, it is then time to write the essay. It is personal choice how this is done. Some prefer to sit and write the whole assignment in one long session. Others work on writing one section at a time. The approach used does not matter, but if writing a section at a time be aware of maintaining consistency in the writing style throughout the piece or it will be disjointed. It may be useful to begin the process by mind mapping (refer to: www.adelaide.edu.au/writingcentre/learning_guides/), writing down as many ideas relating to the topic. These ideas can then be arranged into sections and linked together in a logical sequence.

Identifying the main points allows paragraphs to be constructed. Normally one idea or point is discussed in each paragraph. One format that allows essays to flow is to introduce the idea of the next paragraph in the last sentence of the present paragraph linking ideas through the paper.

Essays are usually written in the past tense; do not change tenses. It may help to read the assignment out loud or have someone else read it. This will help detect mistakes in grammar and syntax. Accurate spelling is essential, it is useful to perform a spell check if using a computer or to get someone else to read your assignment and check for errors. Australian spelling is expected. When using Microsoft Word select English (U.K.) as this is closer to Australian than English (U.S.) and will provide a more comprehensive spell check than English (Australian).

Although there can be creativity in the writing of an essay or assignment, it is useful to include the following:

Introduction
An introduction should clearly state the question, problem or issue to be considered, the limits or boundaries of the work and define important terms or concepts used. An introduction to the area or field of inquiry is required in order to situate the topic and provide a brief background. The literature may be used to support this discussion. Assume that the reader is a professional person unfamiliar with your particular field. After introducing the topic and developing the background material, describe what will be proposed in the essay.

Body
The main part of the essay or assignment should present the argument in a logical sequence, supporting each with evidence. Headings are useful in emphasising the structure of the essay and in breaking up the text.

Most assignments will require students to critically analyse information. Critical thinking has been defined as ‘…reasonable reflective thinking that is focused on deciding what to believe or do’ (Ennis cited in Bensley 1998, p. 5). Critical thinking skills can assist in making sound judgments in a variety of situations. In this technological era everyone is constantly bombarded with information and ‘evidence’ through the media, internet and socially. It is important to critically analyse this evidence and do not just accept it on face value. Critical thinking involves analysing an argument and deciding whether in agreement with the author’s conclusion or not.
Conclusion
A conclusion should succinctly sum up the position. It should not merely consist of a summary of the paper; rather, it should state conclusions that have been drawn based on the arguments assembled in the main body of the paper. New information should not be included in this section.

Reference list
A reference list contains the details of all works cited in the text. The list enables readers to locate the works for further information. Each record must be accurate and consistent. Develop the reference list as the essay is written.

Appendix
An appendix may be incorporated into the essay to present tables, diagrams or for lengthy extracts such as drug actions and side effects. Ensure these are appropriately referred to within the body of the paper and then labelled clearly and consecutively.


General layout for assignments

Format
Assignments are to comply with the following format:

- Title page
- Introduction
- Body of the text
- Conclusion
- References
- Appendices

Formatting requirements
All assignments should adhere to the following guidelines:

- Use headings to help define the structure of the work to make it easier to read and comprehend.
- There is to be a margin of at least 2.5cm on the left hand side. Use the font size 12, double or 1.5 spacing and justify both sides. Double space between paragraphs rather than indent is recommended. All pages must be numbered.
- Common, compatible and web safe serif fonts to be used are as follows:

<table>
<thead>
<tr>
<th>Windows</th>
<th>Mac</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palatino Linotype, Arial</td>
<td>Palatino</td>
</tr>
<tr>
<td>Times New Roman</td>
<td>Times</td>
</tr>
<tr>
<td>Georgia</td>
<td>Georgia</td>
</tr>
</tbody>
</table>

- Choose one of these fonts only for writing assignments. The only exception is the use of headings.
- No more than three fonts can be used in an assignment and a maximum of two is preferable.
- All text within an assignment **must be 12 point** in one of the above fonts.
• Headings can be in a larger font size.
• Use only A4 size paper (unless otherwise specified in the study guide).
• Work must be typed. Attention to presentation is essential as poor presentation detracts from an otherwise excellent paper and this may be reflected in the mark.
• The format of references should follow the School's style. This is outlined in more detail at the end of this section.

The presentation and referencing for any essay or assignment must comply with the conventions detailed in this manual. Refer to Submission of work.

Referencing

Referencing in the assignment will be evaluated using the criteria below:
• The referencing style used throughout a written assignment is congruent with this manual.
• The reference list is accurate (i.e. no missing page numbers, volumes, correct title etc.), complete (i.e. no references in the body of the paper are missing from the reference list) and consistent with this manual.
• The references cited are contemporary (i.e. less than 10 years old unless seminal papers).
• Primary references are used predominantly (i.e. the original reference has been cited rather than a secondary source).
• There is evidence in the paper that the student has conducted a comprehensive search of the peer reviewed literature for information related to the topic/issue.
• All sources of information should be acknowledged.
• Direct quotations are only used to make crucial points or to support the discussion/argument.

Marking guides

Marking guides for all assignments are placed in the course study guide under the section on assessments. The course coordinator will mark assignments in accordance with these guides. Please take note of these guides, as they will assist in the preparation of the assignment in the correct way. They will also provide information on the weight of marks for various components of the assignment, e.g. content, style and referencing.

Guidelines for case studies

Case studies allow clinical episodes and practice to be articulated and explored. The case study should be about a patient a student has cared for, relating actual events in which the student was involved as this enhances interest and provides the opportunity to explore nursing practice. Case studies may be written in the first person to convey actual conversations. For example, 'I asked the patient about her level of pain'.

