Introductory Psychology On-line Guide

PAUL J. WELLMAN
TEXAS A&M UNIVERSITY

to accompany

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Chapter 1
What You Need to Start

Topics

- Introduction
- Basic Computer Configuration
- Modem
- Internet Software
- Internet Service Provider

Introduction

This book provides students with a basic introduction to doing research on Psychology on the Internet with particular emphasis on using *Psych Web*. Though it is by no means the only site available for students to do this kind of research, *Psych Web* receives special attention in this manual because it is one of the better locations for conducting introductory psychology research.

Students who have previous experience "surfing the net" may not need to read all of the chapters here. For example, Chapter 1 describes the basic computer configuration that you need to successfully navigate on the Internet, as well as some of the different types of Internet service providers available in today's marketplace. You may have ready access to Internet-capable computers in your dorm, your psychology department, or your campus computing center. Chapter 2 describes the structure of the Internet and illustrates how to use Netscape, a widely used Web browser. If your school provides the hardware and software you need, and you have used Netscape or any other browser in the past, you can move directly to Chapter 3. There you will learn about search engines, perhaps the most fundamental tool you need to do research on the Internet. The chapter describes several different types of search engines and illustrates briefly how to use a few of them.

Chapter 4 provides in depth coverage of the resources available from *Psych Web*. If you have access to this site and plan to use it to prepare reports for class or to do research on your own, you'll want to invest some time reading through this chapter. It's best to do so while you're on the Web, so you can see for yourself how the site works. Chapter 4 offers several examples of the kinds of questions that *Psych Web* can help you answer, but the site has so much to offer that this book really just gives you an introduction.

The best and the worst thing about the Internet is the vast amount of information available to anyone with a computer and browser. You can find just about anything, but there is so much available that finding just what you need can sometimes be a challenge. Chapter 5 offers a list of Web sites that are among the best for retrieving introductory psychology information. The chapter provides links to on-line experiments, psychology associations, psychology lists, and to Web sites that complement the chapter material from your introductory psychology textbook.

Having done some research on the Web, you might want to publish it by creating your own Web page. Chapter 6 provides a brief introduction to Hypertext Markup Language (HTML), the language of the Web. You can create your own page from scratch by learning HTML, or you may opt to purchase a Web publishing software package that will handle the technical side of this process for you.

Basic Computer Configuration

Computer Speed. A computer with a speed of Pentium 90 MHz or higher is required because many sites contain a considerable amount of graphics that must be downloaded into your computer. With a computer speed of at least Pentium 90 MHz, you will not be penalized in terms of time required to download large amounts of Web graphics.

Operating System. A Windows 3.1 operating system is sufficient. However, if you plan to get a new computer, I highly suggest Windows 95, as many new software programs are designed to run on the Windows 95 platform.

RAM. Random access memory minimum should be at least16 megabyte (Mb). The larger the RAM, the faster and easier it is to download graphics without freezing your computer. Having less than 16 Mb RAM can significantly impede your surfing ability. If you intend to download graphics from the Web and to use these graphics in presentations, then you should increase RAM size to at least 32 Mb.

Monitor. A high-quality computer monitor (SVGA) is recommended for viewing high quality graphics and color images on the Web. Some sites are so colorful and graphics-oriented that if you use a lower quality monitor (VGA), the content might be undecipherable.

Hard Disk Space. 8 Megabytes (MB) or 8 times 1024 bytes of hard disk space is the minimum, but your computer needs at least 10 to 15 MB of free hard disk space to run the Windows operating system properly. Therefore, do not fill up your hard drive to the limit. Doing so will drastically slow down the operation of your computer. Prices of hard drives have plummeted over the last few years so that drives with gigabyte capacity are quite affordable. Purchase the highest capacity hard drive you can afford. You might also consider including an optional Zip drive that uses a 100 Mb fixed cartridge to store information.

Modem. The modem is a piece of hardware that allows your computer to dial and connect with a network provider (we will discuss this in the next section). Most new computers sold today have built-in modems that operate at a speed of 14,400 Kbps (kilobits per second) or faster. I advise that you utilize a faster 28,800 Kbps modem. However, there is no need to buy a modem that is even faster than 28,800 Kbps, as local telephone lines cannot carry greater speeds than that. An exception is the new 56,000 Kbps modem that uses software technology to increase the speed of data download. The downside of this modem is that the network provider must also have the software installed in its servers. So before shelling out $200, check with your Internet service provider (ISP) to ensure that they support the operation of a 56,000 Kbps modem.

Internet Software. Of the handful of Internet software programs available in the market today, Netscape Navigator and Microsoft Internet Explorer are the most common. Windows 3.1 phone dialer software uses your modem and phone line to dial the Internet special system software (called TCPIP) which, in turn, lets your computer talk to other computers over the Internet. All of this software and installation should be provided by your ISP (see below).

Computer Hardware/Software Summary

Computer Type	PC-Compatible
Computer Speed	Pentium 90 MHz or better
Operating System	Windows 3.1 / Windows 95
RAM Size	16 MB (32 would be better)
Monitor	SVGA
Hard disk Space	8 MB minimum (1-3 gigabytes is better)
Modem	28.8 Kbps
Software	Netscape Navigator & TCPIP

Internet Service Providers

If you do not have access to the Internet through your campus (or you wish to connect to the Internet from your home), you will need to seek out a service provider. Network providers or Internet service providers (ISPs) are companies that complete the dial-up connection between your computer's modem and the Internet so that you can surf the Web, read newsgroups, and send and receive e-mail. These companies provide services that range from free software to free magazine subscriptions. Before you sign up with an ISP, you should ask the following:

- ✓ **Should I opt for payment by the hour or for unlimited service?**

  For those of us who anticipate surfing the Web for a couple of hours a day, we recommend getting an unlimited service account. Services that charge you for the amount of time you remain on-line can become very expensive.

- ✓ **How many hours of free testing time can I get?**

  Most ISPs give you free trial service of at least a few hours. I suggest taking advantage of this free trial to help you select your ISP. You can make your decision by doing the following test:

- Try to connect three times in a row within an hour. Make sure that you do not get more than one busy signal. If you do, get another ISP.

- Try connecting at 7:00 p.m. (Internet rush hour) to determine how many times you need to call to get a connection. If it takes more than three calls, find another ISP.

- What kind of Internet software do they use? If it is not Netscape or Microsoft Internet Explorer, find another ISP. Do not pay for this software….

- Do you like their e-mail software? Test it by sending a message to yourself (with and without an attachment)

- Test the speed of graphic downloading by checking out some of the sites in Chapter 5.

- Call the technical number to find out if you are able to speak with a human on the other end of the line. You will be surprised to find that often you are not.

- ✓ **Do they charge a setup fee?**

  Some ISPs offer very low monthly fees, but kill you with the setup charge. Some charge as high as $80, so make sure you ask before you sign and pay.

- ✓ **Do they have a local number in your area?**

  Some nationwide Internet providers serve only large metropolises such as Los Angeles and New York. If you would have to pay long-distance telephone charges to access the provider system, find another ISP.

- ✓ **Do they provide free Internet software?**

  Most ISPs provide you with a choice of Netscape Navigator or Internet Explorer free of charge. Make sure that you request that they provide the software in 3.5" floppy disk format if you do not have a CD-ROM player installed in your computer.

- ✓ **Do they charge for e-mail and how much?**

  Some ISPs allow you only a certain number of e-mails per month. If you have many friends and colleagues with e-mail addresses and like to communicate frequently by e-mail, it would be best for you to avoid this type of ISP.

- ✓ **Do they have subscriptions to newsgroups?**

  Some of the larger ISPs are members of thousands of newsgroups, and subscriptions to these newsgroups should be offered free to you.

