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## INTRODUCTION

Although all fields of research agree on the need to document sources, they do not all agree on the format. Different subjects prefer certain styles of documentation. The APA style is widely used in the sciences. The following departments at Woodstock Academy use the APA style:

*Math*

*Science*

*Physical Education*

*Family & Consumer Science*  
*(Health & Human Development classes)*

## RECOMMENDATIONS FOR RESEARCH PAPERS

### Woodstock Academy

#### Research Paper Expectations Grid

#### By Academic Level & Grade

	Grade 9	Grade 10	Grade 11	Grade 12
GEN Level	1 page/1 source	2 pages/2 sources	3 pages/3 sources	4 pages/3 sources
SCP Level	2 pages/2 sources	3 pages/3 sources	4 pages/3 sources	5 pages/4 sources
ACP Level	3 pages/3 sources	5 pages/4 sources	7 pages/5 sources	10 pages/5+ sources
AP Level	/	7 pages/4 sources	10 pages/5 sources	10+ pages/5+ sources

The above grid is to be utilized as a guide when teachers assign research papers. Teachers have flexibility within each grade but it is recommended that teachers not surpass the length or source requirements for a grade.

Teachers with classes that contain multiple levels of students in a single grade may determine, based on the class, whether to hold students to the GEN, SCP, or ACP standards.

Teachers with classes that contain multiple levels of students and students in multiple grades may determine, based on the class, whether to hold students to the GEN, SCP, or ACP standards at the grade level of the youngest student in the class.

## **ACADEMIC INTEGRITY/ PLAGIARISM POLICY**

The following policy is part of *Woodstock Academy's Student Handbook* and is included here for educational purposes.

### **Academic Integrity**

Woodstock Academy believes that academic integrity is basic to achievement and character development. We hold students to high standards of honorable conduct. Students will reach their full potential only by being honest with themselves and with others. Woodstock Academy expects students to practice ethical behavior and respect the educational purpose underlying our mission. Students will be made aware of these expectations and instructed in proper writing and research techniques to promote academic integrity and to ensure that ignorance cannot be an excuse for dishonesty. Woodstock Academy will not ignore or condone plagiarism, cheating, or other forms of dishonesty. Anyone who engages in these offenses will be subject to consequences for such behavior.

### **Academic dishonesty includes, but is not limited to, the following:**

**1.Plagiarism:** "...literary theft...from a Latin word meaning 'kidnapper', ranges from inept paraphrasing to outright theft." (Shaw, Dictionary of Literary Terms).

### **2. Cheating:**

- a. Copying someone else's test responses, homework, class work, project, or other assignment.
- b. Submitting someone else's work as your own.
- c. Submitting the same work more than once without the consent of the teachers.
- d. Using unauthorized resources or technology.
- e. Submitting manufactured information as factual.
- f. Permitting another student to copy or reproduce your work, or otherwise intentionally enable another student to misrepresent work as his or her own.

### **Disciplinary consequences for violation of academic integrity, plagiarism or cheating:**

#### **• First Offense (Level 2) –**

- Zero for the assignment.
- Teacher notification of student's parent(s)/guardian(s).
- Notification of Administration by a disciplinary referral.
- After-school detention with Self-Reflection packet to be completed by the student and kept on file.

#### **• Repeat Offenses (cumulative)-**

- Zero for the assignment and additional reduction of the quarterly grade ranging from a loss of ten points (one letter grade) to an F for the quarterly marking period, as determined by the Administration with teacher recommendation.
- Teacher notification of student's parent(s)/guardian(s) and school counselor.
- Notification of Administration by a disciplinary referral.
- Suspension of one to five days for a third offense, dependent on the nature of the incident, cooperation of the student or other factors, determined by the
- Self-Reflection packet to be completed by the student during the detention/ suspension and kept on file.

## **GENERAL FORMAT**

Teachers usually ask students to prepare their research papers or projects according to formats that are used in their fields. Before a student begins work on such an assignment, it is important to acquire the guidelines from the teacher or the Bracken Memorial Library web page.

