

Manuscript Preparation Guide

Old Dominion University

Ph.D. Criminology & Criminal Justice

and

M.A. Applied Sociology

**Addendum to, and to be used with:
*Old Dominion University Guide for Preparation of
Theses and Dissertations***

http://al.odu.edu/al/pdfs/thesis_dissertation_guide.pdf

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INTRODUCTION

This guide is intended to provide some examples of how to format your thesis or dissertation. It is recommended that you consult the Style Guide provided by the Graduate School here:

https://www.odu.edu/content/dam/odu/offices/graduate-studies/thesis-dissertation/docs/thesis_dissertation_guide.pdf

Additionally, for details on the latest edition of the American Psychological Association (APA) style guide, please see this link:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

While many criminology journals use APA, or some variation of it, your thesis or dissertation document should not be formatted like a journal article. Using the APA along with the guide provided by the Graduate School should provide a solid foundation. While some of the examples in the document are American Sociological Association (ASA), you can choose between ASA and APA based on recommendations from your advisor.

WRITING ABOUT YOUR RESEARCH: VERB TENSE

[From the February 2010 issue of the online publication Graduate Connections Newsletter <http://www.unl.edu/gradstudies/current/dev/newsletter/GradConnections-201002.pdf> pp 16-17, from the University of Nebraska-Lincoln. (retrieved 3/30/10)]

CONSISTENCY OF VERB TENSE helps ensure smooth expression in your writing. The practice of the discipline for which you write typically determines which verb tenses to use in various parts of a scientific document. In general, however, the following guidelines may help you know when to use past and present tense. If you have questions about tense or other writing concerns specific to your discipline, check with your adviser.

USE PAST TENSE. . .

To describe your method and report your results. At the time you are writing your report, thesis, dissertation or article, you have already completed your study, so you should use past

tense in your methodology section to record what you did, and in your results section to report what you found.

We hypothesized that adults would remember more items than children.

We extracted tannins from the leaves by bringing them to a boil in 50% methanol.

In experiment 2, response varied.

When referring to the work of previous researchers. When citing previous research in your article, use past tense. Whatever a previous researcher said, did or wrote happened at some specific, definite time in the past and is not still being done. Results that were relevant only in the past or to a particular study and have not yet been generally accepted as fact also should be expressed in past tense:

Smith (2008) reported that adult respondents in his study remembered 30 percent more than children. (Smith's study was completed in the past and his finding was specific to that particular study.)

Previous research showed that children confuse the source of their memories more often than adults (Lindsey et al., 1991). (The research was conducted in the past, but the finding is now a widely accepted fact.)

To describe a fact, law or finding that is no longer considered valid and relevant.

Nineteenth-century physicians held that women got migraines because they were "the weaker sex," but current research shows that the causes of migraine are unrelated to gender. (Note the shift here from past tense [discredited belief] to present [current belief].)

USE PRESENT TENSE. . .

To express findings that continue to be true. Use present tense to express general truths or facts or conclusions supported by research results that are unlikely to change - in other words, something that is believed to be always true:

Genetic information is encoded in the sequence of nucleotides on DNA.

Galileo asserted that the earth revolves the sun.(The asserting took place in the past, but the earth is still revolving around the sun. Note also that no source citation is needed here since it is a widely known and well-accepted fact that Galileo made this assertion.)

Sexual dimorphism in body size is common among butterflies (Singer1982).(Note how this statement differs from one in which you refer to the researcher's work in the sentence: "Singer (1982) stated that sexual dimorphism in body size is common among butterflies." Here you use past tense to indicate what Singer reported, but present tense to indicate a research result that is unlikely to change.)

We chose Vietnam for this study because it has a long coastline. (Use past tense to indicate what you did [chose Vietnam], but present tense to indicate you assume that the length of Vietnam's coastline is unlikely to change.)

We used cornmeal to feed the fingerlings because it provides high nutritional content at a relatively low cost. (Past tense reflects what you did [used cornmeal], but present tense indicates that neither the nutritional content nor the cost of corn meal is likely to change.)