- ✓ **Do they service Rockwell 56000 Kbps technology?**

  For those of you who would like to use the Rockwell modems, make sure that your ISP can service this new technology.

Before going out and contacting a provider, check with your university. Your university might provide free SLIP/PPP accounts for their students. The university's SLIP/PPP account usually allows you to connect to the Internet for free (less the cost of a local call).

Chapter 2
Navigating the Terrain

Topics

- Structure of the Internet
- Basic Netscape Commands
- Advanced Netscape Controls
- Understanding Frames

This chapter provides a very brief overview of the Internet and one of the main tools for navigating the Internet, Netscape. By now, probably hundreds of books have been written about the Internet, and we cannot possibly hope to cover all topics of interest here. One of the best ways to learn more about the Internet is to check out a Web site entitled *Patrick Crispen's Internet Roadmap*. The *Roadmap* site consists of a series of 27 short lessons, each describing some key feature of the Internet. If you already know enough about the Internet to visit a site, you can find the *Roadmap* site at:

http://www.mcs.brandonu.ca/~ennsnr/Resources/Roadmap/Welcome.html

If you're really a novice, just send an e-mail to LISTSERV@UA1VM.UA.EDU

In the body of your message, write the command

GET WEEK2 PACKAGE F=MAIL

After you send your letter off, a computer at the University of Alabama will process your letter and will -- usually within 24 hours -- e-mail you the particular one-week block of lessons that you request. Of course, you should request the WEEK1 lessons first, then the WEEK2 lessons, then the WEEK3 lessons, and so on ... You can work through them at your own pace. In the meantime, let's touch on the basics so you can get started right away.

Structure of the Internet

Before we begin surfing the Internet, let's begin with the basic structure of the Web. The Internet can be viewed as a huge interlocking web of millions of servers around the globe. A helpful analogy might be that the Internet is like the interstate highway system in the U.S. Just as the highway system connects different cities via many different routes, the Internet connects computers around the country and around the

world via a number of electronic pathways. That's why the Internet is sometimes described as "a network of networks".

This network of interlocking servers allows users to obtain data and communicate across thousands of miles at a very low cost. Like you and me, hundreds of thousands of others from the far-flung reaches of the globe utilize the Web to research and gather data. Of course, if you want to communicate with a site that is thousands of miles away, you need to know how to find that site. That's where URLs come in. Think of a URL (Universal Resource Locator) as a simple address that identifies the location of any particular point on the Internet. Knowing the URL of a particular site allows you to visit there to see what the site has to offer. A typical URL might look something like this:

www.wiley.com

There are several components to a URL. The letters in front of the colon simply tell the computer how to access the file or files at the site you want to visit.
Most of the sites you're likely to visit will have URLs that begin with http:// but not always. Other possibilities are:

file://
ftp://
telnet://

For more information on these possibilities, consult *Roadmap* or visit
http://www.mcs.brandonu.ca/~ennsnr/Resources/Welcome.html

The second piece of the URL is known as the domain name. In this case, "www" stands for World Wide Web or just "the Web". Technically, the Web is just one component of the Internet, though people often refer to the Web and the Internet as if they were the same thing. The rest of the URL, "wiley.com", indicates that you're looking at a site at John Wiley & Sons, a commercial site (designated by the characters com). Some other examples of URLs are:

http://www.nyu.edu	Takes you to the web page for New York University. "edu" designates an educational institution.
http://www.akc.org	Takes you to the web page for the American Kennel Club. "org" usually designates some kind of organization other than a business, school or unit of government.
http://www.census.gov	Takes you to the web page for the Bureau of the Census. "gov" indicates a governmental site.

The Internet works in such a way that one site can seamlessly link to another server thousands of miles away. This brings us to the term "hyperlink." Imagine you are reading a page on the Internet and you see a word or words underlined and in blue. This means that if you click this underlined word or phrase, it will link you to another page within the site or anywhere on the Internet. You will understand this better after we have gone over the basic Netscape commands.

Basic Netscape Commands

We are now ready to begin utilizing your Netscape program. Read the instructions from your ISP on how to install Netscape. If you have difficulties, call the support number. When installation is successful, click on the Netscape icon on your screen. Your modem will begin to dial your ISP's telephone number. The first page you will see is your default Home. You can change this default by selecting **Options, Preferences**, described later in this chapter. Below is part of the home page for Netscape (http://home.netscape.com/):

Figure 2.1 Netscape Home Page

The Menu Bar

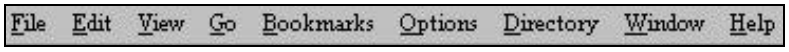


Figure 2.2 Menu Bar

The Menu Bar is like any other in the Windows operating system. Netscape Navigator arranges all the user-accessible features in this manner. *File*, *Edit*, *View*, *Window*, and *Help* are self-explanatory. *Go*, *Bookmarks*, *Options*, and *Directory* are specific to the Internet and will be explained in the next section.

The Tool Bar

Figure 2.3 Netscape Tool Bar

The row of boxes after the Menu Bar is called the Tool Bar. Each of the boxes is an icon or shortcut to commonly utilized commands for surfing the Web. The icons are as follows:

The *Back* Icon

The *Back* icon is used when you need to reverse a step, like an *Undo* button in Windows software. It can be clicked multiple times to go back to whichever site you were previously in.

Lets try the *Back* icon:

Under the Tool Bar there is an area called "Go to:" Highlight the **http://home.netscape.com** blank space and then type in "yahoo" and press "enter."
Notice that you have hyperlinked to the Yahoo! homepage (description in Chapter 3). Now click the *Back* icon. You have returned to the Netscape homepage.

The *Forward* Icon

The *Forward* icon allows you to move one hyperlink forward.

Lets try the *Forward* icon:

Click on the *Forward* icon. You are now back in the Yahoo! homepage.

The *Home* Icon

The *Home* icon allows you to go to the home address, set as a default in your **Preferences**, from wherever you are in the Web. You should use this when you are lost.

The *Reload* Icon

The *Reload* icon should be utilized if images or pages are not appearing properly (or if the page download has been interrupted). This icon will download the page again, adjusting images that were not properly posted on your page.

Lets try the *Reload* button:

Click on the *Reload* button. The page and all graphics will be reloaded onto your screen.

The *Reload Images* Icon

 This icon is shaded because it is currently not active. We will explain this icon in the next section.

The *Open* Icon

Clicking the *Open* icon allows you to input specific addresses on the Internet (commonly called URLs). This achieves the same objective as highlighting and replacing the statement after *Go To*.

Lets try the *Open* icon:

Click the *Open* icon and a box will appear.
In the white space under the words "Open Location" type **www.mhn.com** and click on *Open.*
You are in the homepage of *Mental Health Net*.

The *Print* Icon

Clicking this icon will generate a printout of the current page.

The *Find* Icon

Utilize this icon if you want to search for a specific word in a lengthy document or page.

Lets try the *Find* icon:

Return to the Netscape homepage.
Click the *Find* icon and in the empty space, type "server" and click "OK". You will either get the response "not found" or you will be forwarded to the first "server" word found.

The *Stop* Icon

The *Stop* icon allows you to stop the download of pages or interrupt the transfer of data from the server to your computer.

Lets try the *Stop* icon:

> Click the *Reload* icon and immediately you will notice that the *Stop* icon has turned red. Immediately click the *Stop* icon. You will notice that sections of the page have not been downloaded, particularly the graphics. Click the *Reload* button.

The Directory Bar

The Directory Bar consists of six buttons which, when clicked, link you to Netscape's own list of new, cool, and destination sites.

You are now about ready to start surfing the Internet. Try out the Web and hyperlink to a few sites (refer to Chapter 5 for some interesting sites), and try out all the different icons above.

