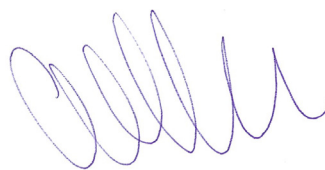# Wairarapa District Health Board Style Guide

Foreword

Good communication is easy to understand.

Good writing is always clear. It is plain and communicates our message in a way that respects the needs of our audience. That means setting aside our personal habits and writing in a way that represents the style of the whole organisation.

Increasing health literacy is an important component of the New Zealand Health Strategy. The Wairarapa District Health Board (WrDHB) performs many functions and communicates in many different ways. Communicating clearly is essential to our vision and values – achieving better health for all involves proactive, constructive communication between WrDHB and its population and stakeholders. Treating people with respect and integrity, taking responsibility for one's own actions, working collaboratively with other individuals and organisations, and striving for the highest standards in all that we do applies equally to the way we communicate as it does to other areas of our work.

By using a common writing style we present ourself as one organisation. Clear, consistent writing contributes to our credibility and helps ensure our information can be used with confidence and trust.

Thank you for your commitment to quality communication.

Adri Isbister
Chief Executive

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Section 1: Good communication

Introduction

It is good practice for an organisation to have its own writing and presentation style. Applying a communication standard consistently across the DHB helps to present information effectively and professionally. It helps us write in a way that consolidates trust and confidence in the information we provide and makes it easy for people to read and understand without risk of confusion.

This guide outlines Wairarapa DHB (WrDHB)'s presentation and writing style, and provides resources to help you with the documents you create. It applies to all non-clinical text documents – letters, newsletters, brochures, reports, strategic documents, policies and plans, intranet and website content, and PowerPoint presentations.

The emphasis of the Style Guide is to promote clear, consistent and concise communication practices. Some clinical documents and forms, and 3DHB material published may fall outside of these guidelines.

Your communications team is available for help and to provide advice.

Phone (06) 946 9883   Email: communications@wairarapa.dhb.org.nz

Get prepared

Some good questions to ask yourself
- Why do people want or need the information?
- What do the readers already know about the topic? (You might need to briefly set the scene or explain some terms.)
- What is the most important part of the document? (Move it near the beginning to bring it to the reader's attention – don't make the reader guess.)
- What action or response do you want from the reader? (If you want feedback, say how. If you want action, say what and by when. If you want a decision, give a recommendation or pose a clear question.)

Plan your document
- Even a short letter needs careful thought.
- Cut to the chase – don't hide the most important information in the middle or at the end of a document.
- Keep related information together.
- Use informative headings and sub-headings.
- Use white space. Don't clutter the page with narrow margins and long chunks of text.
- Put spaces between your paragraphs.

Section 2: How we write

Use plain language

We use plain language because it is clear and easy for our audience to understand. When we write, we should use:

- plain, familiar language
- short sentences
- the active voice (in most cases)
- inclusive language

'Big picture' elements - ensure that:

- the purpose of the document is clear at the start
- the content supports the purpose of the document
- the structure of the document is clear and logical to the reader

Language elements -ensure that:

- the paragraphs are mostly short and focus on one topic
- the sentences are mostly short and straightforward
- the words are precise and familiar to the reader
- the tone of the document is reader-friendly and accessible

Presentation elements - ensure that:

- the layout and presentation help the reader absorb the messages quickly and easily
- the document is error-free
- the document complies with Wairarapa DHB's Writing Style Guide
- it is written for the reader

Write for the reader - write to be read

- Before you start writing, figure out who your audience is. This will make a big difference to the words you use, the amount of detail you include and how you set out your information. Picture your audience in front of you, and write as you would talk.
- Unless you are writing just for your own group, your readers will have different backgrounds, languages, experiences and education.

Use plain, familiar writing

Use simple words. Let your ideas impress the reader, not your vocabulary.

Use	Don't use
do	accomplish, operationalise
help	assistance
about	regarding, concerning
now	at the present time
provided	the provision of
because	on the grounds that

Avoid jargon and buzz words. Phrases such as 'going forward', 'paradigm shift' and 'line of sight' might be commonly used by your team or contemporaries but do not belong to clear, plain writing for a wider audience.

Use	Don't use
in the future	going forward
finished	done and dusted
draft	straw man
reason	key driver

Keep it simple and concise

Use	Don't use
It rained every day for a month.	A period of adverse weather set in.
Thank you for your reply.	We would like to acknowledge receipt of your response and we thank you for your feedback.
We accept your proposal.	We would like to inform you that your proposal has been accepted.
We used their services twice.	We utilised their organisational services on occasion.

Be positive and helpful

Use a positive tone and put the reader first. You can make a huge difference to the reader's experience with the words you choose.

Use	Don't use
To help with this enquiry, I need more details.	Unfortunately I'm unable to proceed with your enquiry as I do not have sufficient information.
Thank you for your input.	We consider your input to have been valuable.

Keep sentences and paragraphs short

- Use one idea per sentence, with an average length of between 16 and 20 words.

- Begin paragraphs with a topic sentence that 'signposts' what will be covered in that paragraph.

- Keep subheadings between three and eight words long and do not use them to ask questions.

Use the active voice

Use the active voice as often as possible, as it is stronger and clearer. The thing doing the action should be the subject of the sentence.

Use	Don't use
The DHB implemented a pilot programme.	A pilot programme was implemented by the DHB.
The Board recommended additional funding.	Additional funding was recommended by the Board.
Exception: Use passive when the thing doing the action is unknown or less important.	
Use	**Don't use**
Some errors were made in the calculation.	Peter made errors in the calculation.
The Chief Executive was concerned by the delay.	The delay caused concerns for the Chief Executive.

Use verb phrases instead of noun phrases

Watch out for words ending in '-ion', '-ment', '-tion', '-ance', '-ence', '-ancy', '-ency', 'ism', and ' ity'.

Use	Don't use
Productivity has improved [verb].	An improvement [noun] in productivity has been made.
The organisation increased funding to provide [verb] more services.	The organisation increased funding for the provision of [noun] more services.

Use the right word

affect	make a difference to (verb) 'I was affected by the cold'
effect	(noun) a result 'the effect was amazing'; (verb) to bring about a result 'he wanted to effect a quick result'
complementary	combining in such a way to enhance or emphasise the qualities of each other or another
complimentary	praising and approving; free of charge
discreet	careful and circumspect
discrete	separate
disinterested	impartial
uninterested	not interested
its	possessive (its own), no apostrophe
it's	short for 'it is' or 'it has'; use the apostrophe only if the words 'it is' or 'it has' could be substituted into the sentence (eg, 'It's windy today').
lead	guide or show the way
led	past tense of lead
less	a decreased and uncountable amount (less rain, less stress, less time)
fewer	a decreased and countable number (fewer people, fewer rooms)
principal	first in order of importance; the most important or senior person in an organisation
principle	fundamental norm, rule, or value

Make technical or clinical content easier to read

Your knowledge of a topic may not be shared by your audience. It is appropriate to use technical or clinical shorthand when writing for colleagues, but for a wider audience many technical or clinical terms need to be explained.

Patients and their families often want more detailed information about a condition or treatment, but they need it expressed in a way they can understand. If you are writing for a non-clinical or non-technical person, it helps to imagine you are talking to them. The way we explain things verbally is often a lot clearer than the way we write. Most concepts, no matter how complex, can be explained in simple language without losing the meaning. If in doubt, check it out with a non-clinical or non-technical person.

Avoid jargon

Jargon, buzz words or 'in' words that groups, professions, organisations or age groups use can make understanding hard for people not in those groups. If your audience is general or mixed, keep it clear and simple. Explain the jargon you include.

A short explanation of an uncommon term or a footnote makes sure what you mean is clear to everyone. Even terms such as primary, secondary and tertiary can be confusing to people who are not familiar with health sector jargon. It is increasingly common to refer to hospital-based and community- based services.

Reduce abbreviations and acronyms

Use abbreviations and acronyms sparingly. They can be confusing; don't assume people understand what they mean. An exception is where an abbreviation is better known than the full title, such as UNICEF or GST.

Use inclusive language (also see Appendix D)

Use gender neutral words to describe groups that include both sexes. For example, if a group being referred to does or could include both sexes, the words used should be neutral or refer to both sexes, such as 'adult', 'spokesperson', 'chairperson' or 'firefighter'.

Use terms of equal weight for both sexes: woman/man, girl/boy. Avoid clumsy constructions such as 'he/she' – in most cases, it is fine to use 'they' for 'he/she' or 'their' for 'his/her'.

Wherever possible, use verbal and pictorial examples that show both sexes, different ethnicities, disabled people and people of different ages. Do not stereotype anyone.

