Psychology Applied to Modern Life
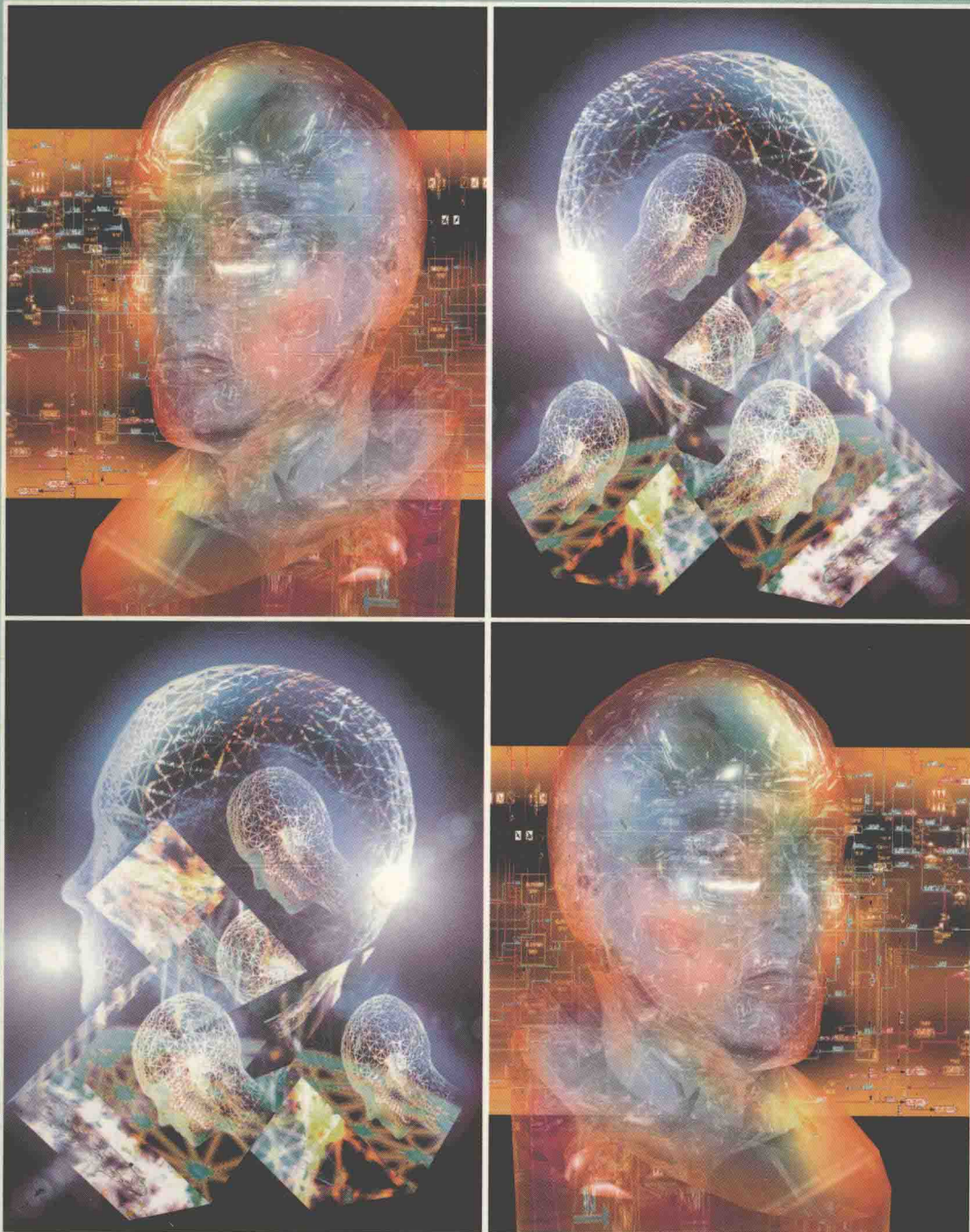
ADJUSTMENT AT THE TURN OF THE CENTURY

Weiten/Lloyd

SIXTH EDITION

Psychology Applied to Modern Life

ADJUSTMENT AT THE TURN OF THE CENTURY

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To two pillars of stability in this era of turmoil—my parents
W.W.