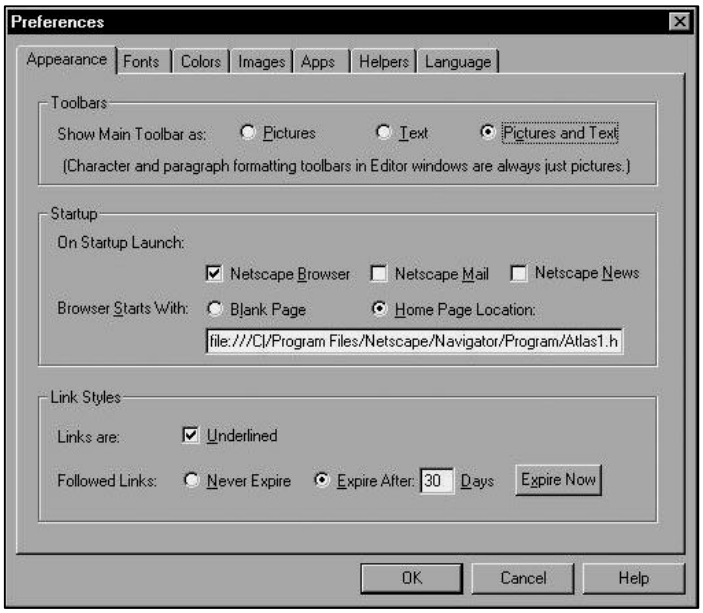
Advanced Netscape Commands

The *Go* icon in the Menu Bar allows you to visit the sites that you had previously traveled through. This is a handy tool to move more than one hyperlink back, as you will not have to click the *Back* icon multiple times.

The *Bookmark* icon in the Menu Bar is an important tool in expediting your research on the Internet. Clicking this icon allows you to add a bookmark to your favorite or frequently visited sites. Just click on *Bookmark* and Netscape will make a note of the address for you. You can sort your bookmarks by clicking *Go To* and *Bookmark*. You will then be able to create folders in which to keep your favorite bookmarks.

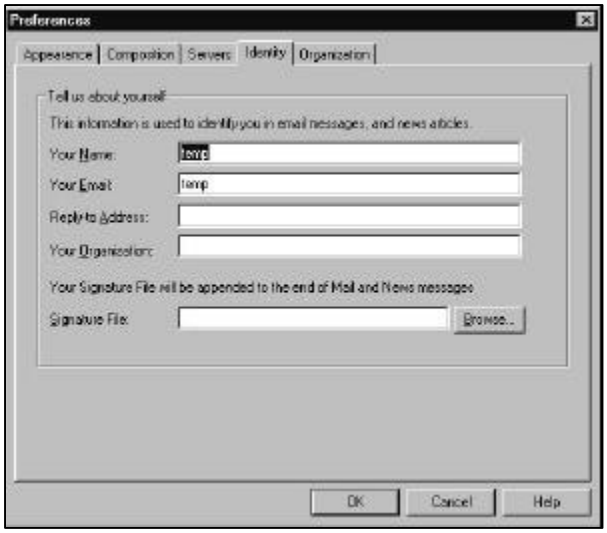
The *Options* button on the Menu Bar, when clicked, enables you to choose the setting for your Netscape Navigator. These options include the following:

General preference. *Change the default setting of your Netscape Navigator browser*. I advise you to carefully consider if you would like to change anything. However, changing the general preference will not seriously impact the running of the program. This option allows you to replace Netscape's default settings. This includes the

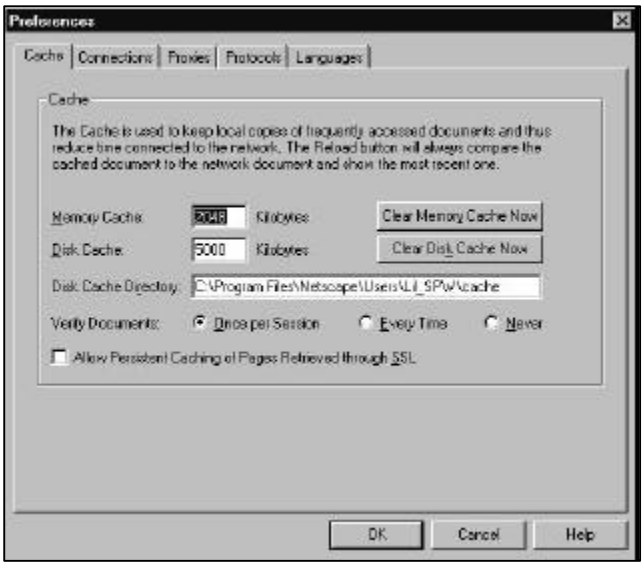


appearance, fonts, helpers, apps, image quality, and language decryption.

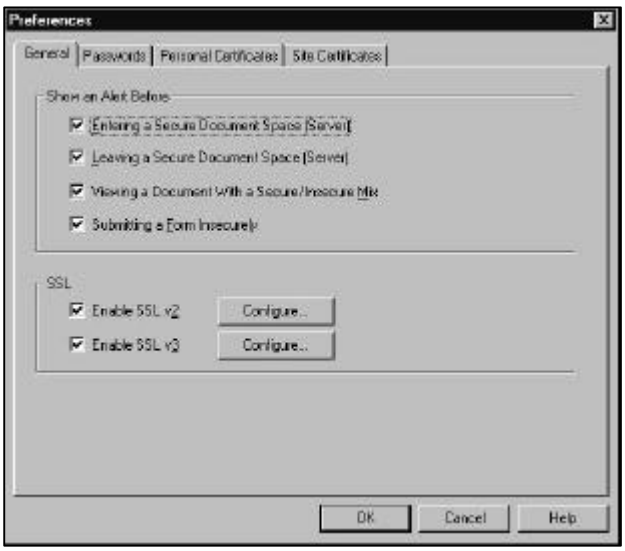
Mail and news preference. *Put your e-mail and news server online.*



Network preference. *Increase or decrease the size of your cache* (pronounced *cash*) and other network preferences. Cache is an area of memory or file for storing frequently accessed instructions or data. By increasing the memory access time, you may increase the speed of surfing. However, it may slow down the speed of the computer as it will hog more of your RAM. I advise you to look around, but limit the amount of changes that you make here.



Security preference. This option allows you to create a password for your Netscape browser, and set alert commands and certificates. Utilize this feature when you make a lot of security transactions on the net or are worried other people may use your browser. If you do not trade and utilize automatic logins on the Internet, do not bother with the preferences.



Understanding Frames

Frames are special HTML commands that allow your Netscape Navigator to view more than one HTML document at a time. You can change one pane or window (part of the frame) while freezing the other at the same time. The best way for you to clearly understand this is to take a look at a site with built-in frames. A good example is the New York University site at: **http://www.stern.nyu.edu/students.HTML.**

Notice that the bar on the left is a different HTML file than that on the right. As you hyperlink to another part of the homepage, the left bar will freeze and continually display choices for you to click on.

The above are basic Netscape commands and a few advanced explanations. If you want to know even more about Netscape Navigator, I suggest that you look up the address: **http://home.netscape.com/browsers/using/index.html**. This site will provide more detailed answers to your questions.

Chapter 3
The Search Begins

Topics

- Search Engines
- Yahoo! and other index engines
- AltaVista and other word search engines
- How to find anything, anywhere, and in any language

By now you are an expert surfer and are ready to begin your research on the Web. Before we begin you must understand that the Internet probably contains the largest collection of material in the world. However, unlike the local library that uses the complex Dewey Decimal system to arrange its books in an orderly fashion, the Internet has no particular ordering. If you imagine the Internet as an ocean, the sites are islands created naturally and linked together by a common thread of water, which is the Web. Therefore, to successfully navigate through all these waters and ocean debris, we must be able to utilize a search engine. A search engine is defined as a program on the Internet that lets its user locate online information. There are currently more than 20 available Internet search engines, some specializing in a specific area. Each of these has unique strengths, weaknesses and special features. You should experiment with several of them to determine which works best for your particular needs. These engines are cataloged and updated every day so that data gathered today may not be found tomorrow if they are out of date. Also realize that each engine can only address a limited number of sites and that the information you obtain on-line is but a fraction of that available on the Web.