Instead of this	Try this
chairman or chairwomen	chairperson, chair
mankind or man	people or humanity
sportsman or sportswoman	sportsperson or athlete
old people or pensioners	older people, older persons
Pacific Islanders	Pacific peoples, people of Pacific ethnicity, people of Pacific Island descent
the disabled (never use the word cripple)	people with disabilities, person with a disability
disabled car park (implies there is something wrong with the car park)	disability parking or an accessible car park
Joe is a schizophrenic	Joe has schizophrenia (the person has, not is, the disability or illness)

Proofread your work

Check the document for spelling or typing errors, grammatical errors, repetition, omission of letters and words, and word use. (Don't rely on the spellcheck in Word; it will not distinguish mistakes like 'form' instead of 'from', 'manger' instead of 'manager' or 'heath' instead of 'health'.)

Remember to check all aspects of the document, including:

- punctuation
- dates
- names and titles
- website addresses
- facts (including all number amounts and the facts in footnotes)
- labels on graphs, tables and charts
- page numbers
- headers and footers

Check formatting details: capital letters, hyphenation, word breaks, font style and size, heading styles and positioning, alignment, margins and spacing.

Section 3: Style, grammar, spelling and punctuation

Abbreviations and acronyms

Abbreviations are useful when:

- the full name is long

- it is mentioned several times (not just once or twice)

- the abbreviation is an accepted use (not made up for that document) or

- the audience is familiar with the abbreviation.

If the name is short and descriptive, there is no need to abbreviate it.

The full name should be used first, with the abbreviation after it in brackets, for example Hospital Advisory Committee (HAC).

Never start a sentence with an abbreviation or acronym.

- Use abbreviations such as 'eg', 'ie' and 'NB' sparingly and only inside brackets (ie, like this) or in references, figures and tables. Do not use in text – spell out as 'for example,' and 'that is,' respectively.

- Spell New Zealand out in full rather than using NZ, unless NZ is part of a proper name.

- If the document is long, repeating the full name with the abbreviation in brackets at the beginning of each section helps the reader.

Ampersands (&)

Avoid ampersands – use 'and' except when the ampersand forms part of a registered company or trade name, for example Capital & Coast DHB, or where space is at a premium (eg, signage).

Apostrophes

Apostrophes are used:

- for contractions (making two words into one)

  don't for do not, she's for she is, you're for you are

- as a possessive (showing ownership)

  Sharon's desk, meaning the desk of Sharon.

- If a possessive plural is involved, the apostrophe goes at the end of the plural word.

  A question was asked about board members' attendance.

Some words have a special plural version. In these cases, the apostrophe goes at the end of the plural word, and is followed by the 's'.

Children's wards at the hospital.

The best way to check where the possessive apostrophe goes is to turn the phrase around into a question.

- Who had a good idea? A nurse at the meeting.

  The nurse's idea was a good one.

- Who had a good idea? A group of nurses at the meeting.

  The nurses' idea was a good one.

Apostrophes can be confusing when they are used with the word 'it'. It's is the contraction for it is.

  It's a large organisation.

Its shows possession (it lines up with other personal possessives such as my, his, our, their, her, that are words in their own right and do not use an apostrophe).

Take care when using apostrophes with abbreviations. They are not needed unless they show possession. For example:

  It was a decision made in the 1990s (not 1990's).

  All the DHBs involved agreed on the resolution (not DHB's).

  This is a meeting for GPs and DNs to attend (not GP's and DN's).

B Brackets and parentheses

Use round brackets (or parentheses) to separate off information that isn't essential to the meaning of the rest of the sentence.

- Punctuation sits outside the bracket (like this).
- If the brackets surround a separate sentence, put punctuation inside the brackets. (The brackets surround a stand-alone sentence.)

Use square brackets to indicate words added by someone other than the original writer or speaker. He [Ben] confirmed the time of the event.

C Capitals and lower case

Using too many capitals interrupts the flow of information and creates cluttered, over-formal text that is hard to read. In line with modern publishing practice, our writing style is to use fewer capital (upper case) letters. This rule can be challenging if you are used to a more formal way of writing, but the result will be a much more consistent, modern look.

Lower case

Use lower case:

- for generic titles when used in a general sense in the flow of text

  group manager, clincal director, attendant, consultant, team leader, the DHB's chief executive

- things that are general descriptions
  community, iwi, health sector, nursing
- for the names of diseases, syndromes, signs, symptoms

  listeria, tuberculosis, shingles

- for generic names that are not trademarked

amoxicillin, aspirin.

Upper case

Use capitals for:

- ranks that replace Mr, Mrs, Ms (Professor John Smith, Dame Susan Devoy)
- the names of services, departments, specialities, facilities, wards, projects and committees
- legislation, specific international treaties, conventions and protocols; for example, Official Information Act 1982; Health and Disability Services (General) Standard
- trademarked brand names; for example: Penbritin, Amoxil, Aspro.
- proper nouns (names): Northland District Health Board is the northernmost district health board.

The following are always capitalised:

The Budget

Cabinet

Crown, but Crown entities

Government, when describing a specific government, but government when it is generic, for example, previous governments

Member of Parliament

Parliament, but parliamentary

State

The Treasury

Vote (as in Vote Health)

Do I use capitals?

Word or phrase		Examples and exceptions
People's names and place names	Yes	Alan Lloyd, Featherston, Hutt River
People's roles, professions or titles when they occur in the flow of text (eg with the person's name or as a general reference).	No	chief executive, staff nurse, gynaecologist, attendant, team leader, consultant, physiotherapy, nursing. Exceptions: addresses and sign-offs for letters, email signatures, business cards, signage, mail labels – places where the title or name and title are standing alone

Word or phrase		Examples and exceptions
Ranks that replace Mr, Mrs, Ms	Yes	When used in front of a person's name eg: • Prime Minister Joe Bloggs • Professor Marcus Ripper • Dame Susan Smith • Reverend Tim Brown
Committees, projects, boards	Yes	Hospital Advisory Committee Service and Campus Redevelopment Project Board and Clinical Governance Infection Control Subcommittee
Correct names of DHB divisions, hospital and health services, departments, specialties and units	Yes	Finance, Ward 24, Mental Health Service, Wairarapa Hospital, Critical Care Unit, Outpatient Department, Service Integration and Development Unit, Clinical Coding.
Descriptive terms and common nouns – including names of diseases	No	health sector, project management, iwi, hui, diabetes, cancer, patient journey, inpatient services, ambulatory care
Full names of organisation documents and publications including the annual plan, annual report, strategic plan, policies and reports	Yes	District Annual Plan 2007, Clinical Images Policy, Nursing Strategic Plan 2007-2011
Heading on the page	No	First word only, unless the heading contains a proper name, eg How to get to Wellington Hospital
Acts of Parliament	Yes	All Acts of Parliament, once passed, take capitals when used as full titles, eg New Zealand Public Health and Disability Act 2000
Names of government departments, district councils, regional bodies and non- governmental organisations	Yes	Ministry of Health, Masterton District Council
Geographical areas that are not proper names	No	Kapiti's west coast, northern Wairarapa

Colons and semi colons

- Use a colon to introduce an item or a series of items

  The shopping list included: bread, milk, cheese and apples.

- A colon may be used between independent clauses when the second sentence explains, illustrates, paraphrases, or expands on the first sentence

  She deserved that promotion: she worked hard for it.

- Use a semi colon to link two independent clauses

  Some people drive to work; others walk.

- Use semi colons to separate items in a list or series if any of the items contain commas

  They brought apples, grapes and oranges; some fresh clothing; and a tool for digging.

Commas

Use commas to:

- separate clauses
- separate items in a simple list of three or more items

Wairarpa DHB style is to use a comma before the word 'and' at the end of a list.

D Dates

Write dates with the day first, then month, then year. No commas or contractions are needed

  16 October 2013 or 16.10.13

Leave out the year if it isn't necessary. If it is, write 2013 not 13 or '13

  We will draw the prize next month on 4 June.

Spell out the month: September, not Sept.

In a list of dates, don't repeat the month

  6, 11 and 20 November

When a span of years is being referred to, use the formula from …. to …., or between …. and …., rather than a slash or dash

  The policy from 1999 to 2007 was…, not the 1999/2007 policy.

However, the exception is financial years

  The 2014/15 financial year

Do not use an apostrophe in a decade plural

  1990s not 1990's.

Drafts and version control

When a document is in draft always indicate this in the file name (name_draft.docx) and use a watermark. When the document is being edited by several contributors, use a version control box like the one below.

Document status	DRAFT	
Version no.	0.1	
Document owners		
Date		Review date (for final document)

While the document is in draft, the next iterations will be numbered 0.2, 0.3 etc.

When the document is finalised, it becomes version 1. Take _draft out of the file name. Subsequent changes are numbered 1.1, 1.2 etc until the review date, when a new version (2) is created.

