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rehabINK style guide

Version 2.1 (24-Jul-2020)

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People First Language

People First Language is used by rehabINK. We write about an individual with a disability, not a disabled person. For example, in the field of spinal cord injury, use “person with quadriplegia”, not “quadriplegic.” Please refer to [Examples of People First Language](#).

Exceptions occur when the person with a disability refers to self using a label, but this must be clearly indicated to the reader. The following example is an article excerpt: “The bullet hit him in the throat and lodged in his spinal cord. Eleven years later, the bullet still lies where it landed. Klodt explains that this is how he became a C6 quadriplegic.”

The style used by rehabINK draws upon “Vancouver Style.”

Vancouver Style is governed by the US National Library of Medicine (NLM) and publishes [Citing Medicine](#) to provide a style overview and a detailed description of the referencing format of specific publication types. Citing Medicine is directive in some respects, offers options in others, and is silent on certain matters. In this style guide, we draw attention to the most important elements of the reference system we use for rehabINK, including some elements not addressed in Citing Medicine.

We expect all authors submitting work to rehabINK to follow the instructions in this style guide. If we have not provided specific instructions, authors are expected to consult Citing Medicine directly, or an alternative guide based on Vancouver Style. Regardless of the source used, it is important to be consistent throughout the article.

Vancouver Style is designed to be minimalist and straightforward: unlike some other styles (e.g., APA), Vancouver Style is only concerned about referencing. According to Vancouver Style, each reference is indicated **in-text** by a number in brackets according to the order of appearance in the text.

Features of Vancouver Style

Vancouver Style is only concerned with two features:

- i. the in-text references (to briefly identify a source in the text), and
- ii. the reference list (to provide details of the sources identified in the text).

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The **in-text references** are identified by a number surrounded by round brackets, like the mock example used in this paragraph (1). In-text references are numbered according to the order of appearance, with the same number re-used if a source document is referenced more than once. The [Vancouver Community College](#) (2) states that in-text references should appear immediately after an author's name, if the author's name is used in the text. Alternatively, the in-text reference should appear immediately after the idea being referenced (3), and not categorically placed at the end of a sentence. For a reference appropriately placed at the end of a clause or sentence, rehabINK requires that the reference appear **before** most types of punctuation, as demonstrated in this paragraph and through an example from [the Michener Institute](#) (4). There are exceptions to the punctuation rule, with the reference placed **after** question marks and outside of quotations, as per this example:

Why are we asking about the location of a reference? (5) After all, the path to consistency in referencing style remains “a work in progress as journal editors implement different standards.” (6)

The **reference list** appears at the end of the document and is identified by the sub-title “References.” Each source document is preceded by its number, followed by a period. Vancouver Style uses very detailed **formats for the citations as presented in the reference list**. If the publication type is clearly identified, then referencing should be straightforward according to the specific descriptions offered in Citing Medicine. Listed here are the three most common generic references, as adapted from an [alternative style guide](#). Authors are expected to consult Citing Medicine for instructions on publication types not presented here.

Books

Author Surname Initials. Title: subtitle. Edition (if not the first). Place of publication: Publisher; Year.

Articles in Journals

Author Surname Initials. Title of article. Full title of journal. Year of Publication; Volume Number(Issue Number):Page Numbers.

Websites

Author Surname Initials (if available). Title of Website [Internet]. Place of publication: Publisher; Date of First Publication [Date of last update; cited date]. Available from: URL

Additional guidelines

For consistency across our issues, rehabINK has further specified the following guidelines:

1. **Use full journal titles in references.** Although Vancouver Style often encourages the abbreviation of journal titles, rehabINK does not.
2. **List only six authors in references.** Limit the number of authors identified for a given source at six (followed by et al.).
3. **Do not specify page number references as part of the in-text references.** Even when citing a fact or quote, use only the standard in-text reference, without any page number specifications

Reference list example

Below is an example of a reference list in a journal that uses Vancouver Style, adapted as per rehabINK's instructions [*example source*: Hansen T, Elholm Madsen E, Sørensen A. The effect of rater training on scoring performance and scale-specific expertise amongst occupational therapists participating in a multicentre study: a single-group pre–post-test study. *Disability & Rehabilitation*. 2016;38(12):1216-26.].