To my father and the memory of my mother—models of integrity and courage
M.A.L.

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To the Instructor

Many students enter adjustment courses with great expectations. They've ambled through their local bookstores, and in the 'Psychology' section they've seen numerous self-help books that offer highly touted recipes for achieving happiness for a mere $6.$^{95}. After paying far more money to enroll in a collegiate course that deals with the same issues as the self-help books, many students expect a revelatory experience. However, the majority of us with professional training in psychology or counseling take a rather dim view of self-help books and the pop psychology they represent. We tend to see this literature as oversimplified, intellectually dishonest, and opportunistic. Often we summarily dismiss the pop psychology that so many of our students have embraced. We then try to supplant it with our more sophisticated academic psychology, which is more complex and less accessible.

In this textbook, we have tried to come to grips with this problem of differing expectations between student and teacher. Our goal has been to produce a comprehensive, serious, research-oriented treatment of the topic of adjustment that also acknowledges the existence of popular psychology and looks critically at its contributions. Our approach involves the following:

- In Chapter 1 we confront the phenomenon of popular self-help books. We try to take the student beneath the seductive surface of such books and analyze some of their typical flaws. Our goal is to make the student a more critical consumer of this type of literature.
- While encouraging a more critical attitude toward self-help books, we do not suggest that they should all be dismissed. Instead, we acknowledge that some of them offer authentic insights. With this in mind, we highlight some of the better books in Recommended Reading boxes sprinkled throughout the text. These recommended readings tie in with the adjacent topical coverage and show the student the interface between academic and popular psychology.
- We try to provide the student with a better appreciation of the merit of the empirical approach. This effort to clarify the role of research, which is rare for an adjustment text, appears in the first chapter.
- Recognizing that adjustment students want to leave the course with concrete, personally useful information, we end each chapter with an application section. The Applications are 'how to' discussions that address everyday problems. While they focus on issues that are relevant to the content of the particular chapter, they contain more explicit advice than the text proper.

In summary, we have tried to make this book both rigorous and applied. We hope that our approach will help students to better appreciate the value of scientific psychology.

Philosophy

A certain philosophy is inherent in any systematic treatment of the topic of adjustment. Our philosophy can be summarized as follows:

- We believe that an adjustment text should be a resource book for students. We have tried to design this book so that it encourages and facilitates the pursuit of additional information on adjustment-related topics. It should serve as a point of departure for more learning.
- We believe in theoretical eclecticism. This book will not indoctrinate your students along the lines of any single theoretical orientation. The psychodynamic, behavioral, and humanistic schools of thought are all treated with respect, as are cognitive, biological, evolutionary, and other perspectives.
- We believe that effective adjustment requires 'taking charge' of one's own life. Throughout the book we try to promote the notion that active coping efforts are generally superior to passivity and complacency.

Changes in the Sixth Edition

One of the exciting things about psychology is that it is not a stagnant discipline. It continues to progress at what seems a faster and faster pace. A good textbook must evolve with the discipline. Although the professors and students who used the first five editions of this book did not clamor for change, there are some significant alterations.

CONTENT CHANGES

To improve the book and keep up with new developments in psychology, we have made a variety of content changes—adding and deleting some topics, condensing and reorganizing others, updating everything (there are 895 new references). The major alterations from the previous edition include the following.

Chapter 1: Adjusting to Modern Life. We focus on new examples of the search for direction, including cults, the Christian men's movement, and "Dr. Laura." Our evaluation of the codependency movement has been updated and we discuss new research on the correlates of happiness

Chapter 2: Theories of Personality. This chapter tends to stay relatively stable, but we expanded the discussion of the five-factor model of personality, including new evidence from twin studies of the Big Five traits. We have also added coverage of the evolutionary perspective on personality.

Chapter 3: Stress and Its Effects. Besides the usual updating, we have a new Recommended Reading box on technostress, a revised discussion of choking under pressure, revised coverage of posttraumatic stress disorder, and a new discussion of conscientiousness and stress tolerance, along with six new figures.