### *MARGINS*

Margins in APA format should be one inch at the top and bottom and on both sides of each page of the text.

### *FONT AND FONT SIZE*

It is essential to use Times New Roman 12 when typing a paper in APA format.

### *PAPER*

Use only white, 8 ½” by 11” paper of good quality. Print on only one side of the paper.

### *SPACING*

The entire paper should be double spaced. Do not single space anything in the paper.

### *HEADER/PAGE NUMBERS*

All pages after the title page should have an abbreviated title, in all capital letters, that is flush with the left margin. Page numbers should be flush with the right margin. See sample on page 7.

### *TITLE PAGE*

The title page is the first page of the paper, and it is separate from the body of the paper. The title page should have a running head that consists of the words Running Head, followed by a colon, then followed by an abbreviated title in all capital letters. An inch below the running head, the following information should be centered: the title of the paper, the author’s name, and the school’s name. See sample on page 7.

### *TITLE*

The title of the paper should be centered on the first line of the second page of the paper, right before the beginning of the text of the paper. Do not underline, italicize, or bold the title, and do not change the size of the font. See sample paper on page 22.

### *TEXT OF THE PAPER*

The beginning of the paper immediately follows the title on page 2. All of the paragraphs in the paper should be indented. See sample paper on page 22.

Gout, The “Disease of Kings”

Jamie Carpenter

Woodstock Academy

*REFERENCES PAGE*

The References page is at the end of the paper. It should be a separate numbered page or pages. Center the title, References, an inch from the top of the page. These pages should also be double spaced like the rest of the paper. Begin each entry at the left margin. If an entry runs more than one line, indent each additional line one half inch from the left margin. Your sources should be listed in alphabetical order. It should look like this:

DISEASE OF KINGS

5

References

Bunch, B. (Ed.). (1997). Gout. In *Diseases* (Vol. 4, pp. 26-28). Danbury, CT: Grolier

Educational.

Cedars-Sinai Health System. (2008). *Gout*. Retrieved from <http://www.csmc.edu/5546.html>

Gutman, A.B., M.D. (2004). Health conditions gout. In *Encyclopedia americana* (Vol. 13, pp.

126-127). Danbury, CT: Scholastic Library Publishing, Inc.

McCann, J.A.S., R.N., M.S.N. (Publisher). (2001). Gout. In *Diseases* (3rd ed.). Springhouse, PA:

Springhouse Corporation.

## SAMPLE REFERENCE PAGE ENTRIES-PRINT SOURCES

### BOOK SOURCES

*Important components of a book entry:*

1. *Name of author or editor (last name, first and middle initials)*
2. *Date of publication (in parentheses)*
3. *Title of book (italicized, capitalize first word and proper nouns only)*
4. *Edition, volume, or page numbers used (if given)*
5. *City of publication, name of publisher*

#### BOOK: NO AUTHOR/ANONYMOUS AUTHOR

*The Holy Bible* (Eng. Standard Vers.). (2003). Wheaton: Crossway-Good News.

#### BOOK: SINGLE AUTHOR/ EDITOR/CORPORATE AUTHOR

Spacks, P. M. (2003). *Privacy: Concealing the eighteenth-century self*. Chicago: University of Chicago Press.

Shell, M. (Ed.). (2002). *American babel: Literatures of the United States from Abnaki to Zuni*. Cambridge: Harvard University Press.

Carnegie Foundation for the Advancement of Teaching. (1990). *Campus life: In search of community*. Princeton: Carnegie Foundation for the Advancement of Teaching.

#### BOOK: MULTIPLE AUTHORS OR EDITORS

Booth, W. C., Gregory G. C., & Williams, J.M. (2003). *The craft of research* (2nd ed.). Chicago: University of Chicago Press.

