

# **WRITING INSTRUCTIONS FOR STUDENTS AT THE FACULTY OF HEALTH AND SOCIETY**

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## **FOREWORD**

This document originates from previous writing instructions (Hellström 2007; Gudmundsson 2012) and largely follows the same rules. Based on responses from students and lecturers, a new version has been developed in which points have been clarified and simplified in relation to previous documents.

The major difference compared to previous documents concerns references to internet sources which, to a high degree, also affects references to online PDF documents.

The author would like to extend his warmest thanks to the students and lecturers at the faculty who took the time to provide constructive commentary and suggestions for improvements on the present writing instructions.

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## PURPOSE OF THE INSTRUCTIONS

One overall aim of this document is to ensure that the appearance of reports and papers at the Faculty of Health and Society is consistent and correct, so as to make works produced at the faculty instantly recognisable.

There are also some important educational points (Fernsten & Reda 2011). Firstly, the ability to follow a writing template is important inasmuch as it will always be required when publishing in scholarly journals. Secondly, design differences must not affect review of the work, as content is what matters most; this can only be achieved if everyone follows the same instructions to the letter. The actual Writing Instructions are themselves an example of correct layout, as well as the references and list of sources.

How the writing process gets underway and how it is carried out is up to the authors, but a tried and tested recommendation is to base your approach on three main processes (Backman 2008; Hayes & Flowers 1986): 1) Review and analysis of existing texts on the subject; 2) Choice of original content and structure according to personal reflections after review and analysis; 3) Production of one's own original text.

## LAYOUT, FONT AND FORMAT

A template with pre-set margins and formatting of headings and text is available on the University website (Malmö 2017a), which also offers information on how to use the document. The website (ibid.) also has templates for the cover page and Swedish and English title pages with abstract. These are also attached to the present document (Appendix).

### Font and format

Headings, fonts and formatting are used correctly in the present writing instructions as an example. The fonts and text formats to be used are listed below (Table 1). The so-called body text is the running text. If words are to be emphasised in the running text, always use *italics* and not underlining or **bold**. There are four possible levels of headings: main headings, which are a kind of chapter division, and three types of subheadings.

Table 1. Font and format for various types of text.

Type of text	Font	Style	Size (p)	Case
Body	Times New Roman	Normal	12	Lower case
Main heading	Arial Black <sup>a</sup>	Normal	16	CAPITALS
Subheading 1	Arial	Bold	12	Lower case
Subheading 2	Arial	Italics	12	Lower case
Indented heading	Times New Roman	Bold	12	Lower case
Tables & Figures text <sup>b</sup>	Times New Roman	Italics & Normal	10–12	Lower case
Footnotes	Times New Roman	Normal	10	Lower case

p=points; <sup>a</sup> NB! Not Arial bold; <sup>b</sup> Figure texts within a figure can have a different format.

Hyphenation can be used but a manual check must be done before submitting the paper so that the authors ensure that all hyphenations used are correct.

Abbreviations can be used, albeit sparingly and only where justified. Most English dictionaries, such as Oxford Advanced Learner's Dictionaries (OALD), offer suggestions for how to write common abbreviations in English, such as *e.g.* which is to be written precisely thus and not *eg.* Sometimes other words may need to be abbreviated, in which case they should be explained the first time they are used, as in this paragraph for OALD.

## Layout

The upper and lower margins are to be 2 cm. To the right and left of the body text as well as tables and figures, the margins are to be 3.5 cm. All content in the work is to respect these margins. The line spacing in running texts is to be single throughout (1.0, not 1.15) and all text must be aligned to the left.

In connection with headings and as paragraph separators, an empty line must be inserted, in the same format as the body text (Table 1). After a main heading, one empty line is to be inserted, whereas there must be two empty lines before a *new* main heading, except for the main heading REFERENCES (and any APPENDICES), as these always appear at the top of a new page. Before sub-headings, you must insert an empty line, whereas the body text which follows is to start without an empty line. To separate the paragraphs in a body text, use an empty line.