Email

- Don't overcommunicate by email. Ask yourself if you should be using email at all
- Use the telephone to deal with questions that are likely to need back-and-forth discussion
- Make good use of subject lines
- Keep messages clear and brief
- Be polite and check the tone
- Only send emails to people who really neeed to see them. Check your recipient fields
- Be clear about what you'd like the recipient to do next
- Proofread! Your emails are a reflection of your professionalism, values and attention to detail.

Email signature templates (Calibri font, 11pt)

If your manager or department is 2DHB or 3DHB then please use the 2DHB and 3DHB templates

Wairarapa email signature template

Name | Title | Department
Wairarapa DHB
……………………………………………………………………………
Phone +64 (06) 9469 800 x ....
Direct Dial +64 (06) 9469 ... Mobile: 02.....
name.surname@wairarapa.dhb.org.nz
www.wairarapa.dhb.org.nz

Please consider the environment before printing this email and / or any related attachments
The information contained in this email and any attachments is confidential and may be legally privileged. If you have received this message in error, please notify the sender immediately and remove all copies of the message, including any attachments. Any views or opinions expressed in this email (unless otherwise stated) may not represent those of Wairarapa District Health Board.

_____

3DHB email signature template

Name | 3DHB Title | 3DHB Department
Wairarapa, Hutt Valley and Capital & Coast DHBs

Mobile   +64 (0)27
Wairarapa DHB   DDI +64 (0)6
Hutt Valley DHB   DDI +64 (0)4
Capital & Coast DHB   DDI +64 (0)4
www.wairarapa.dhb.org.nz | www.huttvalleydhb.org.nz | www.ccdhb.org.nz
Please consider the environment before printing this email and / or any related attachments

_____

2DHB email signature template (use appropriate combination of DHBs)

Name | 2DHB Title | 2DHB Department
Wairarapa & Hutt Valley DHBs

....

Mobile   +64 (0)27
Wairarapa DHB   DDI +64 (0)6
Hutt Valley DHB   DDI +64 (0)4
www.wairarapa.dhb.org.nz | www.huttvalleydhb.org.nz

Please consider the environment before printing this email and / or any related attachments

_____

Emphasis and highlighting

Be light-handed when it comes to emphasising words or messages. A short sentence containing one main point, standing alone, will capture the reader's attention far better than a complex sentence in italics.

Underline is now commonly associated with hyperlinks in text and should not be used for headings or emphasis.

Italics should be used sparingly in body text; that is, only where a word or a few words need additional emphasis to make the point of the sentence easier to understand. It is similar to stressing a word when you speak. Whole sentences or paragraphs should not be italicised – they become much harder to read.

Bold should be used sparingly in body text. It can highlight a word or a few words that will help someone scanning the information to quickly identify key references without breaking the flow of the text. It is similar to speaking loudly to draw attention. Using it too much is like shouting.

Formatting and layout

Long pieces of text are easier to follow if you break them up into paragraphs. Try to confine yourself to one idea per paragraph and put spaces between the paragraphs.

Good headings, lists, bullet points, summaries and fact boxes will also help your reader understand what you are writing and make them more willing to read through to the end.

For longer documents, provide a summary to give readers the key points and a table of contents to help them find things.

Alignment

Use left alignment as a rule.

Fonts and font size

- Calibri font size 11pt is the preferred in-house font for text documents such as letters, memos, reports and plans. Arial font size 10–12pt may also be used.
- Calibri 14 bold for section headers
- Calibri 16 (or above as appropriate) bold for main document titles

Use 10pt rarely, and never on documents designed for older people or people with a visual impairment. The recommended size for people with some visual impairment is 13pt (for example, a brochure for rehabilitation services).

Footer

- Page x of y is the recommended footer.

Headings

- Headings should be in Calibri bold and be consistent throughout a document. Generally 2pt and no more than 4pt larger than body text, except for title pages
- Make headings short but meaningful
- Never use BLOCK capitals for a heading
- Never underline headings
- Capital for the first word only (unless the heading contains a proper name)
- Do not end headings with a full stop

Line spacing

- 0 pt before, 6 pt after, multple at 1.12

Margins

- Set margins to 'normal' – 2.54 cm all around

Sentence spacing

- One space between sentences

H Hyphens and dashes

Hyphens should be used when adjectives are formed from two or more words, except those containing –ly (adverbs). For example, 'a park-and-ride facility', but 'a frequently used phrase'. If you are unsure whether a word has a hyphen, check the Concise Oxford Dictionary.

Leaving out hyphens is not usually a problem as long as the meaning is clear from the context.

a step by step process (not confusing)

one on one day training (confusing: needs hyphens to clearly show it is one-on-one day training)

Use this table to help you decide whether or not to use a hyphen for commonly used terms.

As an adjective (a/an _____ project)	As a noun or after a noun (the project was _____) (the project was a _____)	As a verb (We will _____ this project)
age-specific	age specific	
age-standardised	age standardised	
community-based	community based	
cost-effective	cost-effective	
decision-making	decision-making	
follow-up	follow-up	follow up
long-term	long term	
population-based	population based	
post-operative	post-operative	
	roll-out	roll out
	set-up	set up
short-term	short term	
sign-off	sign off	
up-to-date	up to date	

- An en dash should be used for a span or range of numbers, scores, dates, times. No spaces appear before and after the dash.

They finished the 2016–2017 season with scores of 50–60 points

- Use an en dash with a space either side as a stand-in for a comma or parenthesis when separating out words or phrases in sentences. (This is the modern equivalent of using the longer em dash.)

The children were taught the three Rs – reading, writing and 'rithmetic

En dashes are used to either contrast or illustrate a relationship between two things

the Labour–National debate

Mother–daughter relationship

With Num Lock enabled, you can use the shortcut combination Ctrl+Minus to create an en dash (using the minus key located on the numeric keypad).

Lists

In documents (such as reports) with flowing text, dividing information into a list or bullet points can help the reader scan it and understand it. Keep the points in your list short, preferably one line or less. If your information doesn't suit that, consider breaking your information into several short paragraphs instead.

Use bullet points for a short series of related items or statements.

Where the list has an introduction or first part of a sentence that leads into the list:

- end the introduction with a colon (:)
- start each point with a lower case letter
- do not use any punctuation at the end of each point (no commas, no semicolons)
- if the point includes two sentences, use a full stop at the end of the first sentence. Then start the next sentence with a capital letter
- don't use 'and' to link the last two points
- finish the final point with a full stop.

Where the list is a series of stand-alone sentences each point starts with a capital letter and ends with a full stop.

- The list items are stand-alone sentences.
- Start each point with a capital letter.
- A full stop is required at the end of each point.

For a list of items without an introductory sentence (often this occurs immediately below a heading, such as in notes of a meeting), start each point with a capital letter and do not use any punctuation at the end of each point.

Agenda

- Previous minutes and matters arising
- Project manager's report and discussion
- General discussion on budget issues

Numbered lists

Use numbers only when numbering helps the reader understand the information, for example where the number is relevant or the order is significant:

The DHB's top four population priorities are:

1. People who live in areas of low socio-economic status
2. Māori
3. Older persons
4. Pacific people

Helpful hint

Use bullets rather than numbers unless the order of items in your list is important

It is also acceptable where numbering may be referred to in the text: 'of the 12 options identified, only options 4 and 6 were agreed.'

Logos

It can be confusing in the 2DHB and 3DHB environment to decide which logo or logos to use, and where to place them.

Use the same order when placing logos, taking care not to stretch or over-size the logos. Contact your communications team for the single-image jpeg files of the correct logos.

A DHB logo sits on the front page, top margin. If the 3DHB's logos are required, ask the communications team for a copy of them to ensure consistency of placement. The 3DHBs should be referred to in the following order – Wairarapa DHB, Hutt Valley DHB and Capital & Coast DHB.

Wairarapa DHB Logo colours and specs

	Blue Pantone 661	C 80 M 53 Y 0 K 0	R 58 G 85 B 165
	Green Pantone 328	C 100 M 0 Y 45 K 32	R 0 G 101 B 91
	Purple Pantone 268	C 82 M 100 Y 0 K 12	R 52 G 0 B 109

M (Te reo) Māori

- As with English words, common nouns are not capitalised in Māori

  iwi, hui, tangata whenua, kaumatua and whānau

- Proper names of marae, organisations, councils, iwi are capitalised, just as in English

  Iwi Māori, Kaumatua Nanny Milly, Te Runanga o Wairarapa, Te Runanganui o Taranaki Whanui ki te Upoko o te Ika a Maui

- Māori nouns are both singular and plural, so the plural form does not take an 's'

  many Māori, a series of hui

Macrons

Insert macrons where appropriate.

You can do this by setting your default language to Māori. Enter a macronised vowel by pressing ` (the key with ~ on it) and then the vowel. To enter a macronised capital vowel, press `, then hold down shift and press the vowel.