Chapter 4: Coping Processes. This chapter includes new coverage of addiction to the Internet, a revised discussion of whether personal illusions can be healthy, new coverage of procrastination, new evidence on the repercussions of inhibiting emotions, and new coverage of emotional intelligence.

Chapter 5: The Self. This chapter contains a great deal of new material, including a new discussion of confusion about self-concept, a new section on gender, ethnicity and identity, a new section on self-esteem and adjustment, and a new discussion of whether high self-esteem is always good.

Chapter 6: Social Cognition and Social Influence. This chapter should benefit from extensive new coverage of prejudice, the elaboration likelihood model, and subliminal persuasion, as well as additional material on resisting conformity pressures.

Chapter 7: Interpersonal Communication. We have taken a more practical approach to our discussion of verbal communication and streamlined and reorganized our coverage of self-disclosure. The chapter also includes a new discussion of culture and self-disclosure, and a new section on interpersonal conflict in an adversarial culture.

Chapter 8: Friendship and Love. Among the changes to this chapter, you will find revised coverage of close relationships, a new sequential slant on factors influencing interpersonal attraction, a revised discussion of romantic love as attachment, and a new Application on date rape.

Chapter 9: Marriage and Intimate Relationships. The major change in this chapter is the expanded coverage of family violence and child abuse in the Application. You will also find a new discussion of role overload and interrole conflict among wives, new data on correlates of divorce, and a new discussion of why marriage is correlated with greater health and happiness.

Chapter 10: Gender and Behavior. This chapter features new material on gender differences in behavior, additional coverage of the evolutionary perspective on gender, an updated discussion of environmental factors in gender differences, and new material on problems associated with the traditional male role.

Chapter 11: Development in Adolescence and Adulthood. The coverage of adult development has been thoroughly revised and you will find new material on the mid-life crisis, retirement, death anxiety, coping with bereavement, and the effects of parenting styles on outcomes for children.

Chapter 12: Careers and Work. This chapter features a new emphasis on crucial issues in selecting a career, an updated discussion of workplace trends, a new discussion of unemployment, and new research on the effects of using the Internet.

Chapter 13: Development and Expression of Sexuality. Our coverage includes new material on attitudes toward homosexuality, the effects of cyberporn, the positive use of peers in sex education, and emotional versus sexual affairs.

Chapter 14: Psychology and Physical Health. This chapter highlights new data on emotional reactions and heart disease, and includes a new discussion of dietary restraint and overeating. You will also find expanded coverage of communication with health providers, new material on designer drugs, and five new figures.

Chapter 15: Psychological Disorders. The major change in this chapter is the addition of a new Application on eating disorders. You will also find revised coverage of personality factors in anxiety disorders, dissociative identity disorder, and positive versus negative symptoms in schizophrenic disorders.

Chapter 16: Psychotherapy. This chapter contains new research on who seeks therapy, a revised discussion of the relative efficacy of different approaches to therapy, revised coverage of the controversy over the recovery of repressed memories in therapy, and thoroughly updated coverage of drug treatments.

OTHER CHANGES

As you look through this edition, you will see many other changes besides those in content. For example, to conserve on space, we have shifted to a full two-column layout. This change in design made it possible for us to add a major, new pedagogical feature—the Practice Tests found at the end of the chapters. Cognizant of the impact of the Internet on students, we have integrated recommended Web sites throughout the chapters to help your students pursue additional information on many of the topics covered in the book. For those students who are not already sophisticated about cyberspace, we have added a wonderful introductory essay on the Internet by Professor Vincent Hevern.

Writing Style

This book has been written with the student reader in mind. We have tried to integrate the technical jargon of our discipline into a relatively informal and down-to-earth writing style. We use concrete examples extensively to clarify complex concepts and to help maintain student interest.

Features

This text contains a number of features intended to stimulate interest and enhance students' learning. These special features include Applications, Recommended Reading boxes, Internet-related features, Practice Tests, a didactic illustration program, and cartoons.