## Tables and figures<sup>1</sup>

Besides the obligation for tables and figures to respect the margins, the following rules apply. Tables and figures are to be numbered in the chronological order of their presentation in the work (Table 1, Table 2 etc. and Figure 1, Figure 2 etc.). Both tables and figures are to be self-explanatory, which means that abbreviations used in the table or figure must be explained in it, even if the explanation already features in the body text. A table or figure is not to be divided over two pages or placed with a large text-free space before or after it. The body text must have references to the table or figure.

**Tables.** Directly *above* a table, a suitable title for its content is to follow the introductory *Table X* in italics. If abbreviations are used and not explained in the table, they are to be explained directly under it. See also Table 1 page 3.

**Figures.** The same rules apply to figures as for tables, except that both the title of the figure and explanations of abbreviations used are to be found *under* the figure itself (see Figure 1 page 8).

## Table of contents

The table of contents is inserted after the cover sheet, the title pages with the abstract and the foreword, where applicable. A main heading and sub-heading 1 are to be included, whereas sub-headings 2 and 3 may be superfluous. The font in the table of contents is to be identical or very similar to that used in the table of contents of the present writing instructions.

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<sup>1</sup> The concept of figures includes diagrams and images, which means that only the term Figure is to be used.

# REFERENCING AND COMPILING A LIST OF SOURCES

Referencing in scholarly writing is important to facilitate critical review and verification of the claims made by the author. It is based on the principle that all scholarly knowledge is to be transparent, verifiable, repeatable by others, and ultimately reliable. Often, scholarly knowledge is eventually applied in contexts where it can affect human life, setting high requirements for clarity and accuracy in all stages of the research and publication process. The research process should conclude with publication which, in the context of this document, takes the form of a report, a paper or a degree project.

The requirements placed on referencing in running text are important. Any claims made in the text are to be supported, as far as possible, by other *reliable* literature and thus to have an associated source, stated in the text so that it is impossible to misconstrue the reference. Similarly, all information on sources is to be included in the reference list, which enables the reader to find the exact source used, without any doubt. Various scholarly journals draw up their own precise rules for both text and referencing, as exist for publications at the Faculty of Health and Society. The responsibility for ensuring that the writing rules have been respected rests with the author.

The Harvard and Vancouver systems are two common systems for referencing in running text and compiling a list of sources. Both can be used within the framework of the present rules, *but* the course directors have the right to decide that only one of the systems is permitted in the context of a specific course. Usually, it is considered easier to keep your references in good order using the Harvard system, which can be an educational reason for beginners to use it, whereas using the Vancouver system can make the text easier to read. In addition, the tradition within a particular subject can make it more common to choose one system over the other. Otherwise, no value is attached to the differences between the systems; the emphasis is on correct and coherent reference management. In some cases, it can be appropriate to use another referencing system within a specific course, e.g. the Oxford system. For writing rules for other systems, please follow the links on the library's home page (Malmö universitet 2017b).

The present writing rules use the Harvard referencing system. That is why the reference examples under the heading "Vancouver-specific rules" are not included in the list of sources.

## Common formalities for Harvard and Vancouver

Many formalities relating to referencing and the list of sources are common to both systems, but some differ. The similarities mainly concern the design of the list of sources, where only the order varies (alphabetical order for Harvard and numbered chronological order for Vancouver).

## List of sources/Reference list (REFERENCES)

Table 2 shows the content and format of various types of references and how they are to be presented in the reference list. If a source has several authors, all of their names are to feature in the reference list. Here you are *not* to use et al.<sup>2</sup> or etc.

The reference list is to be included last in the work, on a new page under the heading REFERENCES, not divided up into categories according to source type (although any appendices are to follow the reference list, each appendix on a new page).