Types of Engines

Now that you have an initial grasp of the concept of the Internet and how to maneuver within it, you must understand the two types of search engines available on the Internet.

Index engines. Index search engines are a collection of engines that allow users to find sites on the Web without actually inputting a search but by following structured categorization. Yahoo!, the result of a classroom experiment of two Stanford students, is widely recognized as the largest and most complete index engine on the Web.

Word engines. A word search engine lets users search its database by inputting keyword combinations and Boolean (explained later in this chapter) additions. This type of search is more complex and may generate a tremendous number of results or "hits." Expert searchers like this type of search engine due to the greater degree of flexibility it allows users and its ability to refine searches. The largest and purest search engine is AltaVista. The line between index engines and word engines

becomes gray with sites such as Lycos, which allow for both word and index searches.

Meta engines. These engines let users search multiple databases at the same time. The largest and most well-known meta engine is Metacrawler. This engine allows you to perform basic searches simultaneously in AltaVista, Yahoo!, Lycos, Infoseek, and Webcrawler. Webtaxi and Internet Sleuth also provide the capability of searching multiple databases.

To successfully utilize each search engine, we must first understand how they were designed and their specific rules of use. These issues are explained below. Descriptions of the various search engines are arranged in order of usefulness to the user, defined as the engine that comes up with the most number of useful "hits" and cross-references to other useful articles. Through simple examples, these descriptions will also alert you to unique rules for the utilization of each search engine. If you need more precise information, consult the help documentation available at each site.

AltaVista Search Engine – http://www.AltaVista.com

AltaVista is the purest and most powerful “word” search engine on the Web. It probably has the largest and most complete indices. However, that does not mean it is the only one you need, nor does it imply that it is the best search engine to use for all research purposes. AltaVista returns consistently useful information, but unfortunately, since no editorial decisions have been made with regard to content, it also has the largest "noise to request" ratio.

AltaVista allows searching of both the Web and many Usenet Newsgroups. It provides both simple and advanced searches and allows the user the choice of viewing search results in standard, compact, or detailed formats. In addition to the features of simple searches, advanced search options allows the user to use Boolean and proximity operators, group terms by parentheses, and rank results by keyword. The site was updated in mid 1997 and currently gives you the option to manually “refine” your search.

Simple Searches

For a successful search using AltaVista, it is best to enter as many search terms or phrases as exactly identify the search topic. The more precise you are or the more exact terms you use, the better the results.

Case sensitivity. Search terms should be entered in lowercase letters to neutralize the case sensitivity of the search engine. The use of capitalized terms (or accented letters) will create a case-sensitive search and will decrease the number of possible hits. Typing the word **BallPoint** finds only the word or phrase exactly in the case typed, whereas typing **ballpoint** will lead you to all occurrences of the word or phrase, regardless of case.

Phrases. To refine your search, you may use quotation marks and group search terms into phrases. For example, **"who is Kurt Kobain?"** finds occurrences of the phrase "who is Kurt Kobain?", capitalized exactly the way you typed.

Forced inclusion. If you want all words that you type to be included in the results, prefix or prepend words with a "**+**" symbol. You would type: **+ballpoint**. Do not leave any space between "**+**" and the word.

Forced exclusion. You may also not want a certain word to appear in search results. To prohibit the inclusion of a word or phrase, prepend it with a "**-**" symbol. To find a reference to Richard Nixon without reference to Watergate, type: **"+Richard Nixon -Watergate".**

Wildcards. With simple queries you are allowed to enter, at the end of a term or characters, a wildcard character that will substitute for any combination of letters. The asterisk * is AltaVista's wildcard character. For example, typing **immo*** will get all occurrences of immobile, immolate, immoral, immortal, etc. The asterisk cannot be utilized at the beginning or in the middle of words. The asterisk can replace up to 5 additional lower-case letters.

Rankings. AltaVista will assign a confidence ranking to the hits it returns according to the following order:

1. The query terms are found in the first few words of the document (especially in the title of the site).
2. The query terms are found in close proximity to one another in the document.
3. The document contains more of the search terms than other documents.

These factors are weighted, and the document with the highest confidence rating is given a score of 1.00. All others are given decimal scores less than 1.000, in order of their confidence. This does not mean that the highest rated document is the best result found on the topic. It implies only that it best fulfills the criteria of AltaVista's algorithm. Rarely is the "best" source ranked first, unless the topic or search term you typed in is very specific to the site for which you are searching. For example, to find the document "Mr. Carl Sagan's View of the Universe," a search for that phrase, in double quotation marks, will find the exact Web page. But entering the search terms separately, or just searching for "Carl Sagan" will result in too much noise.

Advanced Searches

If doing a simple search does not find you the document you are searching for or it produces too much noise, the advanced search may be your solution. The same rules for capitalization, phrases, wildcards, inclusion/exclusion terms apply to advanced queries. In addition, the use of Boolean searching, proximity operators, and logical groupings with parentheses are allowed. These are only available if you select an advanced search from the AltaVista main page.

Boolean and proximity searching. AltaVista supports the use of the binary operators AND, OR, NEAR and the unary operator NOT. You may enter the operators in lower- or uppercase letters, but it is probably best to use uppercase to make them stand out from ordinary search terms and make the logic of the search more apparent. If these words are part of the terms for which you are searching, they must be enclosed in quotes.

Examples:

- dog AND terrier
- "Richard Nixon" AND "Watergate"
- "Jesse James " AND NOT "gunslinger" (**Note**: Do not use **x NOT y**; it must be **x AND NOT y**)
- "Beavis" OR "MTV"
- TV OR monitor AND "electronics"
- "Carl Sagan" NEAR "solar system"

Results ranking. With advanced searches you may also specify keywords you wish AltaVista to use in order to confidence rank your results. Before submitting your search, type the terms you wish AltaVista to weight more heavily in the Results Ranking Criteria box on the advanced search screen. Then, even though the search results will not be affected, at the top of the listing of hits will probably be those in which you are most interested.

Excite Search Engine - http://www.excite.com

Excite is a hybrid engine that combines word search and subject indices to search either by keyword or by concept. The objective of a concept search is to find documents related to the idea and not just documents containing the search terms. From the home site you will have to choose which way you would like to search by clicking the keyword or concept radio button. You may search reviews, usenet newsgroups, or classifieds on the Web. The simple and advanced search is not separate, as it is in AltaVista. Advanced features like Boolean searching and logical grouping are supported. Unlike Alta Vista, Excite does not allow you to control the appearance of the results, as the engine can utilize only its own default settings.

Case sensitivity. Case sensitivity and words grouped into phrases are not observed in the same way that AltaVista observes them.

Forced inclusion/exclusion. Works in the same way as AltaVista's; prepend a required term with a + symbol and a prohibited term with a - symbol.

Boolean and proximity searching. Excite supports the use of the binary operators AND, OR, and AND NOT and the unary operator NOT. It also supports grouping of terms within parentheses to create complex logic. Booleans and grouping allow for more specific results.

Rankings. The ranking algorithm works as follows: entering a word a greater number of times relative to other words also entered in the search window will ensure that the first documents in the list of results will contain that word. For example, if you type boy boy boy AND girl, Excite will rank the word boy higher than girl in terms of importance, but will find both. Then in the listing of results, documents that contain a greater number of the word "boy" and fewer of the word "girl" will appear at the top of the list. They will be followed by documents that include a greater number of "girl" relative to "boy". Excite also ranks its search results in order of its level of confidence that the document found is a good fit for the search terms entered by the user. The document at the top of the list will not necessarily be 100%.