A student may be required to access the patient's records or case notes while preparing the case study. The policy for this varies between institutions and students will need to talk to senior nursing staff and/or medical records staff to find out the procedure to be followed. Permission to access the notes is sometimes needed and can take some time, so plan in advance. The easiest method to access the notes is while the patient is still in the clinical area.

The following points need to be considered when writing case studies:
• Ensure the patient’s anonymity is maintained and that the patient is not identified in any way. For example, names and other identifiable details must be removed from any documents you photocopy. Also consider patients may be identified by admission dates and possibly by their diagnosis if it is unusual.
• Always use a pseudonym for the patient and state this in the case study. As stated previously, avoid identifying the patient in any other way, including the presentation of blood results and other investigative procedures.
• Avoid providing dates or identifying features of institutions.
• Plan the case study. Ensure there is an introduction and conclusion. Headings may be used. It may be easier to tell the patient's story first and then:
  • discuss nursing care including psychosocial issues
  • discuss medical management
  • critique events.
• Ensure that this discussion links back to the events that relate to the patient’s case.
• When writing the case study avoid slang or colloquialisms such as 'he was cactus’ or 'not for resus', also avoid euphemisms such as 'spent a penny', state what you mean e.g. 'the patient voided'.
• The use of abbreviations is acceptable provided on the first usage the term is written in full with the abbreviation in brackets, for example; arterial blood gas (ABG).
• Write in full sentences, avoid writing in note form, being wordy, ambiguous and dramatic or appearing pompous. An appendix may be included, for example electrocardiographs (ECGs), blood results or diagrams; however, ensure that these are referred to in the body of the paper.
• Avoid libellous comments and stating anything on paper that would not be stated in the patient notes. It is better to present argument in possibilities rather than absolute terms.

The most important component is to critique the nursing care the patient received.
Explore the rationale behind the care because this is where practice can be influenced. Ensure arguments are supported with appropriate literature.

For further information on what to include in the assignment see the course study guide for the marking guide that will be used for the assessment.

It is important that a patient’s anonymity be maintained through the de-identification of the organisation and the patient. The use of a pseudonym is required. The pseudonym must also be clearly identified in text (for example: ‘Fred (pseudonym) was a 51 year male admitted with an acute exacerbation of chronic obstructive airways disease’). Do not include any other information that may potentially identify the patient or institution, including places, dates, times or events. Refer to the following website for assistance; confidentiality policy at SA Health or contact your health service for similar information.

Guidelines for preparing a presentation

For some courses a student may be expected to present their work to fellow students. These presentations may be called seminars, tutorials or simply presentations. The Adelaide Nursing School understands that some students may find these presentations stressful. However, being well prepared will go a long way towards reducing this stress. This is also a great skill to have in your clinical practice. Check with the course coordinator regarding specific requirements; however, the following guidelines may be useful.
A number of platforms are available to create electronic presentations. The most commonly used is PowerPoint in Microsoft Office. Use this link for information how to use PowerPoint: (exact details vary slightly depending on your version of Office)


For information about effective presentation design and delivery visit the University of Adelaide websites (Academic Learning Resources, Writing Centre):
www.adelaide.edu.au/writingcentre/stud_resources/ and

Preparing your presentation

Ensure to plan the presentation as carefully as for an essay. If you are provided with a word count this does not mean there should be that number of words in the presentation- instead you should spend the same amount of time designing the presentation as you would for an essay of that length.

Prepare notes, which will act as cues during the presentation. Avoid reading out loud from detailed notes, as this can be very boring for the audience. Practice a number of times before the presentation day. This will help with timing but also allow you to feel more comfortable with the content to speak beyond the notes and not just read them aloud. You can use the notes function within PowerPoint to write and print notes for each page. This allows you to have notes on each printed page along with a picture of the slide. This will assist in not getting lost during the presentation.

Use information in this link to create notes:
https://support.office.com/en-us/article/Create-and-print-notes-pages-26eec4be-0c17-435b-a4d2-e33d76f21810

Prepare the presentation in advance and ensure the presentation is within the time limit. The commonest mistake is to spend too much time on the early sections of the presentation and then rush the last sections (these sections often have the most important information, however)

The presentation should have:

- **an introduction**, state the title or topic and aims of the presentation. Try to make the introduction interesting to catch the audience attention

- **a main body of the presentation**, with clearly defined main points presented in a logical fashion

- **a conclusion**, clear and convincing, that begins with the words 'in summary' or 'in conclusion'. Formally finish your presentation, for example by saying 'thank you for your attention' or 'any questions'.

- **References**, A slide (or more) should be created with all the references used in your presentation at the end (the same as for any other written assignment). The references in this list should acknowledge all the sources you used to create the presentation. As with any assignment the reference for the information source/s is needed at the point of use as well as the full citation at the end of the presentation. Ideally you should also add a reference or citation next to each section of text that has been obtained from another source (even if it is paraphrased or re-worded). You can use the Harvard or Vancouver style for this (some find the numbering system Vancouver easier to use in presentations). The coordinator will usually specify the referencing system to be used. With either system you must ensure that the reference list at the end is formatted to meet the style requirements of each style- please see referencing sections later on in this guide on how to do this.
• **discussion time.** Plan to ask questions of the audience throughout the presentation and/or at the end to stimulate discussion. But be prepared if no one asks any questions. You are expected to lead debate, stimulate discussion and answer questions. If possible involve all students in the discussion and ensure the debate relates to the topic of the presentation.

**General principles for visual presentations**

• Keep all visual material simple. Limit the amount of text on each slide- empty spaces will enhance readability. Ensure the font size suits the size of the screen so it is easy to see.