### Referring to anthologies

An anthology is a written work consisting of a collection of chapters by different authors, compiled by one or several editors (see also Table 2). You are to reference primary sources as far as possible which, in the reference list, means that the name of the author of the chapter appears first, and is also used in the running text. If the reference is made to various chapters in the same anthology, these are considered separate references for the purposes of the reference list as well as in running text.

Table 2. Necessary content and format in the Reference list.

<b>Book</b>	Surname Initials of first names, (Year of publication) <i>Book title</i> . Place of publication, Publisher.
Example	Forman S G, (1993) <i>Coping skills interventions for children and adolescents</i> . San Francisco, Jossey-Bass.
<b>Anthology</b>	<sup>a</sup> Surname Initials of first names, (Year of publication) <i>Chapter title</i> . In: <sup>b</sup> Surname Initials of first names, (Eds or Ed.) <i>Anthology title</i> (Edition). Place of publication, Publisher.
Example	Hall L E, (1968) <i>Another view of nursing care and quality</i> . In: Straub M, Parker K, (Eds) <i>Continuity of patient care: The role of nursing</i> (2nd edition). Washington, The Catholic University of America Press.
<b>Journal article<sup>c</sup></b>	Surname Initials of first names, (Year of publication) Article title. <i>Journal title, year and volume</i> , pages. <sup>d</sup>
Example	Åkerlund B M, Norberg A, (1985) An ethical analysis of double blind conflicts as experienced by care workers feeding severely demented patients. <i>International Journal of Nursing Studies</i> , 22, 207–216.
<b>Laws/statutes</b>	Act, No:No.
Example 1	Work Environment Act, 1977:1117.
Example 2	Statens offentliga utredningar (Swedish Government Official Reports), 2001:52 Valfärdstjänster i omvandling.
<b>Internet</b>	Author or person(s) responsible, (Year of publication or retrieval) <i>Title of document or web page</i> . >Domain name <sup>e</sup> < File format <sup>f</sup> (Date of retrieval)
Example 1	Malmö University, (2013) <i>Strategic platform 2020</i> . >http://www.mah.se< PDF (14 Mar 2016)
Example 2	WHO, (2012) <i>Life expectancy at birth</i> . >http://gamapserver.who.int< HTML (27 Jan 2012)

<sup>a</sup> Chapter author; <sup>b</sup> Editor(s), abbreviated to Eds in English and Red. in Swedish; <sup>c</sup> Exceptionally, if the article was published in a journal which only appears in electronic form, information on volume/number/pages may not exist, in which case the available information is given; <sup>d</sup> if the article has not yet been published in print, instead of the page number, write “available electronically before publication” after the title of the journal and finally “(date of retrieval)”; <sup>e</sup> corresponds to the internet address as far as the first forward slash. Not to be written in blue, underlined or as a hyperlink; <sup>f</sup> file format to be given as file ending, e.g. PDF, DOC, or HTML if the information is only available on a website.

<sup>2</sup> *Et al.* is an abbreviation of the Latin *et alii/alii* 'and others'. The expression is mainly used when referring to books or articles which were written by more than two people (Collins 2016).

### *Source material from the internet*

A reference is considered an internet source if the material is not published in any other form to which references can be provided in a different way. It is currently possible to find many documents and source material on the internet. However, this does not necessarily entail that material such as scholarly articles published in journals should be considered an internet reference. These articles can be accessed on the internet but are *not* to be referred to with their web address (nor their so-called PMID or doi number) as they have been published through a journal (see Table 2). Similarly, this can be the case for other material accessible via the internet, such as laws and ordinances or several publications in PDF format from the National Board of Health and Welfare.

Much of the material which is only published online is considered less reliable in scholarly contexts, as it is often less verified and is a perishable product which is easily altered. Therefore, be critical of whether sources from the internet are really appropriate or whether they can be replaced by another, more reliable source.

**Social media.** The phenomenon of *Social media* which arose from the internet contains a great deal of information currently used in scholarly works in various ways. This does not necessarily mean that the information is more reliable, but references need to be provided for this type of source as well. When referencing, manage these sources like any other internet sources. Bear in mind, however, the ethical laws and principles which may affect the information to which you are referring, so as to avoid violating them.