Tannen, D. & Freedle, R.O. (Eds.). (1988). *Linguistics in context: Connecting observation and understanding*. Norwood: Ablex.

**With more than three authors or editors, follow this sample:**

Quirk, R. et al. (1985). *A comprehensive grammar of the English language*. London: Longman.

## ANTHOLOGY / BOOK WITH AN AUTHOR AND EDITOR

Hansberry, L. (1971). A raisin in the sun. In *Black theater: A twentieth-century collection of the work of its best playwrights* (pp. 221-76). (L. Patterson, Ed.). New York: Dodd.

## BOOK IN A NON-ENGLISH LANGUAGE

Eco, U. (1980). *Il nome della rosa*. Milano: Bompiani.

## ILLUSTRATED BOOK/GRAPHIC NOVEL/COMIC BOOK

Baum, L. F. (2006). *The wonderful Wizard of Oz*. (W.W. Denslow, illus.). New York: Signet-Penguin.

Spiegelman, A. (1986-91). *Maus: A survivor's tale*. (2 vols.). New York: Pantheon-Random.

## BROCHURE/PAMPHLET/GOVERNMENT PUBLICATION

Evans, G. (1980). *French painting of the nineteenth century in the National Gallery of Art*. Washington: National Gallery of Art.

United States Department of Labor. (1988). *Child care: A workforce issue*. Washington: Government Printing Office.

## ARTICLE IN A REFERENCE BOOK (ENCYCLOPEDIA)

Frost, P. K. (2004). Japan. In *Encyclopedia americana*. (Vol. 15, pp. 694-843). Danbury: Scholastic Library Publishing, Inc.

Indiana. (2004). In *Encyclopedia americana*. (Vol. 15, p. 64). Danbury: Scholastic Library Publishing, Inc.

## PERIODICAL SOURCES

*Important components of periodical sources:*

1. *Name of author or editor (last name, first and middle initials)*
2. *Date of publication (in parentheses)*
3. *Title of article (capitalize first word and proper nouns only)*
4. *Name of periodical (italicized, capitalize all words)*
5. *Volume number (if given, italicized)*
6. *Issue number (if given, in parentheses)*
7. *Page numbers (if given)*

### SCHOLARLY JOURNAL

Barthelme, F. (1996). Architecture. *Kansas Quarterly*, 13(3-4), 77-80.

Stein, K. (1996). Margaret Atwood's modest proposal: The handmaid's tale. *Canadian Literature*, 148, 57-73.

Striner, R. (1995). Political Newtonism: The cosmic model of politics in Europe and America. *William and Mary Quarterly*, 52(4), 583-608.

### MAGAZINE

McEvoy, D. (2006, October 30). Little books, big success. *Publishers Weekly*, 26-28.

### PERIODICAL(NEWSPAPER)/EDITORIAL

Rosenberg, G. (1997, March 31). Electronic discovery proves an effective legal weapon. *The New York Times*, p. D5.

Zuckerman, M. B. (1996, August 5). Are order and liberty at odds? *US News and World Report*, p.64.

#### TELEVISION BROADCAST/FILM OR VIDEO/PERFORMANCE/ADVERTISEMENT

Wadey, M. (Adapter). (1997, April 27-May 11). The Buccaneers [Television series episode]. In *Masterpiece theatre*. Boston: PBS, WGBH.

Capra, F. (Director). (1946). *It's a wonderful life*. [Motion picture]. United States: RKO.

Capra, F. (Director). (1946). *It's a wonderful life*. [DVD]. United States: Republic.

Air Canada. (1997, April 1). *Advertisement for Air Canada*. [Television broadcast]. New York: CNN.

#### SOUND RECORDING/RADIO BROADCAST/SPEECH

Holiday, B. (1941, May 9). God bless the child. On *The essence of Billie Holiday*. [CD] United States: Columbia.

Welles, O. (Director). (1938, October 30). The war of the worlds. [Radio broadcast]. In *Mercury theatre on the air*. New York: CBS Radio, WCBS.