• Use a template that is simple but effective (not too busy or distracting). Ensure text colour is easily read, avoid use of text transitions (fly in/out etc.) - they can detract from the information being presented.

• A rough guide for the number of slides is one per minute of the presentation (this can vary significantly however) - practice the presentation to check length.

• If incorporating pictures and diagrams ensure they are of high quality and contribute to the information provided. They should also be referenced (treat like a direct quote).

• Use points in the presentation as a cue for the discussion rather than providing all content- i.e. talk about the information on each slide instead of just reading them out loud. The majority of information in any presentation is from the verbal delivery, not the text/tables on the slides.

• Face and interact with the audience, not the screen. Use an electronic pointer if required. Ensure you speak at a steady rhythm (not too fast or too slow) Take your time and take a short break between each section/slide.

**Whiteboards**

• Ensure the board is clean at the start of the presentation.

• Avoid talking to the whiteboard, face the audience when talking.

• Try not to block the audience’s view of the whiteboard.

• Use the whiteboard to illustrate main points, avoid writing detailed information.

• Avoid using fine felt tipped pens, ensure pens with soluble ink designed for the whiteboard are used.

These guidelines have not been written to stifle any creativity—students are encouraged to use their imagination and prepare sessions that will capture the attention and interest of fellow students. Remember fellow students are a sympathetic, friendly audience.

**Guidelines for portfolios**

It is advised to start Portfolio activities early in the semester. It is unlikely that students will be able to complete this assessment in time if it is left to the last minute.

Label each portfolio clearly, using headings for each portfolio activity. Students are encouraged to plan their work and complete their activities on a week-by-week basis. This will be much more conducive to learning than grouping activities together.

Ensure you take note of the word limits.
Guidelines for posters

Poster design - suggestions

1. Select topic
2. Use diagrams, pictures and photos rather than text
3. Use colours sparingly added only to emphasise
4. One colour should dominate 70% of the poster
5. Light backgrounds are generally better
6. Try not to use more than two font types:
7. Do not use fancy fonts. Suggested fonts include Times-Roman for text and Arial for headings
8. Font size should be approx. minimum of 36 points for titles and 24 for text
9. Try not to use upper case for all script as it can be difficult to read
10. Highlight text with bold or underline
11. Always ask someone to double-check your spelling and grammar
12. Images should be inserted into the PowerPoint (not copy and paste from other sources)
13. Limit file size (maximum 3MB).

Poster format

This is a suggested format if using PowerPoint to create the poster. Many others available.

Slide 1 - Title page
- title of poster
- student name and student ID
- program details (e.g. Specialised Anaesthetic & Recovery Nursing, Master of Nursing Science (Anaesthetic & Recovery Nursing) – Stage 1 and the University of Adelaide)

Slide 2 - Introduction
- set the scene for the poster topic, e.g. an outline of the procedure or issue selected, how common it is etc.

Slide 3 to 7 - Content
- as per the introductory description (e.g. clinical presentation, anaesthetic and post-anaesthetic recovery considerations, etc.)

Slide 8 - Referencing
- as with any assignment the reference for the information source/s is needed at the point of use as well as the full citation in a reference list to be added to the poster. Ideally you should also add a reference or citation next to each section of text that has been obtained from another source (even if it is paraphrased or re-worded). You can use the Harvard or Vancouver style for this (some find the numbering system Vancouver easier to use in posters). The coordinator will usually specify the referencing system to be used. With either system you must ensure that the
reference list is formatted to meet the style requirements of each style - please see referencing sections later on in this guide on how to do this.

**Suggested format**

This is only a suggestion there are many other templates of poster designs that can be used and some that allow a better flow of information. Please discuss with your courses coordinator regarding other options. More details here: [www.adelaide.edu.au/writingcentre/learning_guides/learningGuide_academicPosters.pdf](http://www.adelaide.edu.au/writingcentre/learning_guides/learningGuide_academicPosters.pdf)

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<td>SLIDE 3</td>
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<td>SLIDE 5</td>
<td>SLIDE 6</td>
</tr>
<tr>
<td>SLIDE 7</td>
<td>SLIDE 8</td>
</tr>
</tbody>
</table>

**Submission of work**

Assessments, unless otherwise stated in this study guide, are to be submitted electronically via MyUni on the due date identified in this study guide. Instructions for assignment submission are available under Tutorials at [www.adelaide.edu.au/myuni/](http://www.adelaide.edu.au/myuni/). Formatting and presentation of assignments must comply with School policy as indicated in the School Academic Manual.

An assessment submitted via MyUni (Canvas) must be submitted as an acceptable file type (i.e. .doc, .docx, .rtf, .ppt, .pdf). It is also important to submit the file such as surnamestudentid (i.e. knight1234567). MyUni stamps all the other details against the filename once the assessment is submitted. The assignment should be submitted as **one file**. Information on avoiding plagiarism is available at [www.adelaide.edu.au/writingcentre/plagiarism/](http://www.adelaide.edu.au/writingcentre/plagiarism/).

Contact the MyUni helpdesk on +61 8 8313 3335 or email servicedesk@adelaide.edu.au for assistance with assignment submission.

Important note: copies of assignments should always be kept.

**Files and filename**

It is also important to submit files **under your surname and ID number**, such as surnamestudentid (i.e. knight1234567). MyUni stamps all the other details against your filename once you submit your assessment. Always have a current back-up copy of your assignment. It is important to keep a receipt of your submission.