### *Referring to legislation*

A legal text is always a source in itself, regardless of where it has been accessed. The source is thus *not* the internet or the collection of statutes, even though the information can be accessed there. It is also important to state which section is being referred to. The first time you refer to a law, the entire title of the Act is to be written, after which it is normally justified to use an abbreviation (although not in the Reference list). This is exemplified in the example below:

“The Health and Medical Services Act, 1982:773 (HSL) presents the organisational basis for public healthcare in Sweden. Section 3, ‘Each county is to offer good public healthcare to all residents of that county’, states what responsibility the county has in offering care and treatment to the residents in that county.” (Gudmundsson 2012, page 7)

There can be other types of sources which are similar to laws, such as parliamentary bills. In these cases, the recommended referencing method is as close as possible to that for legal texts.

### *Quotations*

Brief or long quotations can be justified if they particularly support an argument being made in the text or provide a particularly good description. Quotations are always to be enclosed in quotation marks. Besides the reference, the page number is always to be included in connection with a quotation. Brief quotations are included in the body text whereas longer quotations should preferably be presented in a separate, slightly indented paragraph (see example above, which is somewhat modified in order to accommodate a quotation within the quotation). If a quotation includes another, this in turn is enclosed in single quotes: ‘ ’. If the



quotation is from an anonymised interviewee, who is part of a study addressed in the work in question (e.g. degree project), it can usefully be italicised.

### *Primary sources and secondary sources*

When referencing reports, papers and scholarly publications, it is important always to refer to the primary source, that is the source which is the origin of the knowledge or argument described. Of course, such primary sources are used as sources and arguments in subsequent publications. In subsequent publications, the *first* source is thus not new knowledge, but the basis for the new knowledge (which is an example of how scholarly knowledge grows by building on previous knowledge). In exceptional cases, this can make it difficult to get hold of a primary source (if it is very old, for example) or it might be more relevant to refer to the primary source through the context in which it is described in a secondary source. If a reference to a primary source needs to be made *through* a secondary source, this should be clear from the running text by describing this together with the secondary source in brackets (for Harvard) or square brackets (for Vancouver). (Ex: Previous writing instructions (Hellström 2007) also discuss the recommendations published by Bjerstedt.) Only the secondary source is included in the reference list, however.

### **Harvard-specific rules**

For Harvard, besides the rules common to both systems, the instructions below apply, as exemplified in Figure 1.

### *Design of the list of references*

The references are to be listed in alphabetical order of the first author's surname. For references with no single author, the order is determined by the initial letter of the public authority, the source of the law or the web site. So that the correct reference can be found both in the list of references and the running text, the surname (or equivalent) must be used consistently in both.

### *Referencing in running text*

For correct referencing, the surname and year of the work referenced must be stated. Both are written in brackets, adjacent to the facts or statements from that source (Backman 2008) or by mentioning the name in a natural way in the sentence, with only the year in brackets, as also suggested by Backman (2008).

In cases where the work referenced has two authors, both names linked with the symbol "&" are to figure in brackets, or linked by the word "and" when they are mentioned as part of the sentence itself, in the latter case only followed by the year in brackets (as exemplified in the previous paragraph). If the reference has *more* than two authors, use *m.fl.* if writing in Swedish and *et al.* if writing in English. In running text, the authors' surnames are given *without* initials and several references are separated by a semi-colon ";" (Backman 2008; Mattsson & Örténblad 2008)" and written in alphabetical order (and in reverse chronological order in the case of several references to the same author, with the most recent publication first).

In order to enable the reader to locate the right source in the reference list, the reference name (first author's surname, public authority, etc.) stated in the running text must also be the one to determine the order in the reference list.

If there are multiple references to the same source in a paragraph two (or more) times, use the form (a.a.<sup>3</sup>) when writing in Swedish and (ibid.<sup>4</sup>) for English. In a new paragraph, or after a page break, the name and year of publication need to be provided again.