Matuozzi, R. (2007, December 29). *Archive trauma. Archive trouble*. MLA Annual Convention. Hyatt Regency, Chicago.

#### WORK OF VISUAL ART/MAP OR CHART

Rembrandt. (Artist). (1653). *Artistotle with a bust of Homer*. [Oil on canvas]. New York: Metropolitan Museum of Art.

*Michigan*. (2000). [Map]. Chicago: Rand-McNally.

## INTERVIEW

Blackmun, H. (1994, April 5). Interview by T. Koppel & N. Totenberg. *Nightline* [Television broadcast]. New York: ABC, WABC.

## SAMPLE REFERENCE PAGE ENTRIES-ONLINE SOURCES

### ONLINE SOURCES

*Important components of online sources:*

1. *Name of author or editor (last name, first and middle initials)*
2. *Date of publication (in parentheses)*
3. *Title of article (capitalize first word and proper nouns only)*
4. *Title of website (in italics and preceded by the word In)*
5. *URL (preceded by the words Retrieved from)*

#### ONLINE PAGE OF A WEBSITE

Engelshcall, R. S. (1997). Module mod\_rewrite: URL Rewriting Engine. In *Apache HTTP Server Version 1.3 Documentation* (Apache modules.) Retrieved from [http://httpd.apache.org/docs/1.3/mod/mod\\_rewrite.html](http://httpd.apache.org/docs/1.3/mod/mod_rewrite.html)

#### ONLINE BOOKS

Whitman, W. (1855). *Leaves of grass*. [The Walt Whitman Archive]. Retrieved from <http://www.whitmanarchive.org/published/LG/1855/whole.html>

#### ONLINE REFERENCE BOOKS

de Kooning, W. (2007). In *Encyclopaedia britannica online*. Retrieved from <http://www.britannica.com/EBchecked/topic/153632/Willem-de-Kooning>

## ONLINE JOURNALS/SUBSCRIPTION DATABASES

Weinstein, S L., Dolan, L. A., Cheng, J. C.Y., Danielsson, A. & Morcuende, J.A. (2008).

Adolescent idiopathic scoliosis. *The Lancet*, 371.9623, 1527-1537. Retrieved from  
Platinum Periodicals, ProQuest.

## ONLINE MAGAZINES

Green, J. (2007, September). The Rove presidency. *The Atlantic.com*. Retrieved from  
<http://www.theatlantic.com/doc/200709/karl-rove>

## ONLINE PERIODICALS (NEWSPAPERS)

The scientists speak. (2007, November 20). *The New York Times*. Retrieved from  
<http://www.nytimes.com/2007/11/20/opinion/20tue1.html>

## ONLINE COMMUNICATIONS (EMAILS/BLOGS)

**E-mails are not included in the list of references, but should be cited in the text:**

(E. Robbins, personal communication, January 4, 2001).

MiddleKid. (2007, January 22). Re: The unfortunate prerequisites and consequences of  
partitioning your mind [Web log comment]. Retrieved from [http://scienceblogs.com/  
pharyngula/2007/01/the\\_unfortunate\\_prerequisites.php](http://scienceblogs.com/pharyngula/2007/01/the_unfortunate_prerequisites.php)

## PARAPHRASING

When writing a research paper, most of the text should be written in your own words. That does not mean, however, that you do not have to give credit to the original sources that you consulted to learn the information needed to write the paper. Internal citations are required for all paraphrased information in the text, except your prior knowledge of the subject or universally known information about the subject. Failure to internally cite paraphrased information is a form of plagiarism because you have failed to give credit to someone else's ideas.

## QUOTATIONS

Quoting accurately is critical. Quotations must be incorporated into clear, grammatically correct, sentences. Quotations should be used sparingly in any paper; most of the paper should contain information paraphrased in your own words. Quotations can be complete or partial. When including a quotation in a paper, follow the guidelines below.