References

1. Kobak KA. Inaccuracy in clinical trials: effects and methods to control inaccuracy. *Current Alzheimer Research*. 2010;7:637–41.
2. Kobak KA, Engelhardt N, Williams JB, Lipsitz JD. Rater training in multicenter clinical trials: issues and recommendations. *Journal of Clinical Psychopharmacology*. 2004;24:113–17.
3. Wolfe EW. Methods for monitoring rating quality: Current practices and suggested changes [Internet]. Austin, USA: Pearson; 2014 May [cited 2014 Dec 8]. Available from: http://researchnetwork.pearson.com/wp-content/uploads/Wolfe_MethodsForMonitoring_May2014-2.pdf
4. Myford CM, Wolfe EW. Detecting and measuring rater effects using many facet Rasch measurement: part I. *Journal of Applied Measurement*. 2003;4:386–422.
5. Yeates P, O'Neill P, Mann K, Eva KW. Seeing the same thing differently. Mechanisms that contribute to assessor differences in directly-observed performance assessments. *Advances in Health Sciences Education Theory and Practice*. 2013;18:325–41.
6. MacKenzie DE, Westwood DA. Observation patterns of dynamic occupational performance. *Canadian Journal of Occupational Therapy*. 2013;80:92–100.
7. Laver Fawcett A. Principles of assessment and outcome measurement for occupational therapists and physiotherapists: theory, skills and application. Chichester: John Wiley & Sons Ltd.; 2007.

Spelling and grammar conventions

Use Canadian/British spelling instead of American spelling. Please note the following spelling conventions:

- healthcare (not health care)
- well-being
- aging
- judgment
- acknowledgment
- long-term care
- per cent

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When referring to specific populations, use the term suitable for the context. Consistency is key:

- patients for people in hospital settings
- clients for people receiving rehabilitation services
- participants for people taking part in research studies as data sources (can be more specific, such as referring to this group as “therapists” if conducting qualitative interviews with therapists)

When using direct quotations, **the punctuation should be inside the quotation marks**, regardless of whether the quotation is in the middle or end of a sentence. See examples below.

- “There’s a sense that this isn’t really about sport but about identity and community regardless of whether you were a competitor, family member, coach, volunteer, or spectator,” Okens says.
- Beyond the social benefits, Parr also recognizes the health benefits of exercise: “The Invictus Games and the training leading up to the games are a significant form of rehabilitation.”

Use the serial comma (also known as the oxford comma) to separate the final item or phrase in a list. For example, “...whether you were a competitor, family member, coach, volunteer, or spectator.” But, NOT “...whether you were a competitor, family member, coach, volunteer or spectator.”

The em dash (—) should be preceded and followed by one space. Use the em dash by inserting the symbol in Word; do not use a hyphen (-) as it is too short. See examples below.

- “Earlier this year, Cowbell Brewery — located in the village of Blyth, Ontario — received gold certification in accessibility from the Rick Hansen Foundation.”
- “This individual described her difficulties navigating the healthcare system after her injury — an experience fraught with broken channels of communication, inadequate follow-up by healthcare professionals, and lack of access to the specialized medical care needed for recovery.”

For ordered lists, use lower-alpha within double brackets. This convention avoids confusion with the numbered Vancouver Style of referencing. See the example below.

“The following information was collected from each article: (a) bibliographic information including author, year of publication, geographical location, disciplinary background of first author, study design, and purpose; (b) population information including age group, sample size, and residence types; and (c) scope of information on bridging strategies including major disability and aging concepts, main findings (problems and strategies), conclusion of the study, and rehabilitation implications.”

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Use APA Style for headings and serialiations. Please refer to the [Purdue Online Writing Lab \(OWL\)](#) for detailed instructions.

Use ‘%’ instead of ‘percent.’

Use italics for emphasis in-text and quotation marks for emphasis in the title. Do not use bold text for emphasis.