APPLICATIONS

The Applications should be of special interest to most students. They are tied to chapter content in a way that should show students how practical applications emerge out of theory and research. Although some of the material covered in these sections shows up frequently in adjustment texts, much of it is unique. Some of the Applications include the following:

- Understanding Intimate Violence
- Monitoring Your Stress
- Understanding Eating Disorders
- Getting Ahead in the Job Game
- Building Self-Esteem
- Enhancing Sexual Relationships
- Bridging the Gender Gap in Communication

RECOMMENDED READING BOXES

Recognizing students' interest in self-help books, we have sifted through hundreds of them to identify some that may be especially useful. These are highlighted in boxes that briefly review the book and include a provocative excerpt or two. These Recommended Reading boxes are placed where they are germane to the material being covered in the text. Some of the recommended books are very well known, whereas others are obscure. Although we make it clear that we don't endorse every idea in every book, we think they all have something worthwhile to offer. This feature replaces the conventional suggested readings lists that usually appear at the ends of chapters, where they are almost universally ignored by students.

INTERNET-RELATED FEATURES

The Internet is rapidly altering the landscape of modern life, and students clearly need help dealing with the information explosion in cyberspace. To assist them, we have added two features. First, we recruited web expert Vincent Hevern to write a concise essay that explains the essentials of the Internet to the uninitiated. This essay, which appears in the front of the book, briefly explains URLs, domain names, hyperlinks, search engines, and so forth. It also provides students with realistic warnings about the instability of URLs and the questionable validity of much of the information available on the Web. Second, we also asked Professor Hevern to evaluate hundreds of psychology- and adjustment-related sites on the Web and come up with some recommended sites that appear to provide reasonably accurate, balanced, and empirically sound information. Short descriptions of these recommended Web sites are dispersed throughout the chapters, adjacent to related topical coverage. Because URLs change frequently, we have relegated the URLs for our Web Links to an Appendix in the back of the book. Insofar as students are interested in visiting these sites, we recommend that they do so through the *Psychology Applied to Modern Life* home page at the Wadsworth Psychology Study Center Web site (http://psychology.wadsworth.com). Links to all the recommended Web sites will be maintained there, and the Wadsworth Webmaster will periodically update the URLs.

PRACTICE TESTS

Each chapter ends with a 10-item multiple-choice Practice Test that should give students a pretty realistic assessment of their mastery of that chapter and valuable practice taking the type of test that many of them will face in the classroom (if the instructor uses the Test Bank). This new feature grew out of some research on students' use of textbook pedagogical devices (see Weiten, Guadagno, & Beck, 1996). This research indicated that students pay scant attention to some standard pedagogical devices. When students were grilled to gain a better undertstanding of this perplexing finding, it quickly became apparent that students are very pragmatic about pedagogy. Essentially, their refrain was "We want study aids that will help us pass the next test." With this mandate in mind, we added the Practice Tests. They should be very realistic, as many of the items came from the Test Bank for the previous edition (these items do not appear in the Test Bank for the current edition).

DIDACTIC ILLUSTRATION PROGRAM

The illustration program is once again in full color and we have added many new photographs and figures. Although the illustrations are intended to make the book attractive and to help maintain student interest, they are not merely decorative. They have been carefully selected for their didactic value to enhance the educational goals of the text.

CARTOONS

Because a little comic relief usually helps keep a student interested, numerous cartoons are sprinkled throughout the book. Like the figures, most of these have been chosen to reinforce ideas in the text.

Learning Aids

Because this book is rigorous, substantive, and sizable, a number of learning aids have been incorporated into the text to-help the reader digest the wealth of material:

- *The outline* at the beginning of each chapter provides the student with a preview and overview of what will be covered.
- *Headings* are employed very frequently to keep material well organized.
- To help alert your students to key points, *learning objectives* are distributed throughout the chapters, after the level-1 headings.
- *Key terms* are identified with ***italicized boldface*** type to indicate that these are important vocabulary items that are part of psychology's technical language.
- *An integrated running glossary* provides an on-the-spot definition of each key term as it is introduced in the text. These formal definitions are printed in **boldface** type.
- *An alphabetical glossary* is found in the back of the book, since key terms are usually defined in the integrated running glossary only when they are first introduced.
- *Italics* are used liberally throughout to emphasize important points.
- *A chapter review* is found at the end of each chapter. Each review includes a concise but thorough summary of the chapter's key ideas, a list of the key terms that were introduced in the chapter, and a list of important theorists and researchers who were discussed in the chapter.