### *Prose*

**If a prose quotation runs no more than forty words, put it in quotation marks and include it in the body of the text.**

Interpreting these results, Robbins et al. (2003) suggested that the “therapists in dropout cases may have inadvertently validated parental negativity about the adolescent without adequately responding to the adolescent’s needs or concerns” (p. 541), contributing to an overall climate of negativity.

**If a quotation ending a sentence requires a citation, place the period after the reference.**

Confusing this issue is the overlapping nature of roles in palliative care, whereby “medical needs are met by those in the medical disciplines; nonmedical needs may be addressed by anyone on the team” (Csikai & Chaitin, 2006, p. 112).

**If a quotation is forty or more words, set it off from the text by beginning a new line, indenting one inch from the left margin, and typing it double-spaced without adding quotation marks. A colon usually introduces a quotation like this.**

**If you need to quote two or more paragraphs, indent the first line of each paragraph an additional quarter inch.**

Others have contradicted this view:

Co-presence does not ensure intimate interaction among all group members. Consider large-scale social gatherings in which hundreds or thousands of people gather in a location to perform a ritual or celebrate an event.

In these instances, participants are able to see the visible manifestation of the group, the physical gathering, yet their ability to make direct, intimate connections with those around them is limited by the sheer magnitude of the assembly. (Purcell, 1997, pp. 111-112).

### *Ellipsis*

**Use three spaced ellipsis points (...) within a sentence to indicate that you have omitted (left out) material from the original source. Use four points (...) to indicate any omission between two sentences. Do not use ellipsis points at the beginning or end of any quotation unless, to prevent misinterpretation, you need to emphasize that the quotation begins or ends mid-sentence.**

**Use brackets, not parentheses, to enclose material such as an addition or explanation inserted in a quotation by some person other than the original author.**

“They are studying, from an evolutionary perspective, to what extent [children’s] play is a luxury that can be dispensed with when there are too many other competing claims on the growing brain...” (Henig, 2008, p. 40).

## INTERNAL CITATIONS (PARENTHETICAL DOCUMENTATION)

In APA format, an internal citation contains just enough information to allow the reader to find a source on the References page. An internal citation generally consists of an author's last name followed by a comma and then followed by the year of publication. This information should be placed within parentheses, and the punctuation should follow the citation. A typical citation looks like this:

(Kessler, 2003).

### CITING ONE WORK BY ONE AUTHOR

**If the author's name is mentioned in the text, only the year of publication is necessary in the citation. It looks like this:**

Kessler (2003) found that among epidemiological samples

**If the author's name and the year of publication are mentioned in the text, it looks like this:**

In 2003, Kessler's study of epidemiological samples showed that

**In all other cases, it looks like this:**

Early onset results in a more persistent and severe course (Kessler, 2003)

### CITING ONE WORK BY MULTIPLE AUTHORS

**When a work has two authors, cite both names every time the reference occurs in the text. When a work has three, four, or five authors, cite all authors the first time the reference occurs; in citations that follow, include only the last name of the first author followed by et al. and the year if it is the first citation of the reference within a paragraph.**

Kisangau, Lyaruu, Hosea, and Joseph (2007) found [Use as first citation in text.]

Kisangau et al. (2007) found [Use for following citations.]

**Precede the final name in a multiple-author citation in the text by the word "and". In citations, join the names by an ampersand (&).**

as Kurtines and Szapocznik (2003) demonstrated

as has been shown (Jöreskog & Sörbom, 2007)

**When a work has six or more authors, cite only the last name of the first author followed by et al. and the year for the first and following citations.**

Kosslyn, et al. (1996)

#### CITING A WORK BY A CORPORATE AUTHOR

**The names of groups that serve as authors (e.g., corporations, associations, government agencies, and study groups) are usually spelled out when they appear in a text citation.**

#### CITING AUTHORS WITH THE SAME LAST NAME

**Include the authors' initials for clarity in all citations.**

Among studies, we review M.A. Light and Light (2008) and I. Light (2006).