**Submission**

Assessments, unless otherwise stated in a study guide, are to be submitted electronically via MyUni on the due date identified in the study guide. Contact the University’s ITS Helpdesk on +61 8 8313 3000 for issues relating to IT, submissions errors and other computers.

If you are required to post an assignment to the School, send it to the course coordinator at:
Adelaide Nursing School  
The University of Adelaide  
SA 5005

If delivering an assignment to the School, deliver to the Adelaide Nursing School front office (Monday to Friday, 10am to 4pm):

Level 4,  
Adelaide Health and Medical Science Building  
North Terrace  
The University of Adelaide  
SA 5005

Please ensure a hardcopy assignment coversheet is completed and clearly states the intended lecturer/tutor. Hardcopy assignment coversheets can be downloaded at [http://health.adelaide.edu.au/nursing/current-students/](http://health.adelaide.edu.au/nursing/current-students/) (under Quicklinks, under Undergraduate Students or Postgraduate Students).

Return of assessments

Marked assignments and feedback will be returned via MyUni unless otherwise advised by the Course Coordinator. For further information relating to assessment refer to the University [Assessment for Coursework Programs Policy](http://health.adelaide.edu.au/nursing/current-students/).

Results

Please note that results of assignments and exams will **NOT** be given over the phone by administrative staff. Results for assessment will be included with the return of an assignment via MyUni.

Final course results are released approximately 4-5 weeks after the final exam. These are available from Access Adelaide.
The Adelaide Nursing School referencing systems are based on:


Referencing is a standardised method to acknowledge all sources of information and ideas used in development of assignments. This is an essential skill to master in any piece of work that a professional person produces – either published or unpublished.

It is essential that all material and ideas used to develop any piece of work are acknowledged. Within assignments, it is requirement to refer to others’ work to:

- support discussion
- demonstrate the credibility of an argument
- provide evidence of wide reading
- acknowledge the sources of views and ideas in own writing.

Consequently others may independently consult the source and verify the material themselves and improve their own understanding on the topic.

When preparing your material for submission, all material used in the preparation of the assignment must be referenced. This includes all books, journals, newspapers, internet sites, pictures or diagrams. It is advised that ‘lectures’ and ‘classroom presentations’ are not appropriate sources of information as these are personal communications and the lecturer will have used other material to prepare their sessions.

All assessable work submitted to the Adelaide Nursing School requires the use of a recognised referencing style. The two styles used are Harvard (also known as Author-Date) and Vancouver. While these styles are different, their application to students’ work is important.

**Undergraduate nursing students** are required to use the Harvard referencing system in all submitted work.

**Postgraduate nursing students** are required to use the Harvard system unless otherwise specified in the course study guide.

Whichever one of the referencing systems used, it is important to be consistent with its use throughout an assignment.

**Assistance for nursing students**

The Library has a site specifically designed to assist nursing students with searching for literature via the following website [http://libguides.adelaide.edu.au/nursing](http://libguides.adelaide.edu.au/nursing).
Harvard system

The Harvard referencing system is an author–date system. The Harvard system has advantages of flexibility, simplicity, clarity and ease of use both for author and reader. There are two components to correct referencing. Each reference must be:

- acknowledged with every use in the text of an assignment
- listed once, alphabetically, in the reference list which contains all cited work.

There are many variations of the Harvard referencing system; however, nursing students are expected to adhere to the referencing guides as outlined in the School Academic Manual. The Adelaide Nursing School follows the Style manual for authors, editors and printers (Snook and Co 2002).

Rules for referencing in text

You are required to provide a reference for a quote, paraphrase or summarise someone else’s opinions, theories or data. To do this accurately and successfully there are several key rules to follow. Please also refer to the table provided for specific examples.

Rule 1: Referencing paraphrased work in text

It is imperative that acknowledgement is given to the source of information paraphrased.

References cited within the text of an assignment include:

- the author’s family name (or organisation)
- the year of publication.

Example

The development of skills in critical thinking is imperative for nurses practicing in the current care environment (Simpson & Courtney 2002)

or

Simpson and Courtney (2002) have identified that nurses require skills in critical thinking.

Note as in the example above the ampersand (&) is only used within brackets. If two or more works by different authors are cited at one point in text, use a semicolon to separate them. The primary authors should be ordered alphabetically.

Example

(Saladin 2003; Simpson & Courtney 2002)

Rule 2: Referencing direct quotations in text

When directly quoting from another source including tables or statistics the relevant page number must be given and single quotation marks placed around the text. If the passage being quoted is greater than 30 words, the text should be indented and single spaced. Quotation marks are not used.

When citing direct quotes within the text of an assignment include:

- the author’s family name (or organisation)
- the year of publication
- page numbers (p. = page, pp. = pages).

Please note ellipsis (…) may be used in direct quotations to indicate where words have been omitted. Even if you only use a phrase or a portion of a sentence if it is not written in your
own words it is considered to be a direct quote. So use the ellipsis and reference as above if you choose to do this.

Example

‘Nurses must think critically to provide effective care…’ (Simpson & Courtney 2002, p. 89)

Rule 3: If there is no author or authoring body given for a source
The title of the source is placed instead of the author.

Rule 4: If there is no date given for a source
n.d. (meaning ‘no date’) is used instead of the date.

Rules for constructing a reference list

The reference list in the Harvard author-date system:

• includes only books, articles and other materials that are cited in text
• is formatted on a new page and titled References
• is arranged alphabetically
• is a single list containing details of books, journal articles and electronic sources together
• includes the author, date, title and publishing details of all in-text references.

When formatting a reference list include:

• author’s name and initial
• date of publication
• title of article / chapter (in ‘commas’)
• title of book / journal (in italics)
• publisher
• place of publication.