Helpful hint

Change your keyboard language to Māori to use the 'insert macron' function

Some commonly used Māori words

- hapū – smaller tribal grouping

- kaumātua – an elder

- kōrero – talk/discussion

- māhunga – head

- ngā – the (plural)

- ngāti – denotes a tribal name

- pātai – question

- rāhui – temporary prohibition

- rangimārie – peace

- te – the (singular)

- wāhi – place(s)

- wānanga – a learning process

- whānau – family

Please note the meaning of some words alters depending on the absence or presence of a macron

- mata – face

- matā – bullet

- tangata– person (singular)

- tāngata– people (plural)

- wahine – woman (singular)

- wāhine – women (plural)

Medical/clinical

- kaiāwhina – patient advocate
- makutu – a curse that can have a deteriorating effect on the mind and body
- māramatanga – one who is skilled in the Māori dimension of health care
- mauiui– to be ill/unwell
- nēhi – nurse
- tākuta – doctor
- tāngata whaiora – Māori with experience of mental illness
- tūpāpapaku – a deceased person
- tūroro – a patient

Specific to Wairarapa DHB

- Taku Wāhi – my place (Wairarapa DHB's accommodation for whānau/families)
- Rangitāne – local iwi
- Ngāti Kahungunu – local iwi

Māori forms of address

- Tēnā koe is a formal address to a single person and can be used to address either a man or a woman.
- The equivalent when addressing two people is tēnā kōrua.
- For three or more people use tēnā koutou.
- Like tēnā koe, the greeting kia ora does not specify the gender of the person being addressed. Kia ora can be used to address any number of people and is less formal than tēnā koe.

Measures

When writing measures in text, use abbreviations – mm, cm, ml

- For kilometres, use km
- No space between the numerals and letters:

8cm not 8 cm

- Use metric, not imperial
- Use singular abbreviations for measurement, not plurals

10km not 10kms

Numbers

In text, spell out numbers from one to nine, but use numerals for all numbers from 10 onwards. The exceptions are as follows:

- When a number starts a sentence, in which case it is always spelled out.
- When a number contains a decimal point

2.38

- When referring to a page number or to a percentage, or when a unit of measurement accompanies the number

6mm, page 7, 2%

- When referring to times

5pm

- When referring to someone's age

Sally, aged 9, entered the race

- Fractions should be hyphenated (three-quarters) and spelled out in words even if greater than 10

He gave a tenth of his salary to the church and a twentieth to the SPCA

Thousands

In text there is no need to add a comma until the 10,000 mark is reached

2000 but 25,000.

- In financial tables, however, a comma is always used; for example 2,000. Put the symbol $000 at the head of statements and tables to indicate the quantity referred to.

Millions

- The word million is written out in text, for example $6 million. Use $m to indicate quantity in a statement or table
- In financial tables, figures should always have the same number of decimal points but there is no need for this in text

'We gave $3 million to hospitals and $5.74 million to primary providers'.

Per cent

- Per cent or percent are both acceptable
- Use the symbol % where percentages are common in the text; for example surveys, health status reports, population analyses and statistical information, and where they are expressed as a number rather than a word

5%, five percent

Prefixes

Prefixes, such as anti, multi, pre, re, dis, un, extra, de and counter, should be joined to the front of the word they are qualifying. In general they do not need a hyphen, but there are some exceptions. If you are unsure follow the first mention in the Concise Oxford Dictionary.

Quotation marks

- Use double quote marks around reported speech and small sections of quoted material.

- Do not use either single or double quote marks to emphasise a word
- Use single quote marks when taking a phrase out of context or when using a word out of its ordinary meaning

R Ranges

Two common phrases are used for expressing a range of numbers

'between … and'
'from … to'

Use 'to', not a dash, for spelt-out numbers

Five to eight subjects drank only water

Where a range involves measurements, percentages or ages use numerals and an en dash (–) not a hyphen (-) to indicate 'to'.

14–20 kg
2–3%
18–24 years

Where the document is statistical or clinical in nature, more abbreviations are allowed

Of the 75 people in the 12–24 age group, 28 had visited often, 45 sometimes and 2 never.

In the 25–36 age group, the comparable figures are 20, 46, 9.

Rates

Use 'per' not a slash to express rates in text and brackets. Use a slash in figures and tables.

The rate for non-Māori was 56 per 100,000.

Referencing style (see also Appendix C)

The DHB uses the author–date system of referencing. Citations in the text should give the author's surname (or name of organisation) followed by the year. There is no punctuation between the name and year.

(Smith 2010) and (Ministry of Health 2011)

References are formatted as: Author. Year of publication. Title. City of publication: Publisher.

Ministry of Health. 2016. The Health of New Zealanders. Wellington: Ministry of Health.

For more detailed guidance on formatting and reference style, see Appendix C.

Referring to ourselves

Wairarapa District Health Board, Hutt Valley District Health Board and Capital & Coast District Health Board are the correct names for our organisations.

When referring to two or more DHBs, always put the smaller or smallest partner first

Wairarapa and Hutt Valley DHBs

Wairarapa and Capital & Coast DHBs

Hutt Valley and Capital & Coast DHBs

Wairarapa, Hutt Valley and Capital & Coast DHBs

Wairarapa District Health Board can be abbreviated to Wairarapa DHB or WrDHB after first writing it out in full. Place the abbreviation in parentheses to introduce it

Wairarapa Distrct Health Board (Wairarapa DHB)

Wairarapa District Health Board (WrDHB).

- Likewise, Hutt Valley DHB and CCDHB may be used provided the full name is used at the beginning of the document – Capital & Coast District Health Board (CCDHB).
- 'The district health board' or 'DHB' can be used in text where it is clear the reference is to a particular DHB.

It can be helpful to put the name in full at the beginning of each section in a long document, as readers may only want or need to refer to one section.

Wairarapa DHB, Hutt Valley DHB and Capital & Coast DHB are the names of both the organisation and also the board of elected and appointed members that govern it. To avoid confusion, make it clear which one is being referred to.

For the governing board: use Wairarapa DHB's board members or 'the board'.

The use of the word region can cause confusion with regional council boundaries. To avoid this, use descriptive terms

- the area covered by the Wairarapa District Health Board
- communities within the Hutt Valley DHB's boundaries
- Hutt Valley DHB's area

Both the DHB and the DHB's board are singular. Wairarapa DHB is (not are) introducing a new policy. Wairarapa DHB's board is (not are) considering the issue at its (not their) next meeting.

When a friendly and more informal tone is appropriate the DHB or other groups can be referred to as we. 'We want to hear what you think.'

Contact details

For consistency, use the following format for contact details for external audiences

- (06) 946 9800
- DDI
- Mobile
- web address

- ext
- email
- PO Box (no full stops)

S Singular or Plural?

Committees, management groups, project teams, services, units are referred to in the singular:

> Ward 5 is (not are) introducing the new approach. The project team was (not were) present. Project team members were present at the meeting.

Spelling and language settings

The language should be either English (New Zealand) or English (UK), not US or Australian.

- Use organisation (not organization), programme (not program, except when referring to computer software), centre (not center), paediatrics (not pediatrics) and colour (not color).

- You can set the default language and spell check on your computer to help you and use the Oxford dictionary to double check words you are not sure about. The autocorrect function in Microsoft Word is also helpful for correcting your common mistakes.

- Check the spelling of towns and organisations in your documents.

Common spelling mistakes:

No	Yes
accomodation	accommodation
independant	independent
occured	occurred
committment	commitment
relevent	relevant
definately	definitely
seperately	separately
concensus	consensus
changable	changeable
liason	liaison
occassion	occasion
Taumaranui	Taumarunui

Helpful hint

Use the settings on your computer to help you get the spelling correct

T Templates

- Use templates where they are provided.

- Templates are a way of reassuring audiences of the overall quality of our organisation.

- Some templates may provide a number of options. If in doubt, please contact the head of the appropriate department or the quality team.

- Templates, including PowerPoint templates, are available on the intranet

Times

Use pm and am with no space after the numeral: 2pm, 4.30am.

- Avoid using o'clock
- Use noon, not 12 noon or 12pm. Use midnight, not 12 midnight or 12am

Consider your audience when choosing a time format.

- Internal use: Optional, but the 24-hour clock is preferred to avoid any confusion in clinical settings, shifts and rosters etc.
- Public and external use: 12-hour clock. Put am and pm immediately after the hour: 5am, 3.50pm

Most of our service users and communities are more familiar with the 12-hour clock.

Voicemail

Your voicemail greeting is very important as it can be the first contact people have with you or the DHB. Be polite, professional and helpful. Your message should be brief, around 15 to 20 seconds long.

- Give callers instructions on what to do if their call is urgent.
- Write down your greetings before you start. It is easier to read from the page than to try to ad lib.