To refer to the article, thesis or dissertation itself. Use the present tense in reference to the thesis or dissertation itself and what it contains, shows, etc. For example:

Table 3 shows that the main cause of weight increase was nutritional value of the feed. (Table 3 will always show this; it is now a fact that is unlikely to change, and will be true whenever anyone reads this sentence, so use present tense.)

To discuss your findings and present your conclusions. Also use present tense to discuss your results and their implications.

Weight increased as the nutritional value of feed increased. These results suggest that feeds higher in nutritional value contribute to greater weight gain in livestock. (Use past tense to indicate what you found [weight increased], but use present tense to suggest what the result implies.)

Sources: Publication Manual of the American Psychological Association, 5th Ed. *The Comprehensive Guide to Writing in the Health Sciences*, University of Toronto.

IN-TEXT CITATIONS AND LONG QUOTATIONS

Cite the original source of direct quotes, statistics, information facts, or ideas which originated with another author. Cite the original source within the text of the paper, usually within or at the end of the corresponding sentence. Prepare source citations and references as detailed below.

CITATION AS PART OF SENTENCE

Longmire (1983) classifies the numerous differing dilemmas facing researchers as "participant issues" and "professional issues." As early as 1933, Michael and Adler noted that all of the questions about crime are either practical or theoretical problems requiring different methods to answer the questions such problems propose.

CITATION REFERRED TO IN SENTENCE

It has been posited that the applied criminologist is a relatively recent development (Szabo 1971). Their inclusion in a popular introductory research methods textbook (Babbie 1983), indicates that they are well understood and accepted by the scientific community.

Since debate is ongoing regarding criminology exclusively as a pure or applied discipline (Wilson 1975; Cressey 1978; Longmire 1979; Sagarin 1980b; Eskridge 1985), the differences in the ethical choices faced by pure versus applied criminological researchers will be investigated.

Following the December 1997 shootings in West Paducah, Kentucky, President Clinton ordered the Departments of Justice and Education to produce an annual report on school violence (Radio Address... 1997; "Clinton Orders..." 1997).

CITATIONS WHICH REQUIRE PAGE NUMBER(S) - DIRECT QUOTES AND STATISTICS

Pure criminological research, according to Cressey (1978:174-5), is "trying to discover the processes generating the criminals to be punished and the laws and personnel doing the punishing." Applied criminological research is concerned with "increasing the efficiency of the punitive legal apparatus" (Cressey 1978:174).

USING LONG QUOTATIONS

Quotes of more than three lines should be single spaced and indented from the left margin, but not indented from the right margin. There is a double space between the quote and the regular text of the manuscript. Quotation marks are not used as the formatting indicates that it is a direct quotation. Here is an example:

Chopra (1999:110) calls for a new model of medicine that does not merely look for "magic bullets" to cure, but instead, aims to "go beyond the origins of disease." Chopra believes this new model should include the consciousness as well as the physical.

And it is consciousness that is, in fact, the phenomenon, and matter that is the epiphenomenon, or by-product, in human physiology, and probably in the physiology of this organic universe in which we live...the human body is not an anatomical structure that is fixed in space and time. The human body is more like a river alive with energy, information, and intelligence. It has a cybernetic feedback loop and can influence its own evolution and its own expression. It has the ability to learn from mistakes and the ability to make choices. (Chopra 1999:111)

Chopra (1999:112) describes the "quantum mechanical model" as a constant regenerative body that is always recycling. When he is asked why disease is still in the . .

HEADINGS AND SUBHEADINGS

In a paper, the title of the paper is the only major heading. In a dissertation, however, every chapter number with its chapter title is a major heading. A major heading is typed in (1) ALL CAPS, (2) no bold, and (3) centered, (4) with 2 double spaces that follow the major heading.