#### CITING WORKS WITH NO (OR ANONYMOUS) AUTHOR

**Cite the first few words of the reference list entry (usually the title) and the year. Use quotation marks around the title of an article, a chapter, or a web page. Italicize the title of a periodical, a book, a brochure, or a report.**

on free care ("Study Finds," 2007)

the book *College Bound Seniors* (2008)

**When a work's author is designated as "Anonymous," use the following:**

(Anonymous, 1998)

#### CITING TWO OR MORE WORKS WITHIN THE SAME PARENTHESES

**Order the citations of two or more works within the same parentheses alphabetically in the same order in which they appear on the References page.**

If a person produces too much or too little of it, crystals form in a joint or in the tissue around it  
(Bunch, 1997; Cedars-Sinai, 2008; Gutman, 2004).

**Arrange two or more works by the same author by year of publication.**

Training materials are available (Department of Veterans Affairs, 2001, 2003)

**Identify works by the same author with the same publication date by the suffixes a, b, c, and so forth after the year.**

Several studies (Derryberry & Reed, 2005a, 2005b)

**List two or more works by different authors cited within the same parentheses in alphabetical order by the first author's last name and separate them with a semicolon.**

Several studies (Miller, 1999; Shafranske & Mahoney, 1998)

#### CITING SECONDARY SOURCES

Allport's diary (as cited in Nicholson, 2003).

#### CITING SPECIFIC PARTS OF A SOURCE

**To cite a specific part of a source, indicate the page, chapter, figure, table, or equation at the appropriate point in text. Always give page numbers for quotations. The page but not the chapter is abbreviated in such citations.**

(Centers for Disease Control and Prevention, 2005, p.10)

(Shimamura, 1989, Chapter 3)

**Credit direct quotations of online material by giving the author, year, and page number in parentheses. Many electronic sources do not provide page numbers. If paragraph numbers are visible, use them in place of page numbers with the abbreviation para.**

Basu and Jones (2007) went so far as to suggest the need for a new "intellectual framework in which to consider the nature and form of regulation in cyberspace" (para. 4).

#### CITING PERSONAL COMMUNICATIONS

**Personal communications may be private letters, memos, some electronic communications, personal interviews, telephone conversations, etc. Cite personal communications in the text only, not on the References page. Give the initials as well as the last name of the communicator and provide as exact a date as possible.**

T.K. Lutes (personal communication, April 18, 2001)

(V.G. Nguyen, personal communication, September 28, 1998)

**SAMPLE PAPER IN APA FORMAT**

Running head: DISEASE OF KINGS

1

Gout, The “Disease of Kings”

Jamie Carpenter

Woodstock Academy

### Gout, the “Disease of Kings”

One of the oldest recorded diseases is a condition known as gout. Until the late 1800s, wealthy European men seemed to be the prime sufferers of this joint disorder. As a result, medical professionals assumed that gout was caused by eating and drinking too much, especially high-protein meats and wine sweetened with lead (Bunch, 1997). It was therefore nicknamed the “disease of kings” (Cedars-Sinai, 2008, para.1). Cedars-Sinai Health System (2008) reports that this condition still affects more than two million Americans. Despite this discouraging statistic, gout is better understood today than it was for most of history. Its description and causes have been clarified, it has a distinct set of potential symptoms, it has specific treatment options, it can be short or long-term in duration, and it can impact an athlete’s life dramatically.