Hello, you've reached [your name] at Wairarapa District Health Board.
I'm currently unable to take your call. Please leave your name, phone number, and a brief message, and I will contact you as soon as possible. If your call is urgent, please contact [details].

While you are out of the office, use a temporary absence greeting. For example, if you are going to be on leave for a week, you can record a greeting informing callers that you will be unable to return their call until you return.

Web addresses

- These should be followed by a full stop when they are at the end of a sentence.
- Web addresses are now common enough to be recognisable. There is no need to say that an address is a website or to use the http:// prefix.
- Neither do they need to be in italics.

www.wairarapa.dhb.org.nz | www.huttvalleydhb.org.nz | www.ccdhb.org.nz.

Appendix A: Check sheet

Before you send out your work, check that you have…

1. **Determined who you're writing for. Do you know:**
    - who you are talking to
    - what they know
    - what you want them to know
    - why you are telling them?

2. **Made it easy to navigate. Is there:**
    - a statement of content or summary
    - a clear beginning and end
    - one idea per paragraph and useful paragraph breaks
    - punctuation that makes it easy (bullet points, lists)
    - logical headings and sub-headings
    - an index, if needed?

3. **Taken care of the details. Have you:**
    - spell-checked it
    - proof-read it and, if necessary, had someone else read it
    - double-checked your facts and figures
    - made sure names and titles are correct?

4. **Put it in plain English. Are you using:**
    - simple, easily understood words
    - only as many words as needed, short reports, one-page letters if possible
    - short sentences
    - no jargon
    - active language
    - few abbreviations (and spelled out at first mention)?

5. **Used the DHB's writing style. Have you used:**
    - Calibri font 11pt
    - clear, consistent and concise writing
    - correct capitalisation
    - the right format for contact details
    - the right style for dates, numbers and measures
    - apostrophes correctly?

Appendix B: Preferred spelling

ACART	Advisory Committee on Assisted Reproductive Technology
acknowledgement	spell with an 'e' after the 'g'
Act	the Act, initial capital. The first mention of a named Act must be followed by its date (eg, the Privacy Act 1993)
advisor	and advisory; do not use 'adviser'
age group	two words
ageing	spell with an 'e' after the 'g'
AIDS	capitals, no full stops; note: this is the abbreviation for aquired immunodeficiency syndrome, which is caused by the HIV virus
airborne	one word
antenatal	one word
audiovisual	one word
B4 School Check	initial capitals
bacteria	plural; the singular is 'bacterium'
benefited, benefiting	one 't' only
bilateral	one word
birthweight	one word
breast milk	two words
breastfeed	one word
caesarean	lower case
caregiver	one word
chapter	usually lower case (eg, 'see chapter 3'); if the chapter is actually labelled 'Chapter 3', use upper case (eg, 'see Chapter 3')
chart book	two words
checklist	one word
chickenpox	lower case, one word
childbearing	one word
Community Services Card	initial caps
cooperation	not hyphenated
coordinate	not hyphenated
coordinator	not hyphenated
criteria	plural; the singular is 'criterion'
data	In modern non-scientific use, data is treated as a mass noun (like information) that takes a singular verb: 'Data was collected over a number of years'; 'The data shows an increase of 5 percent. This is widely accepted in standard English.
data set	two words
database	one word

Deaf	the capitalised D is used to denote a distinct cultural group of people who are deaf, who use the New Zealand Sign Language (NZSL) as their first or preferred language, and who identify with the Deaf community and Deaf culture
deinstitutionalisation	one word
diarrhoea	note spelling: not diarrhea
Director-General	hyphenated
Directors-General	hyphenated (plural 's' on 'Director')
district health boards	lower case, unless part of a specific DHB's title
Down syndrome	note: not Down's
ECART	Ethics Committee on Assisted Reproductive Technology
e-government	lower case, hyphen, but capital E in the E-government strategy
e-prescribing	lower case, hyphen
e-therapy	lower case, hyphen
eMedicines Programme	Note the capital M and no hyphen
eg	no full stops; avoid in text (use 'such as', 'for example' or 'for instance'); use within brackets only, with comma following (eg, like this)
elderly	do not use; use older people
ELT	the DHB's Executive Leadership Team
et al	no full stops; abbreviation of et alii or et aliae (and others)
etc	no full stop; avoid in text (if unavoidable, use 'and so on')
ex-smoker	hyphenated
factsheet	one word
fetus	plural: fetuses
Figure	in the text, use initial capital (eg, see Figure 23)
focuses, focused	only one 's'
foodborne	one word
formula	'formulas' is the plural in general usage ('formulae' is used for mathematics and statistics)
framework	one word
freephone	one word
freepost	one word
Funding Agreement	initial capitals only when a specific funding agreement is being referred to (eg, MidCentral Health Funding Agreement)
fundraising	one word
Gardasil	proper noun
gender	in traditional usage, 'gender' refers to masculine, feminine or neuter classes of noun. Since the mid-20th century the words 'gender' and 'sex' both have the sense 'the state of being male or female', but are typically used in different ways: 'sex' tends to refer to biological differences, while 'gender' tends to refer to cultural or social ones.
government department	lower case

government policy	lower case
Governor-General	hyphenated, initial capitals
gram	not 'gramme'
graph	lower case (eg, 'see graph 1'); see separate entries for 'Figure' and 'Table'
haemoglobin	use British-style spelling (not hemoglobin)
haemophiliac	use British-style spelling (not hemophiliac)
Hawke's Bay	apostrophe (but note that Healthcare Hawkes Bay does not use an apostrophe)
health care	two words (noun)
healthcare	one word (adjective) as in a healthcare worker
health targets	lower case
helpdesk	one word
helpline	one word
hep B	accepted abbreviation for hepatitis B
HIV	abbreviation for human immunodeficiency virus, the virus that causes AIDS
Hodgkin's disease	always spell with the apostrophe
HQSC	Health Quality & Safety Commission (note the ampersand)
HWNZ	Health Workforce New Zealand
ie	no full stops; avoid in text (use that is); use within brackets only, with comma following (ie, like this)
immunisation	spell with an 's', not a 'z'
industry	singular (the industry is interested)
inpatient	one word
interagency	one word
intersectoral	one word
intranet	lower case
-ise	not '-ize'; thus 'realise', 'organise' (but note: World Health Organization is an exception)
iwi	tribe; note lower case
-ize	do not use; see –ise
judgement	spell with an 'e' (note: the legal spelling is 'judgment', without an 'e')
kaumātua	adult, older person, elder
kilogram	not 'kilogramme'
lead maternity carer (LMC)	lower case
lifetime	one word
live-born	hyphenated
Māori	initial capital; use a macron over the 'a' to indicate the long vowel sound, rather than the 'aa' convention. Māori
health	'health' is lower case
marae	lower case

matua/mātua	parent/parents; note macron for plural
media	plural (eg, the media have taken a keen interest in this issue)
Medsafe	a business group of the Ministry of Health
memorandum	plural is memoranda
medical officer of health	lower case unless referring to a specific office holder; do not abbreviate to MOH, to avoid confusion with Ministry of Health
Medsafe	a business group of the Ministry of Health
memorandum	plural is memoranda
MeNZB™	term used for meningococcal B vaccine
micro-organism	hyphenated
midday	one word
multidisciplinary	one word
multifaceted	one word
NASC	Needs Assessment Service Coordination (NASC) organisation
nationwide	one word
NB	no full stops; abbreviation for nota bene (ie, note well); avoid in text; usually followed by a colon
NEAC	National Ethics Advisory Committee, short for National advisory Committee on Health and Disability Support Services Ethics
NGO	no punctuation; abbreviation for non-governmental organisation - lower case (note 'al')
non-Māori	hyphenated
non-smoking	hyphenated
non-violent	hyphenated
NSU	National Screening Unit
nurse practitioner	lower case
OECD	Organisation for Economic Co-operation and Development
older people	not 'the elderly'
ongoing	one word
online	one word
organise, organisation	spell with an 's' (the World Health Organization is an exception)
outpatient	one word
overcrowded	one word
override	one word, two r's
Pacific peoples	the plural form recognises the diversity of nationalities, ethnic groups and languages of people deriving from the Pacific Islands. However, the singular is still appropriate when referring to individuals (three Pacific people is not the same as three Pacific peoples), and it is preferable to use 'Pacific' as the adjective rather than 'Pacific peoples' (eg, 'Pacific girls', not 'Pacific peoples girls').
page	lower case when referring to a page number (eg, see page 6)
Pākehā	initial capital (an initial capital is the style when referring to any ethnic group); two macrons