Referencing and the Internet

More frequently resources are being made available from electronic sources via the Internet, which often presents challenges for the inexperienced user as to the quality and appropriateness of the material. Please note that these are only some of the challenges the Internet presents.

The process for publishing on the net can be less rigorous than with some print sources – many things can be put on the web and given as ‘evidence’.

Always evaluate the web source: Look at the type of site it is from:

• .com = commercial
• .org = organisation
• .gov = government
• .edu = education
• .au = Australia (country of origin; Material from the United States of America doesn’t indicate country of origin).
Does it have?

- author or sponsoring organisation
- title
- date of publication or last date of update.

These can be useful in indicating their academic credibility (if any of these are not present then always question its appropriateness). It is advisable to treat the internet’s material as per print-based material in terms of judging reliability, accuracy and appropriateness. Standards about how writing for the web and how this information is presented are still evolving; the concepts and conventions of print do not necessarily apply to the Internet so information might not be easily located.

Guidelines

The more information provided, the more likely it is that the reader can obtain the source again. If in doubt, always provide more detail than required or seek clarification from the course coordinator as to their requirements. Guidelines for referencing Internet material are as follows:

- author – the person or organisation responsible for creating the web material
- publication date – use date webpage created or last updated; if not stated use the copyright dates, span of dates
- title – use the title within the document
- access date – date the web page was accessed
- URL – the web address of the webpage.

For examples of how to reference Internet material please refer to examples within the referencing section.

Is it web or is it print?

Many print journals are now available via subscription on the web and through library databases. Print material has page numbers (especially if the material is in a PDF).

Web material has section numbers, paragraph numbers, line numbers – a printed web page is still a web page, even though page numbers do appear on the printout.

If in doubt, when referencing, treat journals and books as ‘print based’ even if accessed online.

Examples of the Harvard system


The Harvard Referencing style used in this guide is based on


Note: a Harvard style reference list is ordered *alphabetically* and is not to be separated into categories.
Examples of the Harvard referencing system

**Basic format for books:** Author’s family name, Initial(s) year date, *Title of book*, Publisher, Place of Publication.

**Basic format for journal articles:** Author’s Family name, Initial(s) year date, ‘Title of article,’ *Title of Journal*, volume and issue numbers, page range.

The Harvard Referencing style used in this guide is based on Snooks & Co. 2002, *Style manual for authors, editors and printers*, 6th edn, John Wiley and Sons, Australia.

<table>
<thead>
<tr>
<th>Books</th>
<th>Rules for referencing</th>
<th>In-text example</th>
<th>Reference list example</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 or 3 authors</td>
<td>Show all authors at all times</td>
<td>Bryant, Knights and Salerno (2003) suggest that knowledge of pharmacological principles is required for drug administration. Or An understanding of pharmacological principles is required for drug administration (Bryant, Knights &amp; Salerno 2003).</td>
<td>Bryant, B, Knights, K &amp; Salerno, E 2003, <em>Pharmacology for health professionals</em>, Mosby, Sydney.</td>
</tr>
<tr>
<td>4 or more authors</td>
<td>Show primary author’s name plus the Latin abbreviation et al. (meaning ‘and others’) All authors must be included in the reference list</td>
<td>To evaluate thoracic expansion during respiration the assessor should stand behind the patient (Seidel et al. 2006).</td>
<td>Seidel, HM, Ball, JW, Dains, JE &amp; Benedict, GW 2006, <em>Mosby’s guide to physical examination</em>, 6th edn, Mosby, St. Louis.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| Multiple works by same author | Differentiate works using date. Reference list entries should be listed chronologically, with earliest publication date | (Kitson 2006; Kitson 2010) | Kitson, A 2006, ‘From scholarship to action and innovation’, *Journal of Advanced Nursing*, vol. 55, no. 5, pp. 543-545.  
| Multiple works cited at one point in the text | If two or more works by different authors are cited at the one point in the text use a semicolon to separate them. Present the authors names in alphabetical order. | (Albert & Siedlecki 2008; Chan et al. 2010; Priest et al. 2007) Albert, NM & Siedlecki, SL 2008, 'Developing and implementing a nursing research team in a clinical setting', *Journal of Nursing Administration*, vol. 38, no. 2, pp. 90-96. Chan, R Gardner, G Webster, J & Geary, A 2010, 'Building research capacity in the nursing workforce: the design and evaluation of the nurse researcher role', *Australian Journal of Advanced Nursing*, vol. 27, no. 4, pp. 62-69. Priest, H Segrott, J Green, B & Rout, A 2007, 'Harnessing collaboration to build nursing research capacity: A research team journey', *Nurse Education Today*, vol. 27, no. 6, pp. 577-587. |
| Multiple works published in the same year by same author | Use a/b etc. to differentiate between works in the same year. | McLeods’ (2004a) article on traumatic injuries focuses on the mechanism of injury to the head and spine. This work is followed by an article which discusses the nursing considerations pertinent to these patients (McLeod, 2004b). Order chronologically by the volume and date in the reference list. McLeod, A 2004a, 'Traumatic injuries to the head and spine 1: mechanisms of injury,' *British Journal of Nursing*, vol. 13, no. 16, pp. 940–947. McLeod, A 2004b, 'Traumatic injuries to the head and spine 2: nursing considerations,' *British Journal of Nursing*, vol. 13, no. 17, pp. 1041–1049. |
| Different editions | In the reference list an edition number is placed after the title of the work - this is not necessary for a first edition | The presence of bowel sounds is required prior to the commencement of enteral nutrition (Bullock, Manias & Galbraith 2008) | Bullock, S Manias, E & Galbraith, A 2008, *Fundamentals of pharmacology*, 5th edn, Pearson, Frenchs Forest. |