BAKGRUND	REFERENSLISTA										
<p>Parabener är syntetiskt framställda estrar som har använts som konserveringsmedel för att förhindra tillväxt av bakterier och andra mikrober i mat, kosmetika och läkemedel i cirka 50 år. Parabener förekommer i flera former, de vanligaste är etylparaben, metylparaben, butylparaben och propylparaben. Studier visar att parabener kan binda in till östrogenets alfa- och betareceptorer och förhindrar därmed att de egentliga hormonerna kan binda in (deCatanzaro &amp; Shaw 2009). Parabener kan troligtvis minska östrogenets effekter (Ashby m.fl. 1998). Det har också påvisats att parabener kan vara inblandade i bröstcancerfall då de kan öka celltillväxten hos cancerceller (deCatanzaro &amp; Shaw 2009).</p> <p>Östrogen är ett samlingsnamn för östradiol, östron och östriol som påverkar framförallt den kvinnliga karaktären och menstruationscykeln. De olika hormonernas koncentrationer i blodet förändras under cykelns gång och är som lägst precis innan och under menstruation (Bjälle m.fl. 2006). Östradiol, som kommer studeras i studien, har nästan uteslutande av de tre, högst biologisk påverkan hos ickegravida kvinnor som inte kommit in i menopausen (Bjälle m.fl. 2006; Lindstedt 2003).</p> <p>Tabell 1 visar referensintervallen för menstruationscykelns olika faser. Här finns även värden för kvinnor som använder p-piller. På grund av att de olika värdena, som beror på p-pilleranvändning, skiljer sig anmärkningsvärt så valdes kvinnor med p-piller bort i studien.</p> <p><i>Tabell 1. Referensintervall S-Östradiol (pmol/L). Ur Lindstedt (2003) s 446.</i></p> <table> <tr> <th>Kvinnor i fertil ålder:</th><th>S-Östradiol (pmol/L)</th></tr> <tr> <td>tidig follikelfas</td><td>90-180</td></tr> <tr> <td>preovulatorisk fas</td><td>700-1500</td></tr> <tr> <td>luteal fas</td><td>280-1000</td></tr> <tr> <td>Kvinnor med p-piller</td><td>20-110</td></tr> </table> <p>S – Serum; pmol – picomol; L – liter</p> <p>Undersökningar visar att människor dagligen utsätts för cirka 76 mg av olika parabener per dag. Exponeringen kommer, dock inte uteslutande, från basprodukter i en makeup som till exempel foundation och concealer, ansiktskrämer, deodoranter, bodylotions och solkrämer (deCatanzaro &amp; Shaw 2009). Ett intressant exempel visar att en helkroppssmörjning av en lotion som innehåller två procent butylparaben ökar koncentrationen butylparaben i serum till cirka 135 µg per liter efter tre timmars exponering. Tjugofyra timmar senare hade koncentrationen sjunkit men låg ändå på 18 µg per liter (a.a.).</p>	Kvinnor i fertil ålder:	S-Östradiol (pmol/L)	tidig follikelfas	90-180	preovulatorisk fas	700-1500	luteal fas	280-1000	Kvinnor med p-piller	20-110	<p>Ashby J, Odum J, Parker J, Routledge E, Sumpter J, (1998) Some alkyl hydroxy benzoate preservatives (parabens) are estrogenic. <i>Toxicology and Applied Pharmacology</i>, 153,12-19.</p> <p>Bjälle J, Haug E, Sand O, Sjaastad Ö, Toverud K, (2006) <i>Människokroppen</i>. Oslo, Liber.</p> <p>deCatanzaro D, Shaw J, (2009) Estrogenicity of parabens revisited: Impact of parabens on early pregnancy and an uterotrophic assay in mice. <i>Reproductive Toxicology</i>, 28, 26-31.</p> <p>Lindstedt G, (2003) <i>Endokrinologi och biogena aminer</i>. I: Nilsson-Ehle P, (Red.) <i>Klinisk kemi i praktisk medicin</i>. Lund, Studentlitteratur.</p>
Kvinnor i fertil ålder:	S-Östradiol (pmol/L)										
tidig follikelfas	90-180										
preovulatorisk fas	700-1500										
luteal fas	280-1000										
Kvinnor med p-piller	20-110										

Figure 1. Example of referencing in body text and list of references using Harvard.