THIS IS THE FIRST LEVEL SUBHEADING

The first level subheading is (1) ALL CAPS and (2) flush left to margin. (3) Two double spaces follow the end of the text coming under the 1st subheading, prior to the next subheading.

This is the Second Level Subheading

The second subheading is (1) *italicized* and the (2) first letter of all major words is capitalized. (3) Two double spaces follow the end of the text under the second subheading, prior to the third level subheading.

The third level subheading looks like this. The third subheading is (1) paragraph indented, (2) *italicized*, only the (3) first letter of the first word is capitalized (or any proper names), and the subheading (4) ends with a period. (5) The usual one double space follows the end of the text under the third subheading, prior to the next subheading.

This is another third level subheading. Note that there is only the usual 1 double space following the end of the text under the previous third subheading, prior to this next third subheading.

USING MICROSOFT WORD TO MAKE HEADINGS AND TABLE OF CONTENTS

Using Word to prepare subheadings in order to be able to automatically generate a table of contents is a multi-step process and also a very valuable skill. Learn it early in your career and you will be well served.

USING STYLES TO IDENTIFY HEADINGS AND SUBHEADINGS

First, write a page or two and type in the headings and subheadings as they should appear with respect to font, capitalization, italicize, line spacing, etc. Once the formatting appears as it should, highlight a heading and then point – don't click – to a corresponding heading number (such as "Heading 1" for Major Heading, "Heading 2" for First Level Subheading, etc.) and right click on "Update Heading 1[2, etc] to Match Selection" and then left click on it to choose it. That automatically changes the style bar heading to match the selection. Then do this with each heading/subheading level. Note that you may have to work with this a bit; Word seems to possess an inordinate number of computer gremlins designed to make life challenging.

Now whenever you're working on a paper, you can make the headings and subheadings appear as they should either while writing the paper, or once the paper is finished. This also lays the groundwork for a very quick and easy generating and updating of a Table of Contents.

Generating a Table of Contents

Generating the table of contents is the third step, but it is also a multi-step process. First, go to where you want the table of contents to appear and insert a new page there. Click on References — Table of Contents – Insert Table of Contents. On the left side make certain that

the following are checked: show page numbers, right align page numbers, show levels 4. On the right side make sure that “use hyperlinks instead of page numbers” is not clicked.

Is that it? First, note that this is a third-level subheading, Word Heading 4, and how it appears. Now to generate the table of contents, the next step is to click “OK.” A table of contents should generate right there. You may need to block it and double space it, but it should appear exactly as the text appears throughout the document. CHECK IT CAREFULLY, for no reason I can discern, the Word computer gremlins occasionally get active and mess it up.

There always are glitches with Microsoft Word. However, if you keep playing with it and at least you’ll learn something new.

CITING REFERENCES IN TEXT, USING FOOTNOTES: ASA GUIDELINES

American Sociological Association. 2011. *American Sociological Association Style Guide*. 4th ed. Washington DC: American Sociological Association.

General Formatting

Cite the last name of the author and year of publication.

Include page numbers within the citation when directly quoting the authors' words or paraphrasing a passage.

If the author's name is used in the text, put the date in parentheses.

When Duncan (1959) studied...

If the author's name is not in the text, enclose last name and year in parentheses.

When these relationships were studied (Gouldner 1963)...

Using Quotes

Short quotations in the body of the manuscript should be surrounded by quotation marks.

Block quotations (direct quotations of more than 40 words) should be offset from the main text and may be single-spaced. Do not include quotation marks with block quotes.

Pagination follows the year of publication after a colon (note that in the in-text citation, there is no space between the colon and the page number).

As tabulated by Kuhn (1970:71) the results show...

Multiple Authors

For joint authors, give both last names.

(Martin and Bailey 1988)

For three authors, give all last names in the first citation in the text; in subsequent citations, use the first name and et al.

First citation: (Carr, Smith, and Jones 1962)...

Later citations: (Carr et al. 1962)

For four or more authors, use the first author's last name plus et al. in all citations.