<table>
<thead>
<tr>
<th>Encyclopaedia or Dictionary</th>
<th>Rules for referencing</th>
<th>In-text example</th>
<th>Reference list example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encyclopaedia or Dictionary</td>
<td>If the author of an entry is named, the principles previously described can be utilised. If no author / editor is identifiable then provide the necessary information in text</td>
<td>Dorland’s Pocket Medical Dictionary (1982) defines convalescence as “…”</td>
<td>There is no need for an entry in the reference list.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Brochure</th>
<th>Rules for referencing</th>
<th>In-text example</th>
<th>Reference list example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brochure</td>
<td>The publisher’s name may be abbreviated if it is also the author</td>
<td>Additional resources are identified in the brochure …(<em>Online Student Services 2006</em>)</td>
<td><em>Online Student Services</em> 2006, [brochure] The University of Adelaide, Adelaide.</td>
</tr>
<tr>
<td>Type</td>
<td>Rules for referencing</td>
<td>In-text example</td>
<td>Reference list example</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Print journals</td>
<td>Rules for referencing</td>
<td>In-text example</td>
<td>Reference list example</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------</td>
<td>----------------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| Single author  | Reference may precede or follow the quotation | ‘Patients undergoing hip fracture surgery are at the highest risk category of venous thromboembolism’ (Autar 2010, p. 88)  
Or  
| Article: 2 or 3 authors | Show all authors at all times  
When citing author’s name in text use ‘and’  
When citing author’s name in brackets the ampersand (&) is used | Promoting critical thinking skill development is an integral component of nurse-education programmes (Simpson & Courtney 2002)  
Or  
| Article: 4 or more authors | Show primary author’s name plus the Latin abbreviation et al. (meaning ‘and others’)  
All authors must be included in the reference list | A helical CT scan was done in case of suspicion of PE and a duplex ultrasound was done in case of clinical suspicion of DVT (Bagaria et al. 2006) | Bagaria, V, Modi, N, Panghate, A & Vaidya, S 2006, 'Incidence and risk factors for development of venous thromboembolism in Indian patients undergoing major orthopaedic surgery: Results of a prospective study', *Postgraduate Medical Journal*, vol. 82, no. 964, pp. 136-139. |
Cardiopulmonary resuscitation has three fundamental components; airway, breathing and circulation (Australian Resuscitation Council 2006).


The Advertiser reported evidence of a link between smoking cannabis and the development of schizophrenia (14 December, p. 14).


<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Description</th>
<th>Example</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>e-book</td>
<td>Treat as a book</td>
<td>See book for example</td>
<td></td>
</tr>
<tr>
<td>Full text from an electronic database</td>
<td>Treat as a journal article</td>
<td>See journal for example</td>
<td></td>
</tr>
<tr>
<td>Full text newspaper, newswire or magazine database – no author</td>
<td>Treat as Newspaper article</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article from database on CD-ROM</td>
<td>Best practice relating to the use of silver in infected wounds has been investigated through a systematic review of the research (Vermeulen H et al. 2008).</td>
<td>Vermeulen, H van Hattem, JM Storm-Versloot, MN Ubbink, DT 2008, ‘Topical silver for treating infected wounds’, Cochrane Database of Systematic Reviews, issue 1, art. no. CD005486. DOI: 10.1002/14651858.CD005486.pub2.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Government publications</td>
<td>Rules for referencing: Acts should be cited at first reference in italics. The short formal title can be used. Subsequent references do not include the date</td>
<td>In-text example: South Australia’s <em>Nurses Act 1999</em> makes provision for …</td>
<td></td>
</tr>
<tr>
<td>Act of Parliament</td>
<td></td>
<td>Reference list example: Nurses Act 1999 (SA) Note when legislation is accessed electronically retrieval details are provided as they would be for a journal article.</td>
<td></td>
</tr>
<tr>
<td>Source Type</td>
<td>Rules for Referencing</td>
<td>In-text Example</td>
<td>Reference List Example</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Other sources</td>
<td>Rules for referencing</td>
<td>In-text example</td>
<td>Reference list example</td>
</tr>
<tr>
<td>Personal communication, email and discussion lists with no web archive</td>
<td>Full details of a personal communication – day, month and year should be incorporated into the text Permission is required from the author prior to use of email content Please note this referencing technique should not be used when evidence can be substantiated by other means</td>
<td>In discussion with members of staff it was recommended that this form of referencing not be relied upon (Donnelly, Everett &amp; Kernick 2006, pers.comm., 14 December)</td>
<td>Not included in the reference list as they cannot be traced by the reader.</td>
</tr>
</tbody>
</table>
| **Television and radio programmes** | For television and radio programs, give the date of transmission  
If the program is part of a series, give the name of the series episode first, in italics. The title of the series (also in italics) follows the date | (Placenta brain: the cognitive burden of pregnancy? 2006) | Placenta brain: the cognitive burden of pregnancy? 2006, All in the mind, radio program, ABC radio national, 21 October 2006. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Podcasts</strong></td>
<td>Include the website address</td>
<td>(Life Matters 2006)</td>
<td><em>Life Matters</em> 2006, Podcast radio programme, ABC Radio National, Sydney, Date of Show, Date Retrieved, from <a href="http://www.abc.net.au/services/podcasting">http://www.abc.net.au/services/podcasting</a>.</td>
</tr>
</tbody>
</table>

*Note: a Harvard style reference list is ordered *alphabetically* and is not to be separated into categories.  
The examples above are separated into categories for illustration purposes only.*
Vancouver system

An alternative system of referencing is the Vancouver system. The system is primarily used when there is likely to be multiple references at a single point in the text. Examples of this type of document would be systematic review reports. It is commonly used in the health/medical literature.

