

Referencing guidelines for Bioscience students

Introduction

In the Biosciences, two formats for referencing are generally used, namely the Harvard or Vancouver systems. You can choose which style to use in your assignments. Do not use a mix and match approach; use one or the other and always be consistent in your referencing. Regardless of which system you use, only sources that have been read should be cited. Both this document and the library webpages (<https://www.surrey.ac.uk/library/learning/information skills/referencing.htm>) are designed as introductory guides only. You should use the comprehensive guide *Cite Them Right* to guide your referencing.

Access *Cite Them Right* here:

https://surrey-primotc.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=44SUR_ALMA_DS2183218780002346&context=L&vid=44SUR_VU1&search_scope=default_scope&isFrbr=true&tab=default_tab&lang=en_US

How to use *Cite Them Right*:

https://www.youtube.com/watch?time_continue=44&v=eUOEV-3acQ

The following two pages of this document give introductory guidance to the Harvard and Vancouver styles.

Further support

Access further support via:

- *Cite Them Right*
- Referencing tutorials produced by the Learning Development Team:
<https://www.youtube.com/watch?v=miT04Bhy pb8&list=PLSpXrCROfA6ZCrd39dKRB2HLec9plv1Wf>
- Your module leader
- Your Learning Development Librarian. Email queries to splash@surrey.ac.uk

Harvard System

Essential: Use *Cite Them Right*, and choose Harvard as your style

Quick tips:

- In the reference list, references are listed in alphabetical order
- Citation of authors in the text should appear in the form: “Jackson *et al.* (2004) found that...” or “Responses of individual subjects... were found to be variable (Jackson *et al.* 2004)”
- In the text, citation of more than one source should be in chronological order (Holloway *et al.* 1987; Walker and Huddleston 1988)
- If you are citing several works by an author from the same year, distinguish them by adding a, b, c etc. to the date e.g. (Clark, 2016a)

Harvard example

According to the Labour Force Survey commissioned by the Health and Safety Executive (2014), 40% of all work related illnesses in Great Britain between 2011 and 2012 were attributed to stress. Consequently, a substantial proportion of current health costs in the UK are attributable to stress (Chandola, 2010). Thus, research into cost effective methods of stress management and prevention, such as use of chewing gum, is imperative. However, Allen and Smith’s (2011) systematic review concluded that the evidence from a number of studies was mixed regarding whether chewing gum can alleviate self-reported levels of stress, with a general consensus yet to be established. Whilst the authors presented some evidence in support of chewing gum alleviating self-reported naturally occurring chronic stress, findings for the effects on acute self-reported stress have been far less apparent. Torney, Johnson and Miles (2009) found no significant effect of chewing gum on participants’ self-rated stress after attempting unsolvable and solvable anagrams. Johnson *et al.* (2011) also failed to replicate the moderating effects of chewing gum on salivary cortisol levels.

Reference list

Allen, A.P. and Smith, A.P. (2011) ‘A review of the evidence that chewing gum affects stress, alertness and cognition’, *Journal of Behavioral and Neuroscience Research*, 9(1), pp. 7-23.

Chandola, T. (2010) *Stress at work*. London: The British Academy.

Health and Safety Executive (2014) *Stress-related and psychological disorders in Great Britain*. Available at: <http://www.hse.gov.uk/statistics/causdis/stress/index.htm> (Accessed: 26 September 2015).

Johnson, A.J., Jenks, R., Miles, C., Albert, M. and Cox, M. (2011) ‘Chewing gum moderates multi-task induced shifts in stress, mood, and alertness. A re-examination’, *Appetite*, 56(2), pp. 408-411.

Torney, L. K., Johnson, A. J. and Miles, C. (2009) ‘Chewing gum and impasse-induced self-reported stress’, *Appetite*, 53(3), pp. 414-417.

Vancouver System

Essential: Use *Cite Them Right*, and choose Vancouver as your style

Read the *Cite Them Right* Vancouver style guide here:

<https://www.citethemrightonline.com/Basics/the-vancouver-referencing-system>

Quick tips:

- In the reference list, references are listed in numerical order
- Citation of authors in the text should appear as a number in brackets e.g.: “Responses of individual subjects were found to be variable (1)”
- In the text, citation of more than one source should be cited like this: (1, 2, 3)
- If you refer to a source again later in your work, you should repeat the original number e.g. “Responses of individual subjects were found to be variable (1). This is significant because...(2). The variability was found to be due to...(1)”
- In the reference list, sources are listed numerically, in the order they appeared in the text.
- Journal titles are abbreviated in the reference list. You can look up the accepted abbreviation of a journal here: <https://www.ncbi.nlm.nih.gov/nlmcatalog/journals>
 - If you use referencing software such as Mendeley, it is permissible for journal titles to be written in full

Vancouver example

According to the Labour Force Survey commissioned by the Health and Safety Executive (1), 40% of all work related illnesses in Great Britain between 2011 and 2012 were attributed to stress. Consequently, a substantial proportion of current health costs in the UK are attributable to stress (2). Thus, research into cost effective methods of stress management and prevention, such as use of chewing gum, is imperative. However, Allen and Smith’s (3) systematic review concluded that the evidence from a number of studies was mixed regarding whether chewing gum can alleviate self-reported levels of stress, with a general consensus yet to be established. Whilst the authors presented some evidence in support of chewing gum alleviating self-reported naturally occurring chronic stress, findings for the effects on acute self-reported stress have been far less apparent. Torney, Johnson and Miles (4) found no significant effect of chewing gum on participants’ self-rated stress after attempting unsolvable and solvable anagrams. An additional study (5) also failed to replicate the moderating effects of chewing gum on salivary cortisol levels.

Reference list

1. Health and Safety Executive. Stress-related and psychological disorders in Great Britain. [Internet]. 2014 [cited 2015 Sep 26]; Available from: <http://www.hse.gov.uk/statistics/causdis/stress/index.htm>
2. Chandola T. Stress at work. London: The British Academy; 2010.
3. Allen AP and Smith AP. A review of the evidence that chewing gum affects stress, alertness and cognition. *J Behav Neurosci Res* 2011 9(3): 7-23.
4. Torney LK, Johnson AJ and Miles C. Chewing gum and impasse-induced self-reported stress. *Appetite* 2009; 53(3): 414-417.
5. Johnson AJ, Jenks R, Miles C, Albert M and Cox M. Chewing gum moderates multi-task induced shifts in stress, mood, and alertness: a re-examination. *Appetite* 2011; 56(2): 408-411.

The text used in the examples in this guide is adapted from:

Deeley, C. E. R. (2016) ‘Effects of chewing gum on heart rate: a physiological stress indicator’, *Surrey Undergraduate Research Journal*, 2(2).