Search refinement. As you scan the result, look for a document that is very close to the topic you are searching for. Then click the little button next to the confidence rating. This will re-perform the search using search criteria based on the indexing of that particular document, and a new result list will be produced with the document you selected rated 100% and other hits ranked based on their similarity to it.

Infoseek search engine - http://www.infoseek.com

Infoseek was the premiere search engine on the Internet, but it is no longer the best. It has the advantage of both speed and ease of use. Its disadvantage is a lack of sophistication in terms of using both unary and binary operators. Be careful with this engine because you may be charged for searching here. This site is both a search engine and a searchable subject catalog, with options to search Usenet newsgroups, e-mail addresses, and Web FAQs.

Case sensitivity. The Infoseek engine recognizes capitalized words as proper nouns and thereby limits the search. Searching for "Spam" will yield the luncheon meat and Internet advertising. Putting two capitalized word next to each other will turn the query into a phrase. Capitalized phrases must be separated with commas: The Youngest Masters Champion, Top Money Winners. Phrases may also be created by enclosing the words in double quotes just as in AltaVista: "best golf player"; or linking words into phrases by placing hyphens between them: us-open.

Forced inclusion/exclusion. Works the same as AltaVista. Prepend a required term with a + symbol and a prohibited term with a - symbol: +tennis -ball -rackets. Again, there cannot be a space between the symbol and the searched word.

Boolean and proximity searching. Boolean searching is not supported by this engine. Proximity search can be performed by placing words in square brackets. This will cause hits if they are found within 100 words of each other. For example: [vitiligo thyroid]. Check out this site, it may answer the research question you have given up on using the other search engines.

Lycos – http://www.lycos.com

This is one of my favorite search engines. There are better search engines, but Lycos is good and fast, even if it is not as sophisticated as some of the others. It is a hybrid engine that allows both word and index searching (index searches are called directory services). Advantages include speed, ease of use, and sheer size of its indices, which often produces usable results. Disadvantages include the lack of Boolean searching or any of the more sophisticated searches.

Inclusion/exclusion. Lycos does not support the required/prohibited term syntax. Prepending a search term with a - symbol means that that particular term will not be weighted in determining the ranking of the results. For example, planes -Boeing will still yield pages with the word Boeing, but the word Boeing would not be included in the ranking calculation.

Rankings. Lycos ranks each search, rating the best fit as 100% and below. Once again, be careful to accept the 100% as the best match; it merely best fits the search engine's algorithm.

Wildcards. To expand a word with a wildcard, add the $ symbol to the end of the word. For example, type holi$ to get holistic, holiness, holler, etc. Typing the dot or period symbol "." after a word will prohibit its expansion.

Result list/output control. To gain any sort of control over your searches in Lycos, you need to click on the *Enhance your Search* link on the Lycos front page. You will be taken to a screen that will allow you to control the following:

- The type of match between search terms
- The content of the hits
- The number of documents per page (for example, 10, 20, 30, or 40)
- The type of match for terms (loose, fair, good, close, strong)

Tip: You can refine the results of your searches by changing the type of matches Lycos considers a success: loose, fair, good, close, and strong. The strong option will yield fewer hits, but they will be better hits. This engine will also reject broad words that will generate more than 1000 hits. Anyway, who would look at more than 100 hits?

Webcrawler – http://www.webcrawler.com

Webcrawler is an outstanding search engine very similar to AltaVista. It has more power than AltaVista in implementing advanced search features such as the proximity operators. Like Excite and Lycos, this site is also a hybrid engine that has both a powerful search engine and large indexing capabilities. It implements a feature of further searching based on pre-set search terms from the subject catalog, very much like Excite.

Result/output control. On the initial search screen you can choose the *Option* button. This will allow you to choose whether you want to see Web titles only or titles and

summaries for each document. You may also select the number of hits per page, for example 10, 25, or 100. The summary option will display a brief abstract of each page, its address, and its confidence ranking. I advise you to use the title option, which will increase your reading speed. In addition, there is an icon under the "search results" that will allow you to toggle between summary and title option.

Confidence rankings. Next to each hit a percentage is displayed. The closer the percentage is to 100%, the higher the confidence match between the page and the search term. You will also see a numeric version of the confidence ranking when the summary option is chosen. The confidence rankings seem to be no more than a count of the occurrences of the search term within a particular document.

Phrases. As with AltaVista, if you want terms to be considered a phrase, you may enter them in double quotes. This means that words must appear next to each other in the yielded document. If combined with an additional term, this will yield better results on the first try, for example King AND "I have a dream".

Boolean and proximity searching. Excite supports the use of the binary operators AND, OR, and AND NOT and the unary operator NOT. It also supports grouping of terms within parentheses to create complex logic. Booleans and grouping allow for more specific results. Webcrawler's most advanced features lie in the implementation of its proximity operators. You may utilize NEAR/x, where x is the number of words apart the two search words should be. For example Lennon NEAR/3 music. If the x is not specified, the NEAR operator will yield documents where the words are next to each other, in any order. For specific order control you must utilize the ADJ operator: Pentium ADJ computers. In this example, the word *Pentium* must precede *computer*.

Inclusion/exclusion. Not supported.

Wildcards. Not supported.

Site plus: s*hortcuts.* The *Shorcut* icon is used to increase ease of use for the searcher. *Shortcut* allow you to do the following:

- Add a city name to your search; get shortcuts to maps and weather for that city.
- Search for a stock ticker symbol; get a shortcut to the latest stock price.
- Search for your favorite musical artist; get shortcuts to their albums in the online music store.
- Search for the car you are looking for; get a shortcut to free classified listings.
- Search for the computer you want to buy; get a shortcut to classifieds listings.

Webcrawler excels in ease of use and complex proximity search features, but its indices seem to be smaller than those of AltaVista or Lycos. In addition, the site has some interesting features such as "search the web backwards" which enables you to see who is linked to your page, Internet statistics, and shortcuts.

Yahoo! - http://www.yahoo.com

Yahoo! is the premiere index engine on the Web today. Yahoo! is strictly hierarchically arranged and has been developed over a long period of time, with a lot of editorial care. Yahoo! is the best tool for searching for good or general sites when you are not certain (or are less concerned) about what results you want to achieve. It is a good place to find the search word that can then be utilized to do more advanced searches. Starting in early 1997, Yahoo! collaborated with the AltaVista search engine to allow a seamless transfer from one engine to another. This means that a search in Yahoo! may automatically be re-performed in AltaVista. In combination, this site is one of the most powerful search location on the Web. It is a perfect marriage of two different search engines.

Searching with Yahoo! is very simple. You may just enter your search term(s) in the search window and click *Search*. Yahoo! will return three types of information:

1. Yahoo! categories that match the search term (so you can explore them for cross referencing).
2. Actual matching end-sites.
3. Yahoo! categories from which the various pages are indexed like a "much broader term" cross-reference.

You are limited in the complexity of the searches, but you may still control display and output control, which may be accessed by clicking the small "options" link next to the main search window. Within this feature, you can control the following:

Where to search. Yahoo! (default), Usenet or e-mail addresses

Search method. OR or AND (default) search terms are utilized whether to search on substrings (for example, if you want to find whole words from partial strings -- like "headlines" when searching for the word "head") or complete words (find "headlines" only when entering the term "headlines"). The substring option is the default for this search engine.

Search area. You have the option to choose just Yahoo! or both Yahoo! and AltaVista.

Listing date. You have the option to find new items only.

Results per page. You can choose to have 10, 22 (default), 50 or 100 results listed on each page.