Sometimes, the same author has written several works in the same year, which for example McMillan and Weyers managed to do (2010a; 2010b). These works must be distinguished using a, b, c etc. after the year of publication, which must also be done in the list of references.

## Vancouver-specific rules

For Vancouver, besides the rules common to the two systems, the following instructions apply, as partly exemplified in Figure 2.

### Design of the list of references

According to the Vancouver system, the sources in the list of references are to be numbered and placed in the chronological order in which they first appear in the text.

### Referencing in running text

For correct referencing, the reference is to be done by placing the source number in square brackets [1]. The work referred to first will be assigned number one [1]

<sup>3</sup> a.a. stands for “anfört arbete” in Swedish and has the same meaning as the English use of Latin ibidem (ibid.)

<sup>4</sup> ibid. corresponds to “same text” and means “the same text I just referred to”.

and keep this number throughout the rest of the work. The next reference is thus assigned the number two [2], followed by number three [3] etc. This means that if a previously mentioned source is used as a reference later on in the text, it will keep the number it was assigned the first time it was referenced.

It is common to use references to several different sources to support a statement or fact. If these references have adjacent numbers, use a hyphen between them, e.g. [1-2] or [3-6], or a comma *without* spacing, e.g. [1,4,12] or a combination [2-3,5,7-10].

BAKGRUND	REFERENSER
<p>Obesitas, även kallat kraftig övervikt/fetma, är i vår tid ett av de största hälsohoten och kan liknas en global epidemi då det inte görs skillnad på varken folkslag, ålder eller kön. I fetmans spår ligger det ökade risk för olika sjukdomstillstånd, däribland kardiovaskulär sjukdom, Typ-2 diabetes, osteoartrit, sömnapné och cancer [1].</p> <p>För att ställa diagnosen fetma, mäts förutom BMI (<i>eng.</i> body mass index) även om individen befinner sig inom riskgrupper vad gäller t.ex. midjemått, kroppsfordelning samt den samlade metabola riskprofilen [1]. Enligt World Health Organisation – WHO [2] definieras fetma som BMI över 30 kg/m<sup>2</sup>. Dock bör tilläggas att det finns muskulösa individer med BMI över 30 kg/m<sup>2</sup> som inte ska klassificeras som feta.</p> <p>I samband med BMI-granskning mäts midjemåttet då bukfetma anses vara en av de farligaste typerna av fetma, både gällande kvinnor och män [1]. Gränsvärdet, för en ökad risk att drabbas av metabola komplikationer ligger <math>\geq 94</math> cm för män och <math>\geq 80</math> cm för kvinnor [1].</p> <p>Behandling av fetma styrs av individens behov samt av vad som anses orsaka fetman såsom ärftlighet, energibalans, fysisk inaktivitet, kostsammansättning m.m. [1]. De två vanligaste behandlingsmetoderna är att ställa om sin kost och öka fysisk aktivitet [3-5]. Om individen tar tillräcklig tid i anspråk för att nå sin målvikt har dessa metoder visat sig fungera men avhoppsfrekvensen är hög [4].</p> <p>Ett alternativt redskap till de ovan beskrivna metoderna är KBT – kognitiv beteendeterapi, vilket bygger på att försöka förändra tankar, känslor och beteende kring födointag och livsföring. Effekten av denna metod allena har dock varit svår att granska då den sker i samband av kostomställning, fysisk aktivitet och/eller läkemedelsbehandling [6].</p>	<ol style="list-style-type: none"> <li>1. Lönnqvist F, (2007) <i>Fettceller, fettväv och kroppssammansättning</i>. I: Lindroos A-K, Rössner S, (Red) <i>Fetma: Från gen- till samhällspåverkan</i>. Lund, Studentlitteratur.</li> <li>2. WHO, (2009) <i>BMI classification</i>. &gt;<a href="http://apps.who.int">http://apps.who.int</a>&lt; HTML (2009-09-05)</li> <li>3. Lantz H, Peltonen M, Ågren L, Torgerson J S, (2003) Intermittent vs on-demand use of a very low calorie diet; a randomised 2-year clinical trial. <i>J Intern Med</i>, 253(4), 463-71.</li> <li>4. Stern L, Iqbal N, Seshadri P, Chicano K L, Daily D A, McGrory J, Williams M, Gracely E J, Samaha F F, (2004) The effects of low-carbohydrate versus conventional weight loss diets in severely obese adults: one-year follow-up of a randomized trial. <i>Ann Intern Med</i>, 140(10), 778-85.</li> <li>5. Poirier P, Després J P, (2001) Exercise in weight management of obesity. <i>Cardiol Clin</i>, 19(3), 459-70.</li> <li>6. Melin I, (2007) <i>Kognitiv beteendeterapi i behandling av fetma</i>. I: Lindroos A K, Rössner S, (Red) <i>Fetma: Från gen- till samhällspåverkan</i>. Lund, Studentlitteratur.</li> </ol>