Supplementary Materials

A complete teaching/learning package has been developed to supplement *Psychology Applied to Modern Life*. These supplementary materials have been carefully coordinated to provide effective support for the text.

INSTRUCTOR'S MANUAL

An instructor's manual is available as a convenient aid for your educational endeavors. Written by William Addison, it provides a thorough overview of each chapter, along with a list of relevant films. It also includes a wealth of suggestions for lecture topics, class demonstrations, exercises, and discussion questions, organized around the content of each chapter in the text.

TEST BANK

Bill Addison has taken on the task of revising the test bank. It contains an extensive collection of multiple-choice questions for objective tests. The questions are closely tied to the learning objectives found in the text chapters. We're confident that you will find this to be a dependable and usable test bank.

STUDY GUIDE

The study guide has been revised by William Addison, who has built on the outstanding work of Michael Sosulski, a dear friend and colleague who passed away. The study guide is designed to help students master the information contained in the text. For each chapter, it contains a brief overview, learning objectives, a programmed review, several other types of review exercises, and a self-test. We're confident that your students will find it very helpful in their study efforts.

CULTURE AND MODERN LIFE

Culture and Modern Life is a small paperback that is intended to help your students appreciate how cultural factors moderate psychological processes and how the viewpoint of one's own culture can distort one's interpretation of the behavior of people from other cultures. Written by David Matsumoto, a leading authority on cross-cultural psychology, this supplementary book should greatly enhance your students' understanding of how culture can influence adjustment. *Culture and Modern Life* can be ordered shrinkwrapped with the text.

PERSONAL EXPLORATIONS WORKBOOK

The Personal Explorations Workbook is a small booklet assembled by Wayne Weiten. It contains experiential exercises for each text chapter, designed to help your students achieve personal insights. The Questionnaires are psychological tests or scales that your students can administer and score for themselves. The Personal Probes consist of questions intended to help students think about themselves in relation to issues raised in the text. Most students find these exercises interesting. They can also be fruitful in stimulating class discussion. The *Personal Explorations Workbook* can be ordered shrinkwrapped with the text.

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Brief Contents

To the Student

In most college courses students spend more time with their textbooks than with their professors. Given this reality, it helps if you like your textbook. Making textbooks likable, however, is a tricky proposition. By its very nature, a textbook must introduce a great many new concepts, ideas, and theories. If it doesn't, it isn't much of a textbook, and instructors won't choose to use it—so you'll never see it anyway. Consequently, we have tried to make this book as likable as possible without compromising the academic content that your instructor demands. Thus, we have tried to make the book lively, informal, engaging, well organized, easy to read, practical, and occasionally humorous. Before you plunge into Chapter 1, let us explain some of the key features that can help you get the most out of the book.

Learning Aids

Mastering the content of this text involves digesting a great deal of information. To facilitate this learning process, we've incorporated a number of instructional aids into the book.

- *Outlines* at the beginning of each chapter provide you with both a preview and an overview of what will be covered.
- *Headings* are employed very frequently to keep material well organized.
- To help alert you to key points, *learning objectives* are found throughout the chapters, immediately after the level-1 headings.
- *Key terms* are identified with ***italicized boldface*** type to indicate that these are important vocabulary items that are part of psychology's technical language.
- *An integrated running glossary* provides an on-the-spot definition of each key term as it's introduced in the text. These formal definitions are printed in **boldface** type. It is often difficult for students to adapt to the jargon used by scientific disciplines. However, learning this terminology is an essential part of your educational experience. The integrated running glossary is meant to make this learning process as painless as possible.
- *An alphabetical glossary* is provided in the back of the book, since key terms are usually defined in the running glossary only when they are first introduced. If you run into a technical term that was introduced in an earlier chapter and you can't remember its meaning, you can look it up in the alphabetical glossary instead of backtracking to find the place where it first appeared.
- *Italics* are used liberally throughout the book to emphasize important points.

- A *chapter review* is found near the end of each chapter. Each review includes a thorough summary of the chapter, a list of key terms, and a list of important theorists and researchers. Reading over these review materials can help you ensure that you've digested the key points in the chapter.
- Each chapter ends with a 10-item *practice test* that should give you a realistic assessment of your mastery of that chapter and valuable practice taking multiple-choice tests that probably will be representative of what you will see in class (if your instructor uses the test bank designed for this book).