Yahoo! has a couple of other unique features. At the bottom of each results page, links to search engines are provided. By clicking on *Yahoo Remote*, you can invoke a secondary Netscape window, which you can minimize and then maximize whenever you need to do a quick search. If the essential search engine is AltaVista, the essential subject catalog is Yahoo!. Together, they have become one of the most prominent search engines on the Web.

Summary of Engines

Search Engines	Case Sensitive	Phrases	Forced Inclusion	Forced Exclusion	Wild-card	Results Ranking?	Bool-eans	Proximity Operators	Indexing	Refine
AltaVista	Y	Y	+	-	*	Y	Y	Y	N	Y
Excite	N	N	+	-	N	Y	Y	N	Y	Y
WebCrawler	N	Y	N	N	N	Y	Y	Y	Y	N
Lycos	N	N	N	N	$	Y	N	N	Y	N
InfoSeek	Y	Y	+	-	N	Y	N	Y	Y	N
Yahoo!	N	N	N	N	N	N	N	N	Y	N

How to Save Your Findings

After all your hard work and sleuthing, you have found the article or articles that you may be interested in, without reading them completely. Leave the reading for later, speed is of the essence and there is cost to your being on-line.

Option 1: Save the file in .txt (text) form:

1. Click the “file” in your menu bar

2. Choose “save as”

3. Change “save as type” to “.txt” (look in the bottom of the box; there should be a down arrow; click on it)

4. Type: **a:filename.txt** (limit file name to an 8 letter or number combination)

This will allow you to open the file in Word later. (**Hint**: do not try this with tables; it will really get messy.) If the file looks messy, try changing the font to Courier 10; it usually works.

Option 2: Cut & paste into Word – expert Windows users only

1. Open a word processing program.

2. Highlight the area or article that you are interested in and press Ctrl-C.

3. Press Alt-tab to go back into Word and paste into the document. (**Hint**: do not try this with tables; it will really get messy.)

Option 3: Print

This option can be costly; however, it is a necessary evil when tables or graphics are involved.
Choose your option wisely. It would not be a great idea to print everything unless you are in a terrible hurry. Printing also takes time and may slow down your search.

Trouble Shooting Searches

Too Many Results

- Be more specific describing the topic.
- Use more keywords and relate them with logical AND.
- Require the presence of the most relevant words.
- Delete similar words of no interest using logical NOT.
- Use, if possible, phrases instead of single words.
- Constrain the search to concrete fields. For example: Title, Specific Urls, link name, or host name.
- Use capital letters for names and use accents.
- Write the word in any language other than English.
- If you want to give more importance to a certain word, simply repeat it.

No or Few Results

- Delete keywords leaving only the most relevant ones.
- Change AND by logical OR.
- Check your spelling, especially if you should have gotten more results.
- Use synonyms and variants.
- Change or include the other grammatical number. For example: book to books; pencil to pencils.
- Write everything in lowercase letters.
- Use more universal searchers, and use English.
- It is always possible that there isn't much information about your topic.

The Search is Too Slow

- Delete common or frequently used words. Don't use words with few syllables, like articles, which will not facilitate the search and will prolong the search unnecessarily.
- Do not use a lot of words. Delete the superfluous ones.
- Change to another searcher; it might be overloaded. Or make the search in another moment.
- Deactivate automatic loading of graphics until you get an interesting objective.
- If you want to go to a noncontiguous page, use the menu option GO.

Search Tips & Tricks

1. Start with the appropriate or good search engine.
2. Narrow your search mentally before typing your request.
3. Try the obvious; if you are looking for a specific question, use quote marks: “what is dyslexia?”
4. Be careful of your spelling.
5. Don’t fear the Boolean.
6. Play by the rules of the search engines being utilized (in other words, read the help section).
7. Not all search engines are created equal.
8. If you find something, bookmark it for bibliography purposes.

Chapter 4
Anatomy of a Web Site:
Inside Psych Web

The Internet represents a valuable resource for students of introductory psychology. In the last decade, numerous web sites have been created that are relevant to the study of psychology. Some sites are devoted wholly to a single topic such as eating disorders whereas other sites are of a general nature. Web sites of the latter category provide a variety of informational resources with extensive collections of links to other web pages. An excellent starting point for your journey into the net is Dr. Russell Dewey's site entitled Psych Web. This site contains extensive information on APA writing style resources, books on psychology, pages dealing with careers in psychology, megalists of psychology links, a search engine for psychology information, and lists of scholarly resources.

Most important for this chapter, Psych Web contains a wide variety of Web site features, so it's a great place to begin learning how to efficiently use Internet resources. In this chapter you will be given a guided tour of the many features included on Psyc Web. Along the way you will get lots of tips and suggestions on how to make the most of the wealth of information available to you on the Internet. These resources will in turn enhance the value of your course experience in introductory psychology.

Getting Started

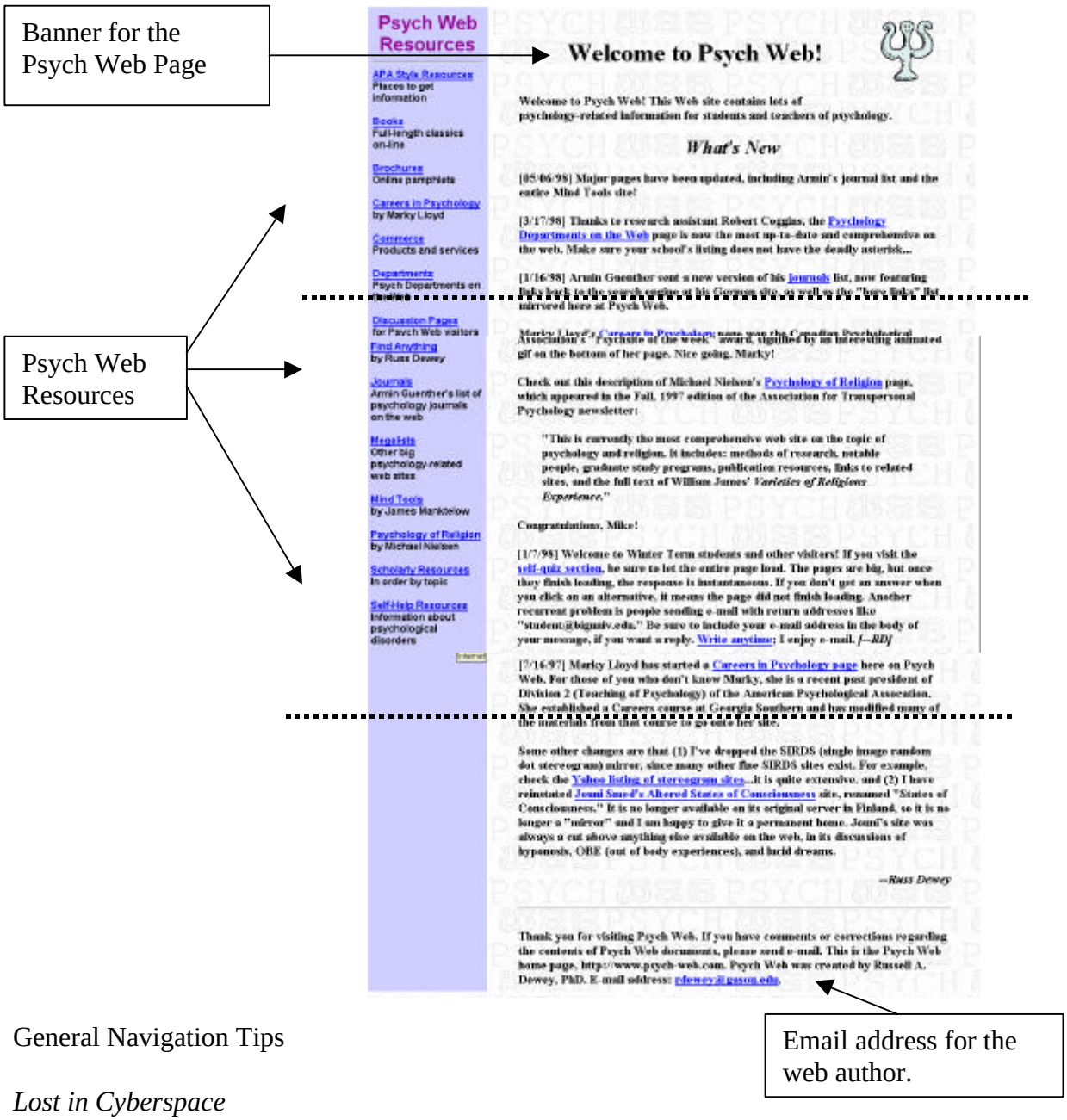
To access Psych Web, type the following URL in the location box of your browser:
http://www.psych-web.com/