Over time, the definition of gout expanded, and the causes of the condition are now better understood. Gout is mainly caused by high levels of uric acid. If a person produces too much or too little of it, crystals form in a joint or in the tissue around it (Bunch, 1997; Cedars-Sinai, 2008; Gutman, 2004). These crystals are similar to kidney stones (Bunch, 1997). When a person suffers from gout, the kidneys cannot remove uric acid. Any joint of the body can be affected, but the feet are especially vulnerable, particularly in the first stage of the condition (Bunch, 1997; Cedars-Sinai, 2008; Gutman, 2004; McCann, 2001). Primary gout is often inherited, but another form of the disease known as secondary gout can result from other illnesses (Gutman, 2004; McCann, 2001). Women who take diuretics after menopause are also more likely to develop gout (Cedars-Sinai, 2008; McCann, 2001). A person may also be at risk of developing gout if he or she drinks too much alcohol, is overweight, has certain untreated medical conditions such as diabetes, has surgery that requires extended bed rest, uses diuretics on a regular basis, has a

family history of the condition, is a male between ages 30 and 50, or is a female between ages 50 and 70 (Cedars-Sinai, 2008). Once a person suspects that he or she has gout, certain symptoms can be anticipated.

The symptoms of gout are varied, and so are the ways to confirm that a person has the condition. When a person has a gout attack, it is usually quite painful and sudden (Cedars-Sinai, 2008; Gutman, 2004). According to Bunch, editor of *Diseases* (1997), “Within a matter of hours the pain may become so great that even the weight of a sheet is too much to bear” (p. 27). Usually these painful, arthritis-like attacks spread from the toe to other areas of the feet and then to other parts of the body. Eventually, there is chronic stiffness and swelling of the joints (Gutman, 2004). The final stage of the disease is known as chronic polysarticular gout (McCann, 2001). During typical gout attacks, individuals experience symptoms such as pain, swelling, tenderness, and redness (Cedars-Sinai, 2008). Gout may even cause a fever, sometimes as high as 101 (Bunch, 1997). There are a number of ways that a person can determine if these attacks are caused by gout. Urine samples, fluid samples from the joint, and blood tests can all determine uric acid levels (Cedars-Sinai, 2008). When a person’s uric acid level is greater than 10 mg/dl, gout is likely. X-ray studies done on gout patients may also show cartilage or bone damage (McCann, 2001). Bunch (1997) notes that “a family history of gout would make a doctor suspicious as well” (p. 27). The symptoms of gout lead most individuals to seek help.

Fortunately today, gout can be treated, both short and long-term. In the short-term, attacks can be made more manageable in a number of ways. For centuries, the drug of choice was colchicine (Bunch, 1997; Cedars-Sinai, 2008; Gutman, 2004; McCann, 2001).

Phenylbutazone, Oxyphenbutazone, and ACTH also provide relief for severe attacks (Gutman, 2004). Prednizone is also used to help relieve symptoms of gout, as well as medications such as Indocin or Ibuprofen (Cedars-Sinai, 2008). Bed rest, protection of the joint, and cold applications are also helpful (McCann, 2001). To reduce the risk of future attacks, there are other drugs such as Zyloprim, Alopriam, and Benemid. These drugs control the production and elimination of uric acid (Cedars-Sinai, 2008). Dietary changes and weight loss are also recommended. Avoiding alcohol and drinking plenty of water is also important (Bunch, 1997; Cedars-Sinai, 2008; McCann, 2001). Avoiding too much protein and foods that contain purines may also be necessary (Bunch, 1997; Cedars-Sinai, 2008; Gutman, 2004; McCann, 2001). Despite these treatments, though, an athlete's activities will undoubtedly be affected by gout.

Although certainly not a typical condition suffered by athletes, an attack of gout would definitely make an athlete disabled for a period of time. It is not impossible to imagine that an otherwise healthy person with a family history of gout might develop the condition, especially if he or she has unhealthy eating or drinking habits. The first attack of gout that usually affects the foot would stop any athlete in his or her tracks because the joint pain would be overwhelming.

Despite the medical profession's understanding of gout's causes, symptoms, treatments, and duration (both short and long-term), a diagnosis of this condition would certainly impact an athlete's life in many ways and require him or her to take steps to prevent it. The "disease of kings" is unfortunately still alive and well in the 21st century. Hopefully in the future, an even better educated public will do everything possible to avoid this painful condition.

## References

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