(Nilson et al. 1962)

Name of Author Unknown

For institutional authorship, supply the minimum identification needed from the beginning of the complete reference to find it in the reference list.

(U.S. Bureau of the Census 1963:117)

Multiple Citations

Separate a series of references with a semicolon and either alphabetize or place them in chronological order, but be consistent throughout the manuscript.

(Burgess 1982; Marwell et al. 1971)

(Marwell et al. 1971; Burgess 198s)

Citing a Reprinted Work

If the work being cited was published earlier and then re-released, list the earliest date first, in brackets, then the most recent date.

(Finke and Stark [1992] 2005)

Citing Unpublished Work

For unpublished papers, cite the date, or, if scheduled to be published soon, use *forthcoming* in lieu of a date. If no date is given, use N.d.

Jones (N.d.) discusses the relationship between students and parents.

For archival sources, use abbreviations when possible.

Meany Archives, LRF, Box 6, March 18, 1970).

FOOTNOTES

If using footnotes, number them consecutively throughout the chapter. Each new chapter should start with footnote 1 using superscript Arabic numerals. If you refer to note again later in the text, use a parenthetical note: . . .(see note 1).

REFERENCE LIST EXAMPLES

References follow the text in a section headed REFERENCES (use first-level head format identified earlier).

All references should be double-spaced and use a hanging indent.

Use title case for all titles (capitalize all words except prepositions such as *of*, *between*, *through*), articles (such as *a*, *the*, and *an*), and conjunctions (such as *but*, *and*, *or*; however, capitalize them if they begin the title or the subtitle).

Capitalize only the first word in hyphenated compound words, unless the second word is a proper noun or adjective (for example, don't capitalize it in *The Issue of Self-preservation for Women*, but do capitalize it in *Terrorist Rhetoric: The Anti-American Sentiment*).

All references should be in alphabetical order by first authors' last names.

Include first names for all authors, rather than initials, but use first-name and middle-name initials if an author used initials in the original publication.

List all authors. It is not acceptable to use *et al.* in the References section unless the work was authored by a committee.

For repeated authors or editors, include the full name in all references (note: this is a change from the third edition of the *ASA Style Guide*). Arrange references for the same author in chronological order, beginning with the oldest.

Baltzell, E. Digby. 1958. *Philadelphia Gentlemen*. Glencoe, IL: Free Press.

Baltzell, E. Digby. 1964. *The Protestant Establishment*. New York: Random House.

Baltzell, E. Digby. 1976. "The Protestant Establishment Revisited." *American Scholar* 45:499-519.

When an author appears in both single-authored references and as the first author in a multiple-authored reference, place all of the single-authored references first, even though they may not be in the proper chronological order.

Hoge, Dean R. 1979. "A Test of Theories of Denominational Growth and Decline." Pp. 179-197 in *Understanding Church Growth and Decline 1950-1978*, edited by D. R. Hoge and D. A. Roozen. New York and Philadelphia: Pilgrim Press.

Hoge, Dean R., Benton Johnson, and Donald A. Luidens. 1994. *Vanishing Boundaries: The Religion of Mainline Baby Boomers*. Louisville, KY: Westminster John Knox Press.

When the same first author appears in multiple references, arrange them alphabetically by the last name of the second author.

Alba, Richard and Philip Kasinitz. 2006. "Sophisticated Television, Sophisticated Stereotypes." *Contexts* 5(4):74-77.

Alba, Richard, John R. Logan, and Brian J. Stults. 2000. "The Changing Neighborhood Contexts of the Immigrant Metropolis." *Social Forces* 79(2):587-621.

When including more than one work by the same author(s) from the same year, add letters to the year (2010a, 2010b, 2010c) and then list the references for that author and year alphabetically by title.

Fyfe, James J. 1982a. "Blind Justice: Police Shootings in Memphis." *The Journal of Criminal Law and Criminology* 73(2):707-22.