The "Home Page"

The URL above will bring you to the Psych Web Home Page -- a term used for the page that appears on your screen when you first link up to a Web site. The home page for a site will contain the name of the Web site, information on the purpose of the site and the types of resources it contains, and easy to understand links to those resources. The figure below shows the Psych Web homepage and labels its most important features.

The layout of the PSYCH WEB home page is typical of a well-designed Web page. It has a banner area that contains the name of the Web site, and a table of links to the major branches of the Web site. At the very bottom of the page there is a link that allows you to send e-mail messages to the author of the site.

Before beginning our tour of the Psych Web it will be useful to address some general issues related to navigating Web sites. This brief discussion will provide tips and strategies that will help make your introduction to the World Wide Web a pleasant experience.



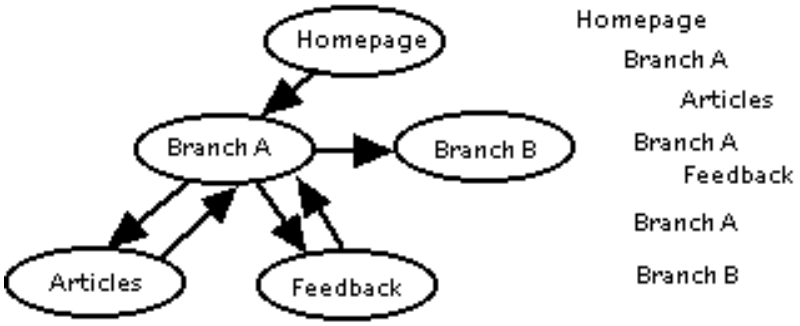
General Navigation Tips

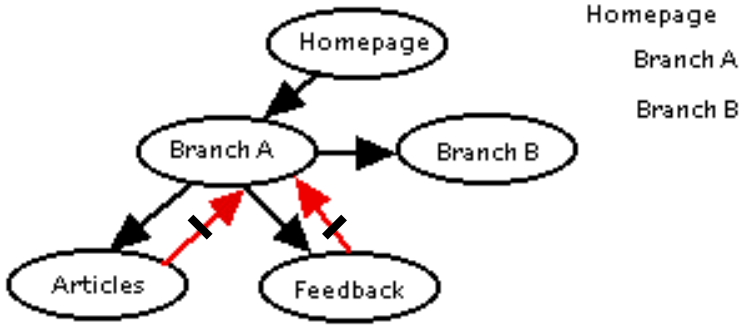
Lost in Cyberspace

One of the first things that new Internet users might find confusing is the fact that not all Web pages actually fit on a typical computer screen. In fact, some Web page authors prefer to put many screens worth of information on a single page. Whenever a Web page is either too wide or too tall to fit on your screen you will see scroll bars at the bottom or the right side of your screen. These allow you to see the entire contents of a Web page. For many pages, you will miss the most important links if you do not scroll down or over a bit. The Psych Web home page is a case in point. This scrolling issue is particularly troublesome when two pages that use the same banner are linked together. The two pages may look so similar that you will mistakenly think that the link did not work. When you scroll down you will find what you what you are looking for.

Occasionally newcomers to the Internet will complain that they “get lost” on a Web site, or a collection of different Web pages. They will find, for example, that the “back” button on their browser will not return them to the page they have recently visited, or that the menu that is supposed to list the pages that they have visited (e.g., the “Go” button in Netscape) does not show all of those pages. There are two explanations for this problem. First, the back/forward buttons and go menu may not work as you would expect because you have opened a link that creates a whole new browser window. You can actually open up many different browser windows at the same time. Go to your “file” menu and give it a try. The “window” menu will tell you the names of all open browser windows. If you have two windows open you can return to the previous window by (a) selecting it in the “window” menu, or (b) by closing the window you are looking at - the one you want is right behind it.

The second reason the back/forward buttons and go menu do not work as expected has to do with the way a visitor jumps around between linked pages. There are two basic ways of jumping around: (a) you can use the back/forward buttons or go menu; or (b) you can use the links on the Web pages themselves to navigate (links found in menu bars, at the top, left side, or bottom of the page). To see how the two methods produce different effects, look at the link histories below. For both diagrams, the links were visited in the sequence represented by the list of links in the top diagram. The arrows in the diagrams indicate the use of direct links to get from one page to another and also the use of the back button or go menu (an arrow with a hatch mark in the figure below). In the first case, the actual sequence of links and the go menu would be the same, as shown to the right of the first diagram. Compare that go menu with the one for the second diagram. The sequence of visited links is the same, but the go menu “forgets” the visits to the article and feedback pages.

