

NASN Style Guide

Following are writing style samples required of NASN authors.

For additional guidance, refer to:

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). Author.
- APA online: <https://apastyle.apa.org/>

AUTHORS:

- Names of authors should appear in the order of their contribution, not alphabetically.
- Author credentials should follow this format:
Mary Smith, PhD, RN, NCSN, FNASN
 - No periods used.
 - Do not assume C.S.N. means NCSN; there are other certifying groups, including state certifications and ANCC.
 - If a second degree is a different profession, it is acceptable to add: **Mary Smith, DNS, MPH, RN.**
 - State credentials do not go in national documents.
- Authors may not present work or ideas of another as their own.
- Authors may not present their own previously published work as “new.”
- Writing should be gender neutral.
- Active voice is preferred: **“We conducted the survey”** rather than “The survey was conducted.”

APA PAPER FORMAT:

- Font options include Calibri 11, Arial 11, Lucida Sans Unicode 10, Times New Roman 12, and Georgia 11.
- The running head on the title page should contain only a page number and the (shortened) paper title. It should not include the words “Running head.”

HEADINGS:

APA recommends a heading structure following the top-down progression listed here:

Level of Heading	Heading Structure
1	Centered, Boldface, Title Case Heading Text begins as a new paragraph.
2	Flush Left, Boldface, Title Case Heading Text begins as a new paragraph.
3	Flush Left, Bold Italic, Title Case Heading Text begins as a new paragraph.
4	Indented, Bold, Title Case Heading, Ending With a Period. Text begins on the same line and continues as a regular paragraph.
5	Indented, Bold Italic, Title Case Heading, Ending With a Period. Text begins on same line and continues as a regular paragraph.

Note: See <https://apastyle.apa.org/style-grammar-guidelines/paper-format/headings> for additional guidelines on headings.

FIGURE AND TABLE CITATIONS IN TEXT:

- Each figure and table must have a citation in the text:
More than 14 different program offices at the EPA have published voluntary tools to address these conditions (see Table 1).
- Figure and table titles should be self-explanatory..

NUMBERS:

- General APA rule is to use **numerals to express numbers 10 and above** and **words to express numbers below 10**. Refer to APA to expand this rule to address
 - Numbers expressed in numerals (12-year-old; 5-mg dose; 1 hour 34 minutes)
 - Numbers expressed in words (Five Pillars of Islam; 2 two-way intersections)
 - Ordinal numbers (the fourth graders)
 - Decimal fractions (0.23 cm)
 - Roman numerals
 - Commas in numbers (1,000)
 - Plurals in numbers
- Express as numerals numbers that represent time, dates, ages, scores, points on a scale, and exact sums of money:
12:30 a.m.; 2-year-olds; scored 4 on a 7-point scale; 1989–1996; July 12, 1994

PUNCTUATION EXAMPLES:

- Use only one space after a period at the end of a sentence.
- Use double quotation marks to refer to linguistic examples, not italics: **APA endorses the use of the singular pronoun “they.”** (rather than *they*)
- Serial comma example: **The professional school nurse is in a prime position to educate, support, and help monitor a student’s health condition as the pregnancy progresses.**
- Multiple authors: **et al.,**
- Series within a sentence or paragraph with three or more elements: **The participant’s three choices were (a) working with another participant, (b) working with a team, and (c) working alone.**
- Examples for longer lists (bulleted or numbered, full sentences or not):
Example 1
The school regulations are as follows:
 - The school is a smoke-free campus.
 - All asbestos and similar hazardous materials have been removed from the school campus.
 - The school has procedures for the efficient operation of plumbing systems.

NASN Style Guide

Example 2

The school regulations specify that it

- is 100% smoke free,
 - is free of asbestos and similar hazardous materials, and
 - has efficient plumbing systems installed and operating.
- Hyphenation:
 - Hyphenation includes using the **hyphen, em dash, en dash, and minus sign**.
 - Words starting with these prefixes generally should not have a hyphen: **after, anti, bi, co, counter, equi, extra, infra, inter, intra, macro, mega, meta, micro, mid, mini, multi, non, over, post, pre, pro, pseudo, re, semi, socio, sub, super, supra, ultra, un, under**
 - Do not permit doubled vowels (**intra-abdominal**) or tripled consonants (**bell-like**).
 - Defer to a current dictionary for further clarification.