Parliament	initial capital
parliamentary	lower case
per annum	two words; avoid in text (use per year)
percent/per cent	either is fine; use in narrative text; use '%' in highly technical text, and always in tables and figures
person	the preferred plural is people (not persons)
PHARMAC	Pharmaceutical Management Agency Ltd
PHO	primary health organisation; lower case if generic, initial capitals when it is part of a title; for example, Manawatu Primary Health Organisation is part of a larger primary health organisation network
policy maker	two words
postnatal	one word
postpartum	one word
post-test	hyphenated (but pretest)
prenatal	one word
preschool	one word
pretest	one word (but post-test)
preventive	do not use preventative
programme	not 'program' (unless referring to a computer program)
public health unit	lower case when used generically, but use initial capitals if referring to a named public health unit
radioactive	one word
rangatahi	Māori youths and young adults aged 13–24 years (no macron)
rest home	two words
roadshow	one word
schoolchildren	one word
section	lower case, when referring to a particular section in an Act of Parliament, such as section 4, or to part of a document
sector	lower case, eg, health and disability sector
self-harm	hyphenated
sex	male or female; see gender
smokefree	one word (but note: the Smoke-free Environments Act 1990)
sociodemographic	one word
socioeconomic	one word
STI	capitals, no full stops; only to be used after first written in full with abbreviation following in brackets: 'a sexually transmitted infection (STI)'
stillborn	one word
strategy	lower case, unless referring to a specific named strategy

sunbed	one word
sunscreen	one word
Table	in the text, use initial capital (eg, see Table 45)
tangata/tāngata	person/people; note macron for plural
tangata whaiora	two words, not tangata whai ora
tāngata whenua	'people of the land'. Avoid using synonymously with 'Māori'; usually a particular iwi or hapū will be tāngata whenua in an area. This can be important for consultation processes
targeted, targeting	use single 't', not double
taskforce	one word
taxpayer	one word
TB	capitals, no full stops; abbreviation for tuberculosis
Te Puni Kōkiri	use this, not Ministry for Māori Development
timeframe	one word
timeline	one word
toll free	two words (noun)
tollfree	one word (adjective)
trialled/trialling	two 'l's
uncooperative	no hyphen
uncoordinated	no hyphen
under-report	hyphenated
under-represent	hyphenated
under way	two words (originally a nautical term, 'under weigh')
universities	The University of Auckland
	Auckland University of Technology (AUT University)
	The University of Waikato
	Massey University
	Victoria University of Wellington
	University of Canterbury
	Lincoln University
	University of Otago
waterborne	one word
web	lower case when short for World Wide Web
webpage	one word, lower case
website	one word, lower case
well child care	no hyphens; note: use Well Child when referring to the Well Child programme
Well Child / Tamariki Ora	initial capitals, Well Child is two words
wellbeing	one word
whānau	extended family; note macron
whānau ora	lower case; but Whānau Ora when referring to the Whānau Ora programme

WHO	capitals, no full stops; abbreviation for World Health Organization
workplace	one word
World Health Organization	initial capitals (note the 'z' spelling)
X-ray	preferred spelling; note initial capital and hyphen
year-end	hyphenated

Appendix C: Referencing

The Wairarapa DHB standard form of referencing is the author–date system of referencing.

The author–date system has the following advantages.

- It is easy for someone unfamiliar with the document to check that every reference in the text is in the reference list.
- If some of the text is deleted, the entire reference system does not have to be redone.
- The system is not reliant on electronic systems, so references do not have to be retyped when they are converted into a different electronic format.
- The reader is able to see the author of an idea or quote without having to move to the end of the chapter or the book.
- If you believe that your document would be improved by using another system of referencing, discuss this with the Quality or Communications team first.

References in the text

General

References in the text (also known as 'text citations') should show in brackets the author's surname (no initials), or the name of the organisation taking authorship, followed by the year of publication. Do not use punctuation to separate author and date; for example:

(Smith 2016).

Two or more references

Use a semicolon to separate more than one citation and insert a comma between two references by the same author. Put these latter citations in date order, from earliest to most recent; for example:

(Smith 2016; Ministry of Health 2010, 2011).

The order in which multiple references are given is determined by the author who cites them.

If there are two authors for a reference, give both names separated by 'and' (not '&'):

(Smith and Jones 2014).

Reference three or more authors as:

(Attenborough et al 1978).

If the same author produced more than one publication in a year, these publications need to be put into alphabetical order (by publication name) in the reference list, the years should be assigned letters (a, b, c, etc), and these letters should then be added to the author–date citations in the text itself; for example:

(Jones 2015a; Public Health Association 2010d).

Citation format

The only reason for putting surnames first is to alphabetise the names efficiently. In any context where names are not alphabetised (eg, in footnotes), the initials should precede the surname.

Place references at the end of a sentence if possible, just before the punctuation mark.

There is no punctuation before the reference in brackets; for example:

... with poor health and no positive role models (Jackman 2015).

Correspondence between text and reference list

The author and date of all citations in the text must correspond exactly with the list of references at the end of the document. There should never be citations in the text that have no corresponding item in the reference list, and it is undesirable to have items in the reference list that are not referred to in the text. These should go in a separate list headed 'Bibliography' or 'Further reading', whichever is appropriate.

Editor listed as author

Treat editors the same as authors in text references; for example:

(Chalmers 2009).

It is only in the reference list that '(ed)' or '(eds)' will follow the name(s).

An organisation as author

Some group names are lengthy or are composed of several parts and are awkward in text references. Use abbreviations or shortened forms, but be sure the entry in the reference list begins with the abbreviation used in the text reference. For example, if you use '(WHO 2003)' in the text, you must use 'WHO' in the reference list, not 'World Health Organization'.

Statutes

In the text, give the name of the Act and the year it was passed (eg, the Privacy Act 1993). Do not use any punctuation between the name of the Act and the year. Do not italicise Acts of Parliament.

Personal communications

Personal communications – such as letters, memos, minutes of meetings, telephone conversations – do not usually provide recoverable data so are not included in the reference list. Cite personal communications in the text only. Give the initials as well as the surname of the communicator, and provide as exact a date as possible. For example:

(WE Brown, personal communication, April 2010)

(Minutes of Corporate Services Group meeting, 23 March 2010).

Newspapers

Do not include newspaper articles in the reference list. Cite all newspaper references in the text or (preferably) in footnotes; for example:

'Doctor's advert breaches codes'. *Dominion Post*, 15 July 2010, p 6.

New Zealand Gazette Notices

Cite New Zealand Gazette Notices in the text or in footnotes. There is no need to include them in the reference list.

'Criteria for the Assessment of Proposals for Capability in Independent Research Organisations Funding by the Science Board'. New Zealand Gazette, 14 February 2013, 15: 493.

Websites

When referring to a website (rather than a particular document), cite it in running text or in a footnote. There is no need to give the date accessed. This will go in the reference list; for example:

The report is available on the Ministry of Health website (www.health.govt.nz).

Emails

Emails are handled in the same way as other personal communications; in other words, they are cited in the text, not the reference list. As a minimum, give the name of the sender and the date of the message, but the person's role can also be informative; for example:

Since 2014 the number has dropped to 150 per year (BD Black, Department of Gerontology, Otago University, personal communication, 2 April 2012).

Blogs

Make the blog name the author name in the citation and give an author name in the text if known.

In the text we may have:

It has been argued by A. Wilson (Ulcer-Wars Blog, 6 April 2015) ...

In the references we will have:

Ulcer-Wars Blog, comment posted 6 April 2007, www.ulcer-wars.com/archives/2006/ulcer.html (accessed 4 June 2015).

Referencing non-electronic sources

General format of items

Place the complete list of references at the end of the publication, under a major heading: 'References'. Note: this is not a bibliography (documents used by the author), nor is it a list of further reading. It is a list of all and only those items cited in abbreviated form in the text of the document.

For books, the essential referencing elements after the name of the author (or authors) are the:

date of publication

title of the publication

place of publication

publisher

For example:

Ministry of Health. 2011. *Annual Report: For the year ended 30 June 2011.* Wellington: Ministry of Health.

For journal articles, the essential referencing elements after the name of the author (or authors) are the:

> article title
>
> journal name
>
> volume number
>
> issue number (if applicable)
>
> page numbers

For example:

> Banks I. 2011. Honey or the money? *The Beekeepers' Business Buzz* 17(1): 10–22.

The list should be in alphabetical order by the first author's surname (unless the numerical system is used, in which case references will be listed in the order cited in the text).

Use italics for the title of the publication or journal. Do not use quotation marks or underlining. Use only the punctuation shown in the examples given below.

Author

Single and multiple authors

List the first three authors by name; cover all other authors by using 'et al'. Follow each author's surname by their initial(s). There are no full stops following the initials or spaces between initials (but a full stop, followed by a space, is used to separate the final set of initials from the year of publication). There is no comma between the surname and the initials. Titles (eg, Dr) are not given. For example:

> Wilson AE.

Where there are two authors, 'and' is not used; for example:

> Porteous A, Davis E.