Recommended Reading Boxes

This text should function as a resource book. To facilitate this goal, particularly interesting self-help books on various topics are highlighted in boxes within the chapters. Each box provides a brief description of the book and a provocative excerpt. We do not agree with everything in these recommended books, but all of them are potentially useful or intriguing. The main purpose of this feature is to introduce you to some of the better self-help books that are available.

Web Links (by Vincent Hevern)

To help make this book a rich resource guide, we have included Web Links, which are recommended Web sites that can provide you with additional information on adjustment-related topics. The recommended sites were selected by Vincent Hevern, the Web Editor for the Society for the Teaching of Psychology. Professor Hevern sought out sites that are interesting, relevant to adjustment, and that provide accurate, empirically sound information. As with the Recommended Reading Boxes, we cannot say that we agree with everything posted on these Web pages, but we think they have some real value. The Web Links are dispersed throughout the chapters, adjacent to related topical coverage. Because URLs change frequently, we have relegated the URLs for our Web Links to an Appendix in the back of the book. If you are interested in visiting these sites, we recommend that they do so through the *Psychology Applied to Modern Life* home page at the Wadsworth Psychology Study Center Web site (http://psychology.wadsworth.com). Links to all the recommended Web sites will be maintained there and the Wadsworth Webmaster will periodically update the URLs. By the way, if you are not particularly sophisticated about the Internet, we strongly suggest that you read Professor Hevern's essay on the Internet, which follows this preface.

Study Guide

The study guide that accompanies this text is an excellent resource designed to assist you in mastering the information contained in the book. It includes a wealth of review exercises to help you organize information and a self-test for assessing your mastery. You should be able to purchase it at your college bookstore.

A Concluding Note

We sincerely hope that you find this book enjoyable. If you have any comments or advice that might help us improve the next edition, please write to us in care of the publisher, Wadsworth Publishing Company, 10 Davis Drive, Belmont, California 94002. There is a form in the back of the book that you can use to provide us with feedback. Finally, let us wish you good luck. We hope you enjoy your course and learn a great deal.

Wayne Weiten
Margaret A. Lloyd

Applied Psychology and the Internet: What Should a Student Know?

BY VINCENT W. HEVERN, LE MOYNE COLLEGE

Imagine walking into a huge bookstore at a mall to look for a good book in "applied psychology". Your first reaction is confusion. The store is gigantic and you're unsure even where to begin your search. No one seems to be around to tell you where to look. Eventually you discover that some titles of interest are shelved in a "Psychology" section but a lot of others are found in a separate "Self Help" section. What's the difference, you wonder? After a careful look at the books, you begin to notice that many (not all) of the *psychology* books contain research references to support their conclusions. But, many (not all) of the *self-help* books don't have any references. Indeed, many self-help books have catchy titles, flashy covers, bold claims, but very little scientific support for the claims they make.

The World Wide Web (WWW or "the Web") on the Internet ("the Net") is very much like one of those huge bookstores. It's enormous and sometimes difficult to find what you're looking for. For many browsers, the Net can seem intimidating and students may feel they don't know how the Net works. On top of that, much of the Web is filled with weak or poor resources of dubious validity. So what can you do?

Wayne Weiten and Marky Lloyd, the authors of this textbook, asked me to put together some advice and guidelines for students like yourself who may turn to the Net for help. They know that I've been using the Net intensively for about five years in teaching and research with undergraduates. So, I'm going to share with you here what I believe to be the really important stuff about the Internet—information that should make your life as a student easier and, in the end, help you to learn even more about the fascinating world of applied psychology.

General Comments about the Internet

We now know that something of a fundamental change in the way people exchange ideas and information took place around the time many of you were beginning junior high or high school. For over twenty years, the Internet had been the tool of a relatively small group of lab scientists communicating mostly with each other. Suddenly, in the mid-1990s, the Net began to expand rapidly beyond the research laboratory. It first reached tens and, then, hundreds of millions of people as vast numbers of computers, large and small, were interconnected to form what is often called *cyberspace*. Thus, in the 21st century, learning to navigate the Internet will become as crucial as learning to read or to write—most of us will probably employ the Net in some form at work or at home for the rest of our lives.