ABBREVIATIONS, ACRONYMS, AND TERMINOLOGY:

- “For example” in text: use **e.g.**,
- “That is” in text: use **i.e.**,
- Use **versus** in text rather than “vs.” (exception: use “v.” for court cases)
- Do not abbreviate units of time, such as **day, week, month, year**.
- Use **school-age children** instead of “school-aged.”
- Use **healthcare provider** instead of “health care provider.”
- Use **school nurse** instead of “professional licensed school nurse.”
- It is acceptable to use **school nurse** and **registered nurse** interchangeably.
- Use **electronic mailing list** versus “listserv.”
- Use **evidence-based practice** instead of “evidence based.”
- If an acronym or abbreviation is used many times, spell it out the first time it is used and use the acronym thereafter: The **World Health Organization (WHO)** recognizes these standards.
- Use **emergency care plan (ECP)** instead of “emergency action plan.”
- Use **individualized healthcare plan (IHP)** instead of “individualized health care plan.”
- Use **Unlicensed Assistive Personnel (UAP)** when describing nonlicensed persons doing health care tasks.
- Examples of APA abbreviations
 - Abbreviations used in APA journals
 - Latin abbreviations
 - Scientific abbreviations
 - Common abbreviations for units of measure

- Abbreviations beginning a sentence
- **NASN** need never be expanded for internal documents; expand for partner documents and multidisciplinary publications
- Delete acronyms that are defined but never used again.
- Explain acronyms in all tables and figures.
- Do not explain abbreviations that are listed in Webster’s Dictionary as words: e.g., IQ, REM, ESP, AIDS, HIV, NADP, ACTH

QUOTATIONS VERSUS PARAPHRASING:

- Limit direct quotes unless unavoidable; paraphrasing a synthesis of ideas from multiple authors shows strength.
- When quoting, always provide the author, year, and page number.
- If quotation is 40 words or less, include it in the text with quotation marks.
- If quotation is 40 words or more, display in freestanding block of text with no quotation marks. Note: long quotations may require permission to use.
- Quoted phrases begin with a lowercased word, even if the word in the original is capitalized: According to the EPA, healthy school environments “**measurably affect children’s learning, behavior, and growth.**” (Office of Children’s Health Protection, 2009, p. 463).
- Quoted sentences are capitalized: As Abrams (1993, p. 11) argues, “**We are developing a federal interagency strategy to address these issues.**”

REFERENCES:

- Begin the reference listing with the heading “References.”
- Cite primary versus secondary sources. For help go to <https://apastyle.apa.org/style-grammar-guidelines/references/>
- Lay publications should not be used as a reference.
- Each reference must be cited in the text.
- If providing resources, list them in a separate “Resources” section before the references.
- Alphabetize the reference list by the last name of the first author.
- If there is no author, move the title to the author position before the date of publication; alphabetize using the first substantive word of the title.
- List all authors up to 20. For more than 20 authors, insert the first 19, then an ellipses followed by the final author: **Miller, T. C., Brown, M. J., Wilson, G. L., Evans, B. B., Kelly, R. S., Turner, S. T., Lewis, F., Lee, L. H., Cox, G., Harris, H. L., Martin, P., Gonzalez, W. L., Hughes, W., Carter, D., Campbell, C., Baker, A. B., Flores, T., Gray, W. E., Green, G., ... Nelson, T. P. (2018)**
-

NASN Style Guide

- It is not necessary to include the publisher location in references.
- DOIs should be formatted the same as URLs:
<https://doi.org/> ...
- URLs are not preceded by “Retrieved from,” unless a retrieval date is needed. The website name is included (unless it’s the same as the author), and web page titles are italicized.
- URLs and DOIs should not be followed by a period.
- ebooks do not require the format, platform, or device (e.g., Kindle) to be included, and the publisher is included.