Figure 2. Examples of referencing in body text and list of references Vancouver.

When a referenced author's name is used as part of a sentence in running text, it is written without the initial of the first name, followed by square brackets with the reference number. In cases where the reference has two authors, both names are given with the word "and" in between, followed by square brackets with reference number. If the reference has more than two authors, use *m.fl.* in Swedish or *et al.* in English, followed by square brackets with the reference number.

### Rare types of references

Some types of references are unusual but may occasionally arise. One such case could be references to the Bible, the Qur'an or other literary works which are similarly structured. From a referencing point of view, these are to be managed like anthologies as far as possible, except that page references are replaced by references to chapter and verse.

### Footnotes and oral references

Footnotes can be used, although not as a referencing method (except where relevant to a specific course) but as a different type of explanation or for minor but justified digressions. Reading is facilitated by footnotes, if they are used in the right way.

Oral references, according to the present writing rules, are not considered sufficiently reliable to be listed in the reference list but should instead be referred to in footnotes.

### **Hardware and software**

When a description of an applied method is made in a scholarly work, such as a paper or degree project, the machines or computer programs used are to be specified. The point of this is to enable readers who wish to apply the method or verify the results to do so in exactly the same way. It is therefore necessary to specify the exact names of the hardware or software used, but also the manufacturer's company name and the city and country where the company headquarters are located. These facts are to be written in brackets directly after the first mention of the machine or the software. For example, it could be the case that the data analysis was conducted in SPSS (IBM SPSS Statistics 20, IBM, New York, US) or that you used an ultrasound machine (iE33 xMatrix, Philips Healthcare, Andover, US) with an X5-1 transducer.

Please note that this kind of specification does *not* count as a reference and is not to be included in the list of references. An alternative way of presenting these facts is to use a footnote.

## **MORE EXAMPLES**

Even if the present writing instructions themselves represent an example of how to apply them, more examples can be necessary. For this purpose, you can refer to perfect examples produced by dedicated students, retrievable from the Malmö University electronic database for publications (Malmö University Electronic Publishing – MUEP), where both students and staff can publish academic reports and articles. As the writing instructions continue to be applied to degree projects, there will be more examples to consult in the future.

The examples are listed on the web page where you find the Writing Instructions and templates (Malmö University 2017a). The Malmö University library has also produced information and links to information about reference management for both the Harvard and Vancouver systems, as well as APA and Oxford (Malmö University 2017b). The latter two are somewhat similar to the Harvard system. The links to Harvard and Vancouver can be valuable to see more general examples of referencing to various types of sources.