So, what are some basic notions to understand the Internet and how it works? Let me propose briefly eight crucial ideas.

1. *The goal of the Internet is communication—the rapid exchange of information—between people separated from each other.* Electronic mail (e-mail) and the World Wide Web are currently the two most important ways of communicating in cyberspace even though the Net also uses other formats to do so.

2. *Every piece of information on the Net—every Web page, every graphic, every movie or sound, every e-mail box—has a unique, short, and structured address called a URL (or uniform resource locator).* Take, for example, the URL for the online Psychology Textbook Catalogue of the publisher of this book:

http://psychology.wadsworth.com/psych_dis.html

This example shows all three elements of a URL: (a) to the left of the double forward slashes (//) is the protocol that tells the Net how to transfer the information. Here it is *http:* which means "use hypertext transfer protocol"—the most frequent protocol on the Net; (b) to the right of the double slashes up to the first forward slash (/) is the *domain name* that indicates which computer on the Net from which to get the information. Here the name of the computer is "psychology.wadsworth.com". (c) finally, everything after the first forward slash is called the *pathway* which indicates where the information is located within that particular computer. Here the pathway comprises the location "psych_dis.html".

3. *The foundation of the Web rests upon hypertext links ("hyperlinks") which are contained within documents (or "web pages") displayed online.* A hyperlink is a highlighted word, phrase, or graphic image within an onscreen document which refers to some other document or web page elsewhere. Part of every hyperlink on a computer screen includes the URL of the document which is hidden from view on the screen but stored within the computer displaying the document. Users can easily move from one document to another on screen because of hypertext links and their URLs.

4. *Pay attention to the last element of the domain name (the "domain" itself) which indicates what type of organization sponsors the link.* Four important domains are: *.com* (commercial businesses), *.edu* (colleges and universities), *.gov* (governmental agencies) and *.org* (non-profit organizations).

5. *The Internet is too large for any one individual to know all the important resources which can be found there.* Users, even experienced ones, often need help to find what they're looking for. In the chapters ahead, you will find many recommended web sites, called Web Links, that I have carefully selected based on their quality and their suitability for undergraduates. In making these selections, I emphasized quality over quantity and strived to send you to excellent gateway sites that are rich in links to related sites. I hope these links help you to begin to explore the field of applied psychology on the Internet.

6. *URLs are relatively unstable.* Many web sites are moved or changed each year and new computer systems are installed to replace older ones. Thus, links or URLs which are good one day may be useless the next. That is why we have relegated the URLs for our Web Links to an Appendix found in the back of this book. If you want to check out a recommended web site, we suggest that you do so through the *Psychology: Applied to Modern Life* home page at the Wadsworth Psychology Study Center web site (http://psychology. wadsworth. com). Links to all of the recommended web sites will be maintained there and the Wadsworth Webmaster will periodically update the URLs.

7. *The Web is a world-wide democracy on which anyone can post materials.* Hence, the quality of information found online varies tremendously. Some is first-rate, up-to-date, and backed up by good research and professional judgment. But, a great deal of information online is junk—second-rate, based on poor or invalid research, and filled with many errors. Frankly, some sites are downright wacky and others are run by hucksters and hate-mongers. Thus, users need to learn to tell the difference between reputable and disreputable Web resources.

8. *Knowledge has a monetary value.* Although the Internet started out as a non-commercial enterprise where almost everything was free, things have changed swiftly. Owners of knowledge (the holders of commercial "copyrights") usually expect to be paid for sharing what they own over the Net. Thus, many commercial businesses like the publishers of academic journals or books either do *not* make journal articles available on line for free or expect users to pay some type of fee for accessing their materials. Cognizant of this problem, the publisher of this text has entered into an agreement with a major online resource for magazine and journal articles and other types of information called *InfoTrac*. Your text may have come bundled with a four-month subscription to *InfoTrac*, which provides easy access to full-text versions of thousands of periodicals. If you received an *InfoTrac* subscription with this book, it would be wise to take advantage of this valuable resource.