Fyfe, James J. 1982b. "Race and Extreme Police-Citizen Violence." Pp. 173-94 in *Readings on Police Use of Deadly Force*, edited by J. J. Fyfe. New York: Police Foundation.

Reference Examples

Book with One Author

Author's full name, inverted so that last name appears first. Year. *Book Title in Title Caps and Italicized*. Publishing City: Publisher.

Note that the two-letter state abbreviation should be given only if needed to identify the city. For a publisher located in New York City, Chicago, Los Angeles, or Boston, for example, it would not be necessary to include the state abbreviation.

Note that the word "volume" is capitalized and abbreviated but not italicized.

Gurr, Ted Robert, ed. 1989. *Violence in America*. Vol. 1, *The History of Crime*. Newbury Park, CA: Sage.

Mason, Karen. 1974. *Women's Labor Force Participation*. Research Triangle Park, NC: National Institutes of Health.

Book with Two or More Authors

Same as with one author, but do not invert authors' names after the first author. Separate authors' names with a comma (unless there are only two authors), and include the word *and* before the final author.

Note that the word "edition" is abbreviated, and not italicized or capitalized.

Corbin, Juliet and Anselm Strauss. 2008. *Basics of Qualitative Research*. 3rd ed. Thousand Oaks, CA: Sage.

Edited Volume (when citing the entire volume)

Same as book reference but add "eds." to denote book editor'(s)' name(s).

Hagan, John and Ruth D. Peterson, eds. 1995. *Crime and Inequality*. Stanford, CA: Stanford University Press.

Chapter in an Edited Volume

Put chapter title in quotes.

Use Pp. and page numbers to designate where the chapter is found in the volume.

Italicize the book title, then give the book editor'(s)' name(s).

Do not invert editor'(s)' name(s).

Use initials instead of first and middle names for editor(s).

Clausen, John. 1972. "The Life Course of Individuals." Pp. 457-514 in *Aging and Society*. Vol. 3, *A Sociology of Stratification*, edited by M.W. Riley, M. Johnson, and A. Foner. New York: Russell Sage.

Scholarly Journal Article

Author's full name, inverted so that last name appears first. Year. "Article Title in Title Caps and in Quotes." *Journal Title in Title Caps and Italicized* Volume Number (Issue Number):page numbers of article.

Note that there is no space after the colon preceding page numbers.

For multiple authors, invert last name of first author only.

Separate with commas, unless there are only two authors.

Use *and* between last two authors.

Conger, Rand. 1997. "The Effects of Positive Feedback on Direction and Amount of Verbalization in a Social Setting." *American Journal of Sociology* 79:1179-259.

Coe, Deborah L. and James D. Davidson. 2011. "The Origins of Legacy Admissions: A Sociological Explanation." *Review of Religious Research* 52(3):233-47.

Magazine or Newspaper Article

Ziff, Larzer. 1995. "The Other Lost Generation," *Saturday Review*, February 20, pp. 15-18.

Newspaper Article (author unknown)

Lafayette Journal & Courier. 1998. Newspaper editorial. December 12, p. A-6.

Public Documents

Because the nature of public documents is so varied, the form of entry for documentation cannot be standardized. The essential rule is to provide sufficient information so that the reader can locate the reference easily.

Reports, Constitutions, Laws, and Ordinances

New York State Department of Labor. 1997. *Annual Labor Area Report: New York City, Fiscal Year 1996* (BLMI Report, No. 28). Albany: New York State Department of Labor.

Ohio Revised Code Annotated, Section 3566 (West 2000).

Telecommunications Act of 1996, Public Law 104-014, 110 U.S. Statutes at Large 56 (1996).

U.S. Bureau of the Census. 1990. *Characteristics of Population*. Vol. 1. Washington, DC: U.S. Government Printing Office.

U.S. Constitution, Article 1, Section 4.

Legislation Examples

Court cases and legislative acts follow a format stipulated by legal publishers.

The act or case is listed first, followed by volume number, abbreviated title, and the date of the work in which the act or case is found.