Note that where 'et al' is used, there should be a comma after the third author's initial, before 'et al'; for example:

> Wilson AE, Smith JC, Jones A, et al.

Organisation as author and publisher

When the organisation is author and publisher, and the name of the organisation is very long, it may be abbreviated when listed as the author but spelt out in full when listed as publisher; for example:

> OECD. 2010. *OECD Health Systems*. Paris: Organisation for Economic Co-operation and Development.

Do not abbreviate 'Ministry of Health' or 'Wairarapa District Health Board'.

Anonymous author

If, and only if, the work is signed 'Anonymous', begin the entry with the word 'Anonymous', alphabetised as if Anonymous were a true name. If there is no author, move the title to the author position and alphabetise the entry by the first significant word of the title.

Editor

Treat editors the same as authors but put (ed) or (eds) after the name(s); for example:

> Wilson AE, Smith JC (eds).

Date

The year of publication follows the author. There are no brackets around the date and there is a full stop immediately after the date. Normally only the year of publication is necessary. If the publication has been reprinted, cite the date of the edition being referenced.

For example:

> Porteous A, Davis E. 2007.

Title

Books and other monographs

Give the full title of a publication as it appears on the title page, or on the cover if there is no title page. Titles are always followed by a full stop. Italicise book titles and subtitles.

Capitalise major words (nouns and verbs) in the titles of books and monographs; for example:

> *An Epidemiological History of Kidney Disease*

Separate a subtitle from the title by a colon. Use lower case for subtitle initial letters except for the first word and proper nouns; for example:

> *The Silent Killer: An epidemiological history of kidney disease in New Zealand*

Direct Māori (or other language) translations in a title should also carry initial capitals.

Use lower case for chapters in books except for the first word and proper nouns. Do not italicise chapter titles.

Article in a journal

Give the title of the article and the full name of the journal, not just an abbreviation; for example:

> Vulnerability to childhood problems and family social background. *Journal of Child Psychiatry*

Use lower case for the first letter of words in the title of articles in journals, except for the first word in the title and proper nouns.

Do not italicise article titles. Italicise the journal name.

Publication details

Books and other monographs

The place of publication and publisher follow the title of the publication. After the place of publication, insert a colon and a space, then give the publisher; for example:

> *New Zealand Health System Opportunities. Wellington: Ministry of Health.*

Journal article

Follow the title by the:

- volume number of a book or journal (and, in journals paginated separately, the issue number for each issue)
- sequence number of a bulletin or 'occasional' publication
- edition, if not the original.

For example:

> *Journal of Health and Social Behaviour 38: 131–48*
>
> *Journal of Child Psychiatry 31(7): 1145–60.*

List the numbers of pages referred to in a journal using as few digits as possible. For example: 240–9 (not 240–249); but note: 213–19. It is not necessary to give page numbers in books or monographs.

Referencing electronic sources

When referring to a document or other information held on electronic media, the idea is to provide as much specific and accurate information as possible. This means providing references to specific documents rather than just home or menu pages, and providing addresses that work.

As a minimum, a reference for an internet source should provide:

- a document title
- a date (the date of the publication and/or the date of retrieval)
- an address (a uniform resource locator, or URL; eg, www.health.govt.nz).

However, information on the internet is prone to being moved, restructured or deleted, resulting in broken hyperlinks and URLs in the reference list that don't work. In an attempt to resolve this problem, publishers have begun assigning a digital object identifier (DOI) to journal articles and other documents. A DOI is a 'unique alphanumeric string assigned by a registration agency to identify content and provide a persistent link to its location on the internet'. Examples of both URL and DOI systems are provided below.

Handling web addresses

Ensuring you get all of a URL or DOI absolutely correct is crucial. The best way to do this is to copy and paste the address (eg, from the address window of your internet browser to your document). Use Ctrl-c to cut and Ctrl-v to paste.

Some web addresses are very long and make for ugly line breaks if left intact. When breaking a URL across lines, do not insert a hyphen. Break the URL after a slash, underscore or full stop.

General style for internet sources

Much of the style advice on the internet is based on APA (American Psychological Association) style. The Ministry of Health has always opted for a cleaner, less fussy style for referencing print sources, with less punctuation and more regard paid to New Zealand standards (eg, for giving dates), and it is sensible to follow this when citing electronic sources. There are a number of variations (including the URL/DOI one), but the recommended general style for the majority of entries you are likely to come across in reference lists is as follows.

Journal

> Smith AB, Jones CD. 2007. The best cures for warts. *Homoeopathic Monthly* 14(6). URL: www.homoeopathy.com/items/papers.html (accessed 3 September 2008).

Book or other non-periodical document

> Smith AB. 2007. *The Complete History of Cures for Warts*. URL: www.warts.com/ items/docs.html (accessed 4 September 2008).

The following points should be noted.

- Many of the elements remain the same as for print sources, including the author names and date; the form of title for an article, journal and stand-alone document; and the punctuation before the URL.

- The use of 'URL' before the internet address has been the Ministry style in the past. Many style guides are opting for more abbreviated forms (eg, just www), but with an increasing use of DOIs, and a number of addresses that do not use either www or http, inserting 'URL' is recommended.

- New Zealand style for the date of access is used: 4 May 2008 *not* May 4, 2008.

- The access date comes after the internet address and is in parentheses. This avoids the vexed issue of whether to add a full stop or some other punctuation at the end of the internet address.

- If you access a document on the internet, unless it is specifically noted as being *part* of a larger document (eg, an article in a journal, a chapter of a book, then it functions as a stand-alone document and takes the style of a book or other non-periodical given above.

Journals and other periodicals

Internet journal articles used to be primarily duplicates of print articles, with identical citations but with a URL tacked on the end. This is changing as more and more information is only accessible on the internet.

Journal article: URL with print equivalent

> Baddcott R, McGovern P, Bernstein E. 2007. The evolution of psychological technique: the role of psych clinics in UK health care. *British Journal of Psychological Management* 18(1): 93–105. URL: http://papers.tvrn.com/soh3/ papers. cfm?abstract_id=965214 (accessed 4 May 2009).

Journal article: URL with no print equivalent

Here the form is the same, but the page numbers are omitted.

> Meister ST, Zilcher A, Damson R. 1995. Can we really teach test-taking skills? *New Horizons in Adult Education* 13(1). URL: http://www.nova.edu/~aed/newhorizons. html (accessed 7 February 2000).

Journal article: DOI with print equivalent

> Gilbert J. 2008. Against the commodification of everything. *Cultural Studies* 22: 551–66. DOI: 10.1080/09502380802245811 (accessed 25 March 2009).

Journal article: DOI with no print equivalent

> Marsh HW, Trautwein U, Lüdtke O, et al. 2007. The big-fish-little-pond effect: persistent negative effects of selective high schools on self-concept after graduation. *American Educational Research Journal* 44(3). DOI: 0.3102/0002831207306728 (accessed 16 December 2007).

Newspaper article

> Chang K. 2008, 6 April. In study, researchers find nanotubes may pose health risks similar to asbestos. *New York Times*. URL: www.nytimes.com/2008/05/21/ science/21nano.html (accessed 17 January 2014).

Abstract

Isaac JD, Sansone C, Smith JL. 1999. Other people as a source of interest in an activity. Journal *of Experimental Social Psychology* 35: 239–65. Abstract from IDEAL database site. URL: www.europe.idealibrary.com (accessed 7 July 1999).

Books and other non-periodical documents

Books still tend to be in print form, but there are many non-periodical documents available on the internet. The citations remain much the same as for print sources. The main difference is that the publisher and place of publication drop out and are replaced by the internet address.

Organisation as author

Department of Internal Affairs. 2011. *Community Access to Digital Technologies: A literature review*. URL: https://www.dia.govt.nz/diawebsite.nsf/wpg_URL/ Resource-material-Our-Research-and-Reports-Index?OpenDocument (accessed 27 September 2016).

World Health Organization. 2006. *BMI Classification*. URL: www.who.int/bmi/index.jsp?introPage=intro_3.html (accessed 29 November 2007).

Personal author

Pan H, Cole TJ. 2007. *ImsGrowth: A Microsoft Excel add-in to access growth references based on the LMS method*. Version 2.2. URL: www.healthforallchildren. co.uk (accessed 5 November 2015).

No author, no date

This situation can be common on the internet. As with print sources (eg, an article in a newspaper), do not use 'Anonymous'; the title of the item effectively becomes the author name. If an item has no discernible date, use 'nd' and ensure you include a date the item was accessed.

SARS May Have Been Caused by Genetic Research. (nd).
URL: www. plaguewatch.com/archives/2008/papers.html (accessed 4 January 2009).

Online encyclopaedia

Encyclopaedia items will frequently have no date associated with them, and may have no author either. The names of the editor(s) may not be available, in which case they can be left out, but 'In:' is used to emphasise the fact that this is not an article in a journal.