The Adelaide Nursing School follows the Style manual for authors, editors and printers (Snook and Co 2002).

Rules for referencing in text

In this system, an Arabic number, which appears as a superior (superscript) figure in the text, is allocated to each source when it is referred to for the first time. This number becomes the unique identifier of that source and if the source is referred to again the identifying number is repeated. In addition, more than one identifier can be used at a single reference point to indicate multiple sources, for example:

Information has been published on international trends in the treatment of cardiovascular disease\(^1,2\) while of particular interest in an Australian study on hypertension.\(^3\)

Note that the identifiers are placed outside the text punctuation to avoid disruption. Note also that commas used to separate identifiers at the same reference point are also set as superscript characters.

Rules for constructing a reference list

The presentation of the source citation in the Vancouver system differs from other referencing systems already described in the following respects:

- the list is constructed with citations provided in the order they appear in the text for the first time and are numbered using the unique identifier
- the titles of books and articles are always given minimal capitalisation
- journal articles are not placed within quotation marks
- neither book titles nor journal titles are italicised
- journal titles are abbreviated and abbreviations used should be those listed in the most recent issue of the Index Medicus
- all authors should be listed when there are six or fewer; when there are more than six, the expression ‘et al.’ is added
- authors' initials follow the surnames and are set without full stops or space.

For more detail regarding referencing and presentation see:

Snooks & Co. 2002, Style manual for authors, editors and printers, 6th edn, John Wiley and Sons, Australia.

Examples of the Vancouver Referencing System

**Basic format for books:** Author’s family name Initial (s). Title of book, Place of Publication, Publisher, Year date, Page numbers if applicable.

**Basic format for journal articles** Author’s Family name Initial(s). Title of article, Abbreviated title of journal, year date, vol and issue numbers, page range.

Note: a Vancouver style reference list is ordered numerically and is not to be separated into categories.
Examples of the Vancouver referencing system

**Basic format for books:** Author’s family name Initial (s). Title of book, Place of Publication, Publisher, Year date, Page numbers if applicable.

<table>
<thead>
<tr>
<th>Books</th>
<th>Rules for referencing:</th>
<th>In-text example</th>
<th>Reference list example</th>
</tr>
</thead>
</table>
| Single author | Reference may precede or follow the quotation  
Note page numbers are only required for a direct quote | ‘The paired adrenal glands rest like hats on the superior pole of each kidney’(p. 270).¹  
Or  
| 2 - 6 authors | | Bryant, Knights and Salerno² state that knowledge of pharmacological principles is required for drug administration.  
Or  
<table>
<thead>
<tr>
<th>Reference type</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article or chapter in an edited book</td>
<td>Reference the chapter the information came from, rather than the entire work</td>
<td>A pressure transducer is an electromechanical device that converts applied pressure into an electrical signal.(^5)</td>
</tr>
<tr>
<td>Multiple sources</td>
<td>In-text citation numbers are separated by a comma. When numbers are consecutive a hyphen should be used</td>
<td>Several studies have indicated…(^1,3-5)</td>
</tr>
<tr>
<td>Editor</td>
<td>Refer to ‘More than six authors’ above</td>
<td>To evaluate thoracic expansion during respiration the assessor should stand behind the patient.(^3)</td>
</tr>
<tr>
<td>Thesis</td>
<td>Acknowledge the University where the study was undertaken</td>
<td>Magarey(^6) investigated sedation in the critically ill.</td>
</tr>
<tr>
<td>Conference proceeding (published)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual report of an organisation</td>
<td>As specified in their annual report.(^8)</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Image in a book</th>
<th>Identify the picture / figure/table in text with the page number</th>
<th>Figure 8-6 ‘Ventricular Escape Rhythm’ (page number) provides multiple rhythm strips for review.</th>
</tr>
</thead>
</table>
**Basic format for journal articles** Author’s Family name Initial(s). Title of article, abbreviated title of journal, year date, volume and issue numbers, page range.

<table>
<thead>
<tr>
<th>Print journals</th>
<th>Rules for referencing</th>
<th>In-text example</th>
<th>Reference list example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper / magazine article</td>
<td>Recognise the author’s name</td>
<td>The Advertiser reported evidence of a link between smoking cannabis and the development of schizophrenia.(^\text{13})</td>
<td>12. Osbourne B. Taking control of pain. Adelaidean, 2005; Oct 10:1&amp;6.</td>
</tr>
</tbody>
</table>