The volume number is given in Arabic numerals, and the date is parenthesized.

Court cases are italicized, but acts are not.

Case names, including *v.*, are italicized.

Brown v. Board of Education, 347 U.S. 483 (1954).

If retrieved from an online database, such as LexisNexis or HeinOnline, provide access information.

Ohio v. Vincer (Ohio App. Lexis 4356 [1999]).

U.S. Congress. House of Representatives. *Fair Minimum Wage Act of 2007*. H.R. 2. 110th Congress, 1st Session, 2007. Retrieved July 11, 2010 (<http://thomas.loc.gov>).

Unpublished Materials

Name of author. Year. Title of Presentation. Location where the article was presented or is available or has been accepted for publication but has not yet been published.

Conger, Rand D. Forthcoming. "The Effects of Positive Feedback on Direction and Amount of Verbalization in a Social Setting." *Sociological Perspectives*.

Smith, Tom. 2003. "General Social Survey." Paper presented at the Annual Meeting of the American Sociological Association, August 16, Atlanta, GA.

Dissertation or Thesis

King, Andrew J. 1976. "Law and Land Use in Chicago: A Pre-history of Modern Zoning." PhD dissertation, Department of Sociology, University of Wisconsin, Madison.

Print Edition of a Book Accessed through an Online Library

Daniels, John. 2010. *Apathetic College Students in America*. Middletown, IL: University of Middletown Press. Retrieved April 6, 2011(<http://site.ebrary.com/lib/collegestudies/docDetail.action?docID=1010101010>).

Archival Sources

Meany Archives, LRF, Box 6, March 18, 1970. File 20. Memo, conference with Gloster Current, Director of Organization, National Association for the Advancement of Colored People.

Electronic Sources

For electronic references, follow the same guidelines as for print references, adding information about the medium, such as the URL and date of access.

For online periodicals (journals, magazines, and newspapers), use the same format as for printed periodicals, unless they are available ONLY in online form. In that case, simply add the date viewed and the URL for retrieving the article.

TABLES, FIGURES AND GRAPHS

The general rule about tables is that they should be complete and appear in a format that is easily readable. Check recent journals for additional examples for tables containing statistical applications not shown here.

Titles Each table and figure in the text must have a unique title. Each table must include a descriptive title and headings for columns and rows.

Numbering Each table and figure in the text must have a unique number. Figures and tables are numbered consecutively throughout the text, and each table or figure must be mentioned by number in the text. When possible, first mention of each table or figure must be either within 1.5 pages before the table/figure or on the page immediately following the table/figure.

Appearance Table contents may be 10, 11 or 12 point font but Table Title must be 12 point. Ensure consistent formatting of table/figure titles – capitalization, placement – and use the same font face (e.g., Times New Roman or Courier) as in the text.

Numbers within the table must be aligned by decimal points.

Double space between table title and beginning of table.

Double line at top of table.

Single line at bottom of table data, except that notes related to significance tests appear below that line.

For notes to tables use “Note:” or “Notes:” to appear at bottom. Use a, b, c, etc., for table footnotes. Asterisks *, **, and/or *** indicates significance at the $p < .05$, $p < .01$, and $p < .001$ levels, respectively; specify one-tailed or two-tailed tests.

Placement Tables and figures may be included on a page with text or they may appear on separate pages. If a table or figure is placed on a page with other material, the table or figure should be separated from the text (or other materials) by a minimum of a triple space (3 single spaces) at the top and bottom.

Creating Tables Tables are easiest to create using Excel and then copy-and-paste into Word. Input all the data and then add the lines, border and correct fonts. Learn how to effectively use your spreadsheet and word processing programs to save tons of time!

TABLE EXAMPLES FOLLOW ON NEXT PAGE

The next pages present examples of a variety of tables presented on their own pages or on the same page as text. For those presented on the same page as text, note the triple space between the end of the text and the table. Tables within text are attractive but can be difficult to handle as

these tables cannot break pages and so adding/deleting text anywhere previous in the chapter can quickly mess up the appearance of the table.