## **REFERENCE MANAGEMENT PROGRAMS**

There are now reference management programs which can help you to keep your body text references in good order as well as generating a list of references, while ensuring you get the right format for various types of references. Malmö University offers the program RefWorks (ProQuest LLC, Ann Arbor, US) free of charge. Instructions and support are available via a link on the library's website (2017c). Some word processing programs also have built-in reference management functions which can be used for the same purpose.

The built-in templates for the exact reference management used by the writing instructions for the Faculty of Health and Society (Gudmundsson 2017) have not been developed for any reference management program. Should they become available, they will be provided on the web page where you find the writing instructions (Malmö University 2017a).

*Good luck!*

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## **APPENDIX**

*Appendix.* Layout and typography for the cover sheet and title pages with the abstract in Swedish and English.



**Please note** that the use of the Malmö University logo is regulated and must conform to the correct colour, text and proportions (see Malmö University graphics manual).

**Arial Black  
22–28 p  
CAPITALS**

**MAIN TITLE**

Arial 18 p  
CAPITALS

SUB-TITLE WHERE APPLICABLE

AUTHOR 1 (FIRST NAME SURNAME)  
AUTHOR 2

Arial 18 p, CAPITALS  
Alphabetical order by  
surname

**Empty**, i.e. no Supervisor.  
He/she/they can be  
mentioned in the foreword  
if you wish.

Arial 10 p

Degree project in [e.g. Nursing]  
61–90 credits  
[for a one-year Master's degree 91–120 credits]  
Programme [e.g. Nursing programme]  
Month Year

Malmö University  
Health and Society  
205 06 Malmö



**HUVUDTITEL**

**Arial Black 20–26 p  
CAPITALS**

EVENTUELL UNDERTITEL

Arial 18 p  
CAPITALS

AUTHOR 1  
AUTHOR 2

Arial 18 p, CAPITALS  
Alphabetical order by  
surname

Body text, Times New Roman 12 p.  
Some parts in *italics*.

Författare 1/Efternamn, Initial förnamn och Författare 2/Efternamn, Initial förnamn. Huvudtitel. Undertitel. *Examensarbete i (huvudämne) 15/30 högskolepoäng*. Malmö universitet: Fakulteten för hälsa och samhälle, Institutionen för (namnet på Institutionen), Årtal.

Abstrakt är en kort sammanfattning av examensarbetets bakgrund, centrala frågeställningar eller problem samt de viktigaste resultaten av arbetet. Eftersom abstraktet oftast är det första som läses av den som söker efter texter som producerats inom universitetet eller inom forskning, är det viktigt att verkligen fånga in det mest centrala i arbetet. Abstrakt får högst omfatta en halv text sida.

*Nyckelord*: Här skriver du ett antal viktiga nyckelord (5-7) som kan användas för att söka ditt arbete. Dessa nyckelord skrivs i *alfabetisk ordning* med komma mellan orden.

**MAIN TITLE**

POSSIBLE SUBTITLE

**Arial Black 20–26 p  
CAPITALS**

Arial 18 p  
CAPITALS

AUTHOR 1

AUTHOR 2

Arial 18 p, CAPITALS  
Alphabetical order surname

Body text, Times New Roman 12 p.  
Some parts *in italics*.

Author 1/Surname, Initial(s) of first name(s) and Author 2/ Surname, Initial(s) of first name(s). Title. Subtitle. *Degree project in (main subject) 15/30 Credits*. Malmö University: Faculty of Health and Society, Department of (name of Department), Year.

The abstract is a short summary of the background, central issues or aims and the main results of the report. Since the abstract is the first contact other researchers get with your report, it is important to include the most essential parts of the report. The abstract must not cover more than half a page and must contain the same information as the abstract written in Swedish.

*Keywords:* Five to seven important keywords in alphabetic order with commas as punctuation marks.