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The University of Adelaide
<table>
<thead>
<tr>
<th><strong>Electronic publications</strong></th>
<th><strong>Rules for referencing</strong></th>
<th><strong>In-text example</strong></th>
<th><strong>Reference list example</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>e-book</td>
<td>Treat as for a book</td>
<td></td>
<td>See book for example</td>
</tr>
<tr>
<td>Full text from an</td>
<td>Treat as for a book</td>
<td></td>
<td>See journal for example</td>
</tr>
<tr>
<td>electronic database</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Full text newspaper,</td>
<td>Treat as for a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>newswire or magazine from</td>
<td>journal article</td>
<td></td>
<td></td>
</tr>
<tr>
<td>an electronic database</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– no author</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD-ROM</td>
<td>the use of silver in</td>
<td>Hattem JM, Storm-</td>
<td>JM, Storm-Versloot MN,</td>
</tr>
<tr>
<td></td>
<td>infected wounds has</td>
<td>Versloot MN, Ubbink</td>
<td>Ubbink DT. Topical silver</td>
</tr>
<tr>
<td></td>
<td>been investigated</td>
<td>DT. Topical silver</td>
<td>for treating infected</td>
</tr>
<tr>
<td></td>
<td>through a systematic</td>
<td>for treating infected</td>
<td></td>
</tr>
<tr>
<td></td>
<td>review of the research.</td>
<td>wounds. Cochrane</td>
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<td>Database of System-</td>
<td>Database of Systematic</td>
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<tr>
<td></td>
<td></td>
<td>atic Reviews 2008;</td>
<td>Reviews 2008; Issue 1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Issue 1. Art. No.:</td>
<td>Art. No.: CD005486. DOI:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CD005486. DOI:</td>
<td>10.1002/14651858.CD005486.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.1002/14651858.CD005486.pub2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>as a resource for</td>
<td>University. Guide</td>
<td>University. Guide for</td>
</tr>
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<td></td>
<td>references requires the</td>
<td>for evaluating articles</td>
<td>evaluating articles and</td>
</tr>
<tr>
<td></td>
<td>student to evaluate the</td>
<td>and resources [Online]</td>
<td>resources [Online] 1997;</td>
</tr>
<tr>
<td></td>
<td>information carefully.</td>
<td>[Online] 1997;</td>
<td>accessed 16 October 2006,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>accessed 16 October</td>
<td>&lt;<a href="http://www.wpunj.edu/">http://www.wpunj.edu/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2006,</td>
<td>library/eval.shtml&gt;.</td>
</tr>
<tr>
<td>Document on WWW – no</td>
<td>The academic year at the</td>
<td>18. The University</td>
<td>18. The University of</td>
</tr>
<tr>
<td></td>
<td>commences in late</td>
<td>2006; accessed 16</td>
<td>accessed 16 October 2006,</td>
</tr>
<tr>
<td>----------------------------</td>
<td>------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Government publications</td>
<td>Rules for referencing</td>
<td>In-text example</td>
<td>Reference list example</td>
</tr>
<tr>
<td>Act of Parliament</td>
<td>Acts should be cited at first reference in italics. The short formal title can be used. Subsequent references do not include the date</td>
<td>South Australia’s Nurses Act 1999²¹ makes provision for …</td>
<td>21. Nurses Act 1999 (SA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note when legislation is accessed electronically retrieval details are provided as they would be for a journal article.</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Other sources</td>
<td>Rules for referencing</td>
<td>In-text example</td>
<td>Reference list example</td>
</tr>
<tr>
<td>Films and video recordings</td>
<td>… as seen in the series, The emotive image of nursing: the media portrayal of the nurse.\textsuperscript{25}</td>
<td>25. The emotive image of nursing: the media portrayal of the nurse [video recording], Australian nurses: the video series, Australia: Waterbyrd Filmz, 1997.</td>
<td></td>
</tr>
<tr>
<td>Television and radio programmes</td>
<td>… As stated on the radio program, \textit{All in the mind}.\textsuperscript{26}</td>
<td>26. Placenta brain: the cognitive burden of pregnancy? [radio program], All in the Mind. ABC radio national, 21 October 2006. If the program is part of a series, give the name of the series episode first, [the type of broadcast] Then the title of the series.</td>
<td></td>
</tr>
</tbody>
</table>
*Note: a Vancouver style reference list is ordered *numerically* and is not to be separated into categories. The examples above are separated into categories for illustration purposes only.
Appendix A

Glossary

The following terms may be used in assessment or in learning objectives. It is important to understand the differences of these terms and what is required when undertaking an academic program.

**Analyse**
Examine critically, so as to bring out the essential elements or give the essence of.

**Compare**
Look for qualities or characteristics that resemble each other. Emphasise similarities.

**Contrast**
Stress the dissimilarities, differences, or unlikeliness of things, qualities, events or problems.

**Criticise**
Express your judgement about the merit or truth of the factors or views mentioned. Give the results of your analysis of these factors, discussing their limitations and good points.

**Define**
Give concise, clear and authoritative meanings. Don’t give details, but make sure to give the limits of the definition. Show how the thing you are defining differs from things in other classes.

**Describe**
Recount, characterise, sketch or relate in sequence or story form.

**Discuss**
Examine, analyse carefully and give reasons pro and con. Be complete and give details.

**Enumerate**
Write a list or outline form, giving points concisely one by one.

**Evaluate**
Carefully appraise the problem, citing both advantages and limitations. Emphasise the appraisal of authorities and, to a lesser degree, your personal evaluation.

**Explain**
Clarify, interpret and spell out the material you present. Give reasons for differences of opinion or of results and try to analyse causes.

**Illustrate**
Use a figure, picture, diagram or concrete example to explain or clarify a problem.

**Interpret**
Translate, give example of, solve, or comment on, a subject—usually giving your judgement on it.

**Justify**
Prove and give reasons for decisions or conclusions, taking pains to be convincing.
List
As in 'enumerate', write an itemised series of concise statements.

Outline
Organise a description under main points and subordinate points, omitting minor details and stressing the arrangement or classification of things.

Relate
Show how things are related to, or connected with, each other or how one causes another correlated with another, or is like another.

Review
Examine a subject critically, analysing and commenting on the important statements to be made about it.

State
Present the main points in brief, clear sequence, usually omitting details and illustrations or examples.

Summarise
Give the main points or facts in condensed form, like the summary of a chapter, omitting details, and illustrations.

Trace
In narrative form describe progress, development, or historical events from some point or origin.