Table 1. Demographic Characteristics of Sample and Population of Eastern Virginia Medical Students

Variable	Sample		E.V.M.S. Medical Student Population	
	N	Percentage	N	Percentage
<u>Gender</u>				
Male	96	49.5	231	56.9
Female	98	50.5	175	43.1
<u>Race</u>				
White/European	152	78.8	314	77.3
Black/African American	8	4.1	27	6.7
Hispanic	1	.5	4	1.0
Asian/Pacific Islander	23	11.9	60	14.8
Bi-racial/Multi-racial	5	2.6	-	-
Other	4	2.1	1	.2
<u>Year in Medical School</u>				
First	54	27.8	104	25.6
Second	59	30.4	103	25.4
Third	48	24.7	107	26.3
Fourth	33	17.0	92	22.7
<u>Marital Status</u>				
Single	124	63.9	333	82.0
Cohabitation	15	7.7	-	-
Married	53	27.3	73	18.0
Divorced	2	1.0	-	-
Widowed	0	0	-	-
Separated	0	0	-	-
<u>Age</u>				
	Mean	= 26.1	Mean	= 27.25
	Range	= 20 - 41		
	SD	= 3.7		

Table 2. Additional Characteristics of Sample

Variable	(N)	Percent
<u>Religious Affiliation</u> (192)		
Catholic	46	24.0
Jewish	9	4.7
Protestant	66	34.4
Atheist	8	4.2
Agnostic	28	14.6
Other	35	18.2
<u>Strength of Religious Affiliation</u> (190)		
Not Very Strong	54	28.4
Somewhat Strong	48	25.3
Strong	49	25.8
Very Strong	39	20.5
<u>Area(s) of Medicine In Which Want to Specialize</u> (231)		
Family Medicine	33	14.3
Internal Medicine	44	19.1
Obstetrics/Gynecology	18	7.8
Pediatrics	46	20.0
Psychiatry	6	2.6
Surgery	26	11.3
Other	28	12.2
Undecided/Unknown	30	13.0
<u>Setting Where Hope to Practice</u> (171)		
Urban Area	45	26.3
Suburb	74	43.3
Small Town	25	14.6
Rural Area	9	5.3
Other	18	10.5
<u>Number of Children Have Now</u> (192)		
0.0	179	93.2
1.0	5	2.6
2.0	7	3.6
4.0	1	.5

Table 2. Continued

Variable	(N)	Percent
<u>Number of Sexual Partners</u>	(181)	
Mean = 5.2		
Std. = 5.6		
Range = 0 - 30		
<hr/>		
<u>Respondent or Sexual Partner Ever Been Pregnant</u>		
Total Responding	(192)	
Yes	29	15.1
No	163	84.9
<hr/>		
<u>Respondent or Sexual Partner Has Ever Received an Abortion</u>		
Total Responding	(191)	
Yes	18	9.4
No	173	90.6
<hr/>		
<u>Personal Acquaintance Has Had An Abortion</u>		
Total Responding	(192)	
Yes	134	69.1
No	58	30.2
<hr/>		
<u>Has Abortion Been Topic of Medical School Training</u>		
Total Responding	(193)	
Yes	117	60.6
No	76	39.4
<hr/>		
<u>Has Respondent Received Any Training in Abortion Practices, Indications, or Procedures</u>		
Total Responding	(193)	
Yes	43	22.3
No	150	77.7
<hr/>		

Table 3. Hypothesis 1: Percentage of Students Willing to Perform an Abortion Based Upon Gender