REFERENCE EXAMPLES:

Note: A more comprehensive list of reference types and examples can be found at <https://apastyle.apa.org/style-grammar-guidelines/references/>.

Book:

Adams, G. L. (1984). *Comprehensive test of adaptive behavior*. Charles D. Merrill.

Chapter in book:

Ulman, J.D., & Sulzer-Azaroff, B. (1975). Multielement baseline design in educational research. In E. Ramp & G. Semb (Eds.), *Behavior analysis: Areas of research and application* (pp. 371–391). Prentice-Hall.

Journal article:

Ahmad, E., & Grimes, D. (2011). The effects of self-management education for school-age children on asthma morbidity: A systematic review. *The Journal of School Nursing, 27*(4), 282–292.

NASN Position Statement or Issue Brief:

National Association of School Nurses. (2019). *Nursing Delegation in the School Setting* (Position Statement). NASN. <https://www.nasn.org/nasn/advocacy/professional-practice-documents/position-statements/ps-delegation>

Thesis or dissertation:

Vaughn, M. (1989). *Rule-governed behavior analysis* (Unpublished doctoral dissertation). University of Missouri. Columbia, MO.

Unpublished paper:

McIntosh, D.N. (1993). *Religion as schema, with implications for the relation between religion and coping*. Manuscript submitted for publication.

Article from an online periodical with a doi (digital object identified):

Ahmad, E., & Grimes, D. (2011). The effects of self-management education for school-age children on asthma morbidity: A systematic review. *The Journal of School Nursing, 27*(4), 282–292.
<https://doi.org/1177/1059840511403003>

Article from an online periodical:

Jacobson, J.W., Mulick, J.A., & Schwartz, A.A. (1995). A history of facilitated communication: Science, pseudoscience, and antiscience: Science working group on facilitated communication. *American Psychologist, 50*, 750–765. <http://www.apa.org/journals/jacobson.html>

Article with no author:

Inpatient care rated high at four suburban hospitals. (1999). *Journal of Hospital Care, 6*(4), 1–4.

ebook:

Brück, M. (2009). *Women in early British and Irish astronomy: Stars and satellites*. Springer Nature.
<https://doi.org/10.1007/978-90-481-2473-2>

Federal laws:

Americans with Disabilities Act of 1990 (ADA) (2000), 42 U.S.C. §§ 12101–12213
Individuals with Disability Education Improvement Act (2004), 20 U.S.C. 1400 et seq.
Rehabilitation Act of 1973, 29 U.S.C. § 504

CITING REFERENCES IN TEXT:

- Each citation must have a corresponding reference
- Use author, year format: **(Brooks, 2010)**
- In the citation use the “&” symbol: **(Taylor & Cooper, 2005)**
- In the body of the text use the word “and”: **According to Taylor and Cooper (2005)...**
- List multiple citations alphabetically with semicolons: **(Amdur et al., 1988; Bluma et al., 1976; Edelstein & Berger, 1993)**
- With three or more authors, include only the first author’s name and “et al.”: **(Pfister et al., 1998)**
- If there is no author, give first few substantive words of title: **(“Inpatient care,” 1999)**
- Include page number for direct quotes.
- For the same reference cited multiple times in one paragraph, delete the year in the second and subsequent citations.
- **Federal laws:**
 - (Americans with Disabilities Act of 1990 [ADA], 2000)
 - (Individuals with Disability Education Improvement Act [IDEIA], 2004)
 - (Rehabilitation Act of 1973 [§ 504], 2000)

INCLUSIVE AND BIAS-FREE LANGUAGE

- The singular “they” or “their” is endorsed as a gender-neutral pronoun: **A researcher’s career depends on how often they are cited.**
- Instead of using adjectives as nouns to label groups of people, descriptive phrases are preferred. e.g., “people living in poverty” rather than “the poor.”
- Instead of broad categories, use exact age ranges that are more relevant and specific. e.g., “people in the age range of 65 to 75 years old” rather than “people over 65 years old.”