Some Suggestions for Action

In light of these ideas, how might students approach the Internet? What should you do? Let's review some general suggestions for exploring the Internet.

1. *Learn to navigate the Net before you get an assignment requiring you to do so.* If you've never employed the Net before, start now to get a feel for it. Consider doing what lots of students do: ask a friend who knows the Net to work with you directly so you can quickly get personal experience in cyberspace. What if you "hate" computers or they make you uncomfortable? Recent research has shown that students' fears of using computers tends to diminish once they get some practical experience in the course of a single semester.

2. *Learn how the software browser on your computer works.* The two most popular Web browser programs, *Netscape® Navigator* and *Microsoft® Internet Explorer®*, are filled with many simple tricks and helpful shortcuts. Ask your friends or the computer consultants at school. When you learn the tricks, it makes Net-based research much easier. (Hint: find out what happens when you hold down the right-hand mouse button on a PC or the whole button on a Mac once you have the cursor on top of a hyperlink.)

3. *Get to know the different types of online help to find resources on the Web.* These currently fall into three general categories. (a) *General Guides or Directories* like Yahoo! (www.yahoo.com) are similar to the Yellow Pages for telephones. You ask the online guide to show you what's listed in its directory under a category heading you supply. (b) *Search Engines* such as AltaVista (www.altavista.com) or Hotbot (www.hotbot.com), and *Meta-search Engines* such as Metacrawler (www.metacrawler.com) are huge databases which generally collect the names and URLs of millions of pages on the Net along with many lines of text from these pages. They can be searched by either keywords or phrases and provide ranked listings of Web pages which contain the search target words or phrases. (c) *Expert Subject Guides* such as Russ Dewey's *PsychWeb* (www.gasou.edu/psychweb/psychweb.html) or Jeffrey Browndyke's *Neuropsychology Central* (www.premier .net/~cogito/neuropsy.html) provide links to online resources in more narrow or specific fields. Volunteer specialists who claim to be experts on the topic of the guide select the links.

4. *Check very carefully everything you type online because even the slightest error in spelling a URL or an e-mail address will cause a failure to retrieve the web page or to deliver the e-mail message.* Remember that computers are stupid and will do exactly and only what you tell them to do. They don't read minds.

Using the Internet in Psychology

Are there specific suggestions for students of psychology about using the Net? Here's four that I think are very important.

1. *Think out what you are looking for in research before going online.* Too many psychology students jump right to the Web when they're given a research task before giving careful thought about what they're looking for. They easily get frustrated because the Web doesn't seem to have anything about the topic. It would be better (a) to think about the subject you are researching and what specifically you want to learn about that topic, (b) to recall what you already know that relates to the topic, especially psychological concepts and vocabulary words associated with the topic, and (c) to devise a strategy for getting the information you desire. Consult your school's reference library staff or your teachers for suggestions.

2. *The Internet should not be the principal or only source of data or references in a research project* (especially if you want a good grade). The Net may be easy to use, but your teachers will expect you to cite journal articles, books, and other printed sources more than you cite Internet materials in research. Developing your library skills is essential.

3. As noted before, don't expect to find many full-text journal articles or other copyrighted commercial materials online for free. Consult your school's reference librarians about online access to such materials. You are more likely to uncover government reports, specialized technical materials from non-profit organizations, current news and opinion, and general sorts of information rather than findings of specific research studies (though, if they were recently in the news, you may find some of these too.)

4. *Learn to recognize the characteristics of a good online resource site.* Good sites have webmasters or editors personally identified by name and affiliation. Such persons may be professionals or staff members at a reputable institution such as a hospital or university. These sites seem to provide a broad set of resources, are balanced and reasonably objective in their content and avoid sensational or one-sided viewpoints. More reputable sites tend not to promote specific products or services for money or, if they do, acknowledge there are other resources which browsers may consider. Libraries have taken the lead on guidelines about what to look for. I suggest you read the excellent Widener University Library materials at http://www.science.widener.edu/~withes/webeval.htm.

I hope some of these ideas and suggestions help. The Internet offers an awesome array of learning resources related to psychology. Welcome to an exciting new world of discovery.