Gender	Would you ever be willing to perform an abortion for a patient?	
	Yes	No
Male (N = 94)	58.5% 55	41.5% 39
Female (N = 95)	65.3% 62	34.7% 33

p = 0.339 Chi-square = 0.914, d.f. = 1

Table 4. Hypothesis 2: Impact of Age on Willingness to Perform Abortions

Would you ever be willing to perform an abortion for a patient?	N	Mean	SD	SE of Mean
Yes	115	26.40	4.14	.39
No	71	25.51	2.87	.34
t-score	1.735 ^a			

t-test^a (d.f. = 181.503) of difference between means.
p = 0.084

Table 9. Hypothesis 4: Regression of Predictor Variables on Criminal Activity

Variables	B	s.e.	Beta	T	Sig.
Constant	0.549	0.121		4.550	.000*
Floating population status	-0.438	0.041	-0.185	-10.785	.000*
Economic Marginalization	0.029	0.006	0.076	4.513	.000*
Family Attachment	-0.140	0.046	-0.005	-0.310	0.757
Community Involvement	-0.050	0.036	-0.023	-1.383	0.167
Age	-0.022	0.002	-0.161	-10.108	.000*
Sex (male)	0.629	0.035	0.278	17.821	.000*
Education	0.003	0.050	0.001	0.058	0.954
Place of Residence (urban)	0.926	0.029	0.129	7.570	.000*

R2 = .13

*p<.001 F(1, 3625) = 67.85

In order to comply with privacy issues, I have ensured the participants' confidentiality, explained the purpose of the study, the risks and benefits to the subject, and have answered any questions they had with regard to the study. Two participants declined to answer, resulting in the missing data for this variable. Table 3 presents the frequencies by age group and facility type of participants.

Table 3. Age Group Frequencies by Facility Type.

Age Group	Assisted Living	Retirement Community	Recreation Day Care	Internet Community	Total	Total %
60-64	0	0	2	0	2	2.4
65-69	0	0	5	4	9	10.6
70-74	1	0	5	10	16	18.8
75-79	3	7	5	9	24	28.2
80-84	3	10	2	5	20	23.5
85-89	1	7	0	2	10	11.8
90-94	1	3	0	0	4	4.7
Missing	0	0	2	0	2	2.3
Total	9	27	21	30	87	100

There were 33% male and 67% female participants (See Table 4). There were more women in each group, with the exception of the Internet community.

Table 4. Gender Frequencies by Facility Type.

Gender	Assisted Living	Retirement Community	Recreation Day Care	Internet Community	Total	Total %
Male	1	7	2	19	29	33.3
Female	8	20	19	11	58	66.7
Total	9	27	21	30	87	100.0

The data from a simple correlation matrix suggest that the proposed relationships between the various dimensions studied were all statistically significant (See Table 11).

Table 11. Significant Correlations of Select Dimensions

	Humor Coping	Sense of Humor	Stress Level	Sense of Control	Humor Lifestyle	Well-being
Humor Coping	1.000					
Sense of Humor	0.908	1.000				
Stress Level	0.236	0.303	1.000			
Sense of Control	0.472	0.395	0.209	1.000		
Humor Lifestyle ^{a,b}	0.874	0.920	0.281	0.471	1.000	
Well-being Total Index Score	0.227*	0.228*	0.590	0.374	0.276	1.000
	0.742	0.742	0.711	0.651	0.785	0.725

* $p < .05$, all others significant at $p < .01$ (1-tailed test)

^a The Humor Lifestyle Subscale is comprised of sense of humor, humor coping, humor beliefs, and humor awareness. Humor coping was removed from the score for the correlation to humor coping.

^b Sense of Humor was removed from the score for the correlation to sense of humor.

A significant correlation was found between social support and well-being ($r = .304$) which supports current theory (Kahn and Antonucci 1980; Thoits 1987; Kahn 1994), and between sense of control and well-being ($r = .374$), which also supports theory (Rodin et al. 1985; Lefcourt and Martin 1986; Rodin 1986; Gecas 1989; Abeles 1991; Mirowsky and Ross 1996; Antonucci and Akiyama 1997; Lachman et al. 1994). It is puzzling, though, that the correlation between social support and sense of control was not significant, which runs counter to research (Ziff and Lachman 1992; Lachman et al. 1994). Thus, high social support must reflect control.