Adamski BK. (nd). Lacrosse. In: *Canadian Encyclopedia Online*. URL: www. thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1SEC888940 (accessed 15 September 2006).

Biomedicine. (nd). In: *Wikipedia: The free encyclopedia*. URL: http://en.wikipedia. org/wiki/Biomedicine (accessed 28 March 2007).

Using a DOI with non-periodicals

This is the same as for journal articles (see above), whereby the URL address is replaced by a DOI identifier; for example:

Pan H, Cole TJ. 2007. *ImsGrowth: A Microsoft Excel add-in to access growth references based on the LMS method*. Version 2.2. DOI: 0.3102/ 0002831207306728 (accessed 5 November 2007).

Education Resources Information Center (ERIC) document

ERIC provides access to bibliographic records of journal articles and other education-related materials. Journal records usually include bibliographic data (author, title, date, journal citation, publisher) and an abstract or short description of the work. A few journal publishers also make the full text of an article available at no cost, but the majority of journal articles need to be obtained through library print and electronic holdings, or directly from the publisher.

> Mackey M. 1999. The changing powers of readers in a time of new technology. Paper presented at the Annual Conference of the International Association of School Librarianship (IASL), Birmingham, Al, 1999. (ERIC Document Reproduction Service No. ED 437067). URL: www. eric.ed.gov/ERICDocs/data/ericdocs2sql/content_ storage_01/ 0000019b/80/16/00/60.pdf (accessed 3 June 2008).

Cochrane Reviews

There is little consistency in formatting Cochrane Reviews. The following style is recommended.

> McCarney RW, Linde K, Lasserson TJ. Homeopathy for chronic asthma. *Cochrane Database Syst Rev* 2004, Issue 1, Art. No. CD000353. DOI: 10.1002/14651858. CD000353.pub2 (accessed 5 May 2009).

Non-http transfer protocols

FTP site

You may need to cite a file available for downloading via file transfer protocol. Note 'http' is not used in the URL.

> Marks J. 1997. Preface. In: *Basic Mechanics of Conic Sections*.
> URL: ftp://ftp.ntua.gr/pub/netlib/textbook/index.html (accessed 18 August 2000).

> wellington2.gif. 1993, 4 April. 535K. *Image of Wellington*. URL: ftp://ftp.ntua.gr/pub/ images/views/sorted.by.type/Cities/wellington2.gif (accessed 13 May 1996).

Gopher site

The gopher search protocol was popular during the early 1990s, especially at universities, before the hypertext transfer protocol (http). Although now outdated, many documents can still be accessed via gopher.

> Bodie J. 1993. Medicine and science: separation or divorce? *Journal of New Zealand Medical Research* 75(2). URL: gopher://gopher.auck.edu.tw/00/ioe/angbull/75b.txt (accessed 12 June 1995).

Databases

Citations for information obtained from a database are much the same as for periodical and stand-alone documents, except that the database is given after the document name instead of a URL. Where there is no formal document name, the information should be given a brief, accurate description. The date of access should be provided as usual.

> Harold RF, Baker TC. 1997. Early childhood learning in remote locations. *Journal of Early Childhood Psychology* 73(9). PsycARTICLES database (accessed 14 October 2000). Wilkinson B. 2003. *Full data set from the Alberta State Survey of Psychiatric Institutions*. University of Alberta Database (accessed 22 July 2005).

Citations that don't match any of the above forms

In these cases, ensure you provide as much of the basic information as possible (author, date of publication or access, internet address) and try to find the closest parallel of print or internet style and follow that. If all else fails, use a brief accurate description of the content and how to access it.

Appendix D: Accessible communication

Using inclusive language

All Ministry communications must be free of sexism, racism, ageism and other forms of discriminatory language to ensure they are both equitable and effective. As a matter of good practice, all writing should reflect the cultural, ethnic and disability diversity of New Zealand.

Sexism and racism

If a group being referred to does or could include both sexes, the words used should be neutral or refer to both sexes, such as 'adult', 'spokesperson', 'chairperson' or 'firefighter'. In general, use terms that include all people, such as 'artificial' or 'synthetic' for 'manmade', 'staffed' for 'manned', 'work hours' for 'man hours'.

Use terms of equal weight for both sexes: woman/man, girl/boy. Avoid clumsy constructions such as 'he/she' – in most cases, it is fine to use 'they' for 'he/she' or 'their' for 'his/her'.

Wherever possible, use verbal and pictorial examples that show both sexes, different ethnicities, disabled people and people of different ages. Do not stereotype people.

Disabled people

There are differing views about which term should be used to refer to people with physical, sensory (sight, hearing) and/or learning disabilities. The term 'disabled people' is usually used. In some situations and for some writing it may be appropriate to use other terms, such as 'people with disabilities' or 'people with impairments'.

When referring to a specific type of disability it is appropriate to 'put the person first'; for example, refer to 'children with autism' rather than 'autistic children', or 'an adult with a learning disability' rather than 'a learning disabled adult'. When referring to people with a sensory disability, use the word impairment; for example, 'adult with a hearing/visual impairment', 'adult who is deaf/blind'.

One in five New Zealanders reports some level of long-term disability. Besides being a matter of good public relations, there are sound policy and legislative reasons to ensure that your information is available to everyone, including disabled people. It makes good sense to ensure disabled people can access the information you provide because:

- they and their families will be better informed
- you will be showing a commitment to the intentions of the New Zealand Disability Strategy and the United Nations Convention on the Rights of Persons with Disabilities, which New Zealand ratified in 2008
- you will reach a greater number of people
- people without disabilities will also find it easier to access your information
- when you provide accessible information services, you help to create a positive public image.

Communicating with deaf and hearing impaired people

Communicating with people who have a severe hearing loss can be stressful for everyone involved. It doesn't have to be so. Here are some tips that should help.

- Don't shout when you are speaking to a deaf or hearing impaired person. Shouting distorts your mouth and makes lip reading difficult.
- Make sure you have the person's attention before you start speaking. You could do this by gently tapping them on the shoulder.

- Make sure that they can see your lips. Don't cover your mouth with your hands or an object while you are speaking.

- Don't stand with a light or window at your back. The light needs to be on your face.

- Speak face to face without standing closer than you'd normally stand to a hearing person. A deaf or hearing impaired person will not understand you if you are talking with your back to them or shouting from another room. Don't try to hold a conversation from across the room.

- Speak slowly, with gaps between each word and phrase. Many older people have difficulty following rapid speech, even when they can hear it without too much difficulty.

- Pronounce each word clearly. Make sure you don't miss the ends off words or drop the tone at the ends of words and sentences, which makes it hard to follow.

- Vary your voice to find a tone that works. Some people have difficulty hearing high tones; for example, women's and children's voices.

- Try a different way of saying the same thing. Rather than repeating yourself, try another way of expressing what you want to say. Emphasise the key words in the sentence.

- Write it down. If you are having trouble being understood verbally, use written words and gestures to explain what you mean.

- Find an interpreter if the person you want to talk to uses sign language.

- Learn to sign. Make a start by using the finger spelling alphabet.

Above all, don't turn away; don't give up. Hearing impaired and deaf people can communicate with you. It just takes a little more patience and effort.

Source: National Foundation for the Deaf website www.nfd.org.nz/site_resources/library/Fact_Sheets/Living_with_Hearing_Loss.pdf

New Zealand Sign Language

Deaf and hearing impaired people whose main language is New Zealand Sign Language may have difficulty understanding and interpreting written and spoken language.

When organising a public event (eg, a lecture, forum, or public meetings), you should:

- plan well in advance if you need New Zealand Sign Language interpreters and book in one or more interpreters

- advise presenters and other participants that New Zealand Sign Language interpreters will be available at the event

- where possible provide all written material to the interpreters well in advance of the event so that they can familiarise themselves with the information (particularly if it has a highly technical or specialised content).

The Office for Disability Issues website includes advice on how to communicate effectively with deaf and hearing impaired people and to work with New Zealand Sign Language interpreters:

www.odi.govt.nz/resources/guides-and-toolkits/working-with-nzsl-interpreters/

Accessible formatting

Keep in mind the following points when formatting your document.

- Documents and letters are easier to read if the text is not cramped, the margins are wide and there is plenty of white space on the page.

- Make sure there is good contrast between print and any background colour, and never print text over the top of graphics.

- Do not use block capitals in headings, or italics and underlining for word emphasis, because they are not easily readable for people with visual impairments.

- Use ragged right rather than justified text (as in this document) to ensure that the words are spaced evenly.

If you are producing a video, include captions for all dialogue. This not only helps hearing impaired people but also helps get your message across if the sound is turned off. All web-based videos must include captions to comply with the New Zealand Government Web Standards.