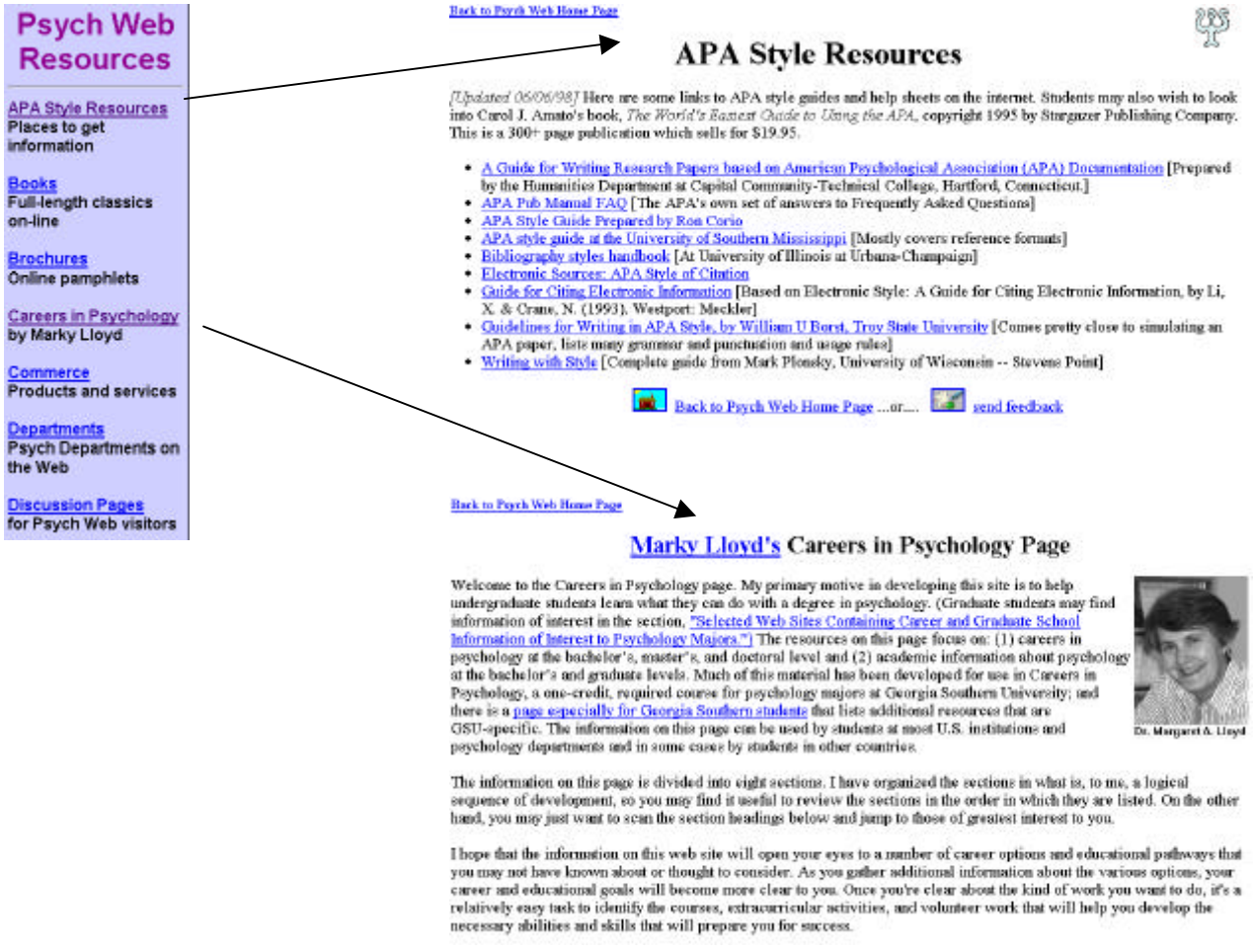




The general principle is that every time you use the back button or go menu to reach a particular page, the browser "forgets" every link that you visited since the last time you arrived at that link, except for the one you just left.

Finding the Links

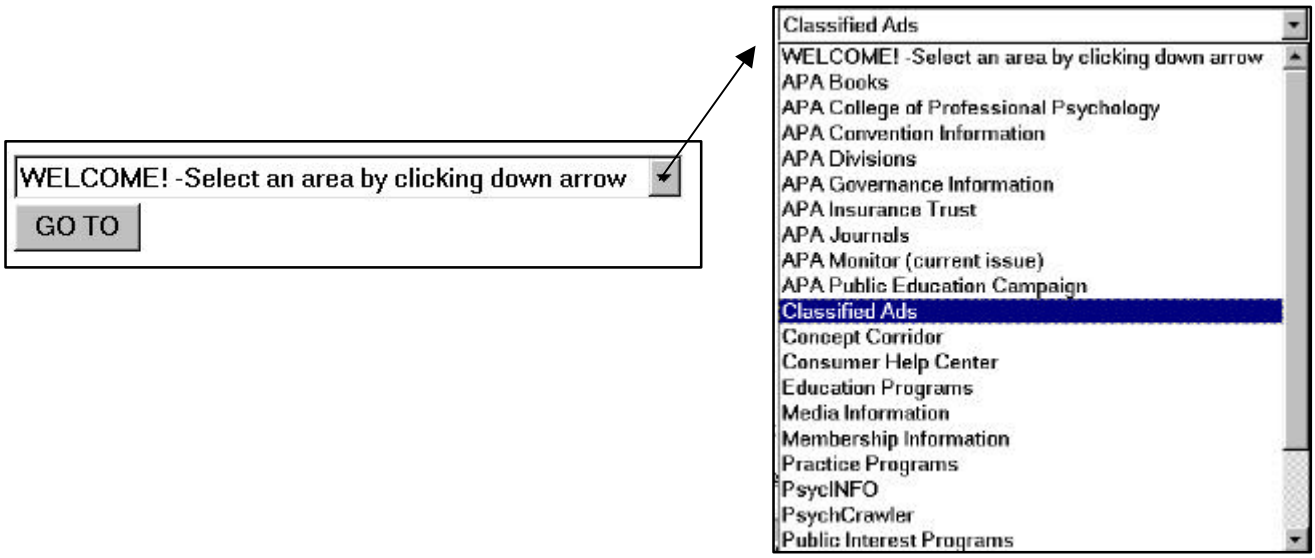
There are two ways in which a web page can present a clickable link that can be used to jump to a new page. The usual appearance of a link is something like this: depression. Clicking on the word "depression" will send you to a new page. In the Psych Web page, the panel on the left hand side of the opening page is entitled "Psych Web Resources". Each of the underlined titles represents a branch of the site that will take you to a new page. The program keeps track of the links that you have visited in earlier sessions: new links are highlighted in blue and previously visited links are highlighted in maroon. Clicking on the APA Style Resources link will bring you to a new page shown to the right of the figure. Note that each of the links in that page can be clicked to visit the branches of that branch. Similarly, clicking on the Careers in Psychology link will open a new window (also shown on the right of the figure).



In contrast, image links and image maps use pictures, or parts of pictures, as links. You can discover which images, or parts of images, are links by moving your mouse around the screen. The cursor turns into a hand when it is positioned on an image-based clickable link. Although the Psych Web site does not use image-based links, this is a common feature of many web sites. For example, the American Psychological Association (APA) site can be reached at:

http://www.apa.org

Two more techniques for linking both involve pop-up menus. A pop-up menu is a rectangle that usually contains some text. When you click on it, it expands into a list of options that you can choose. Here is a pop-up menu that is part of the APA site that allows you to choose which area of the APA site you would like to visit. Clicking on the down arrow brings up a pop-up menu as in the figure below.



Sometimes the menu items are links, so when you select the menu item you are linked to a corresponding page. The other variant on the pop-up menu approach to linking requires that you make your selection and then click on a nearby button that usually has the word “Go” inside.

Fast Lanes and Slow Lanes

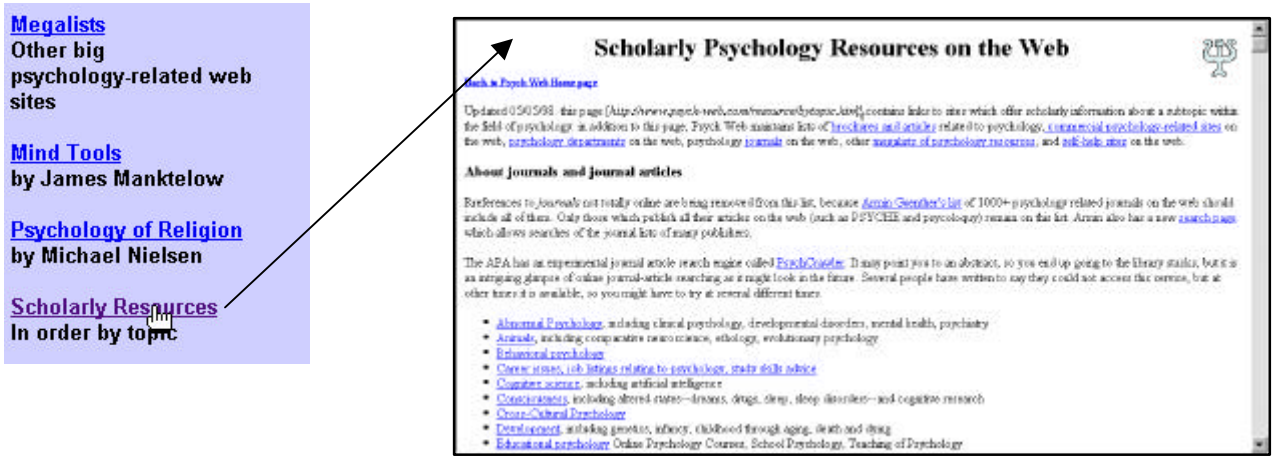
A good site accommodates the different needs and purposes of visitors to the site. This is best achieved by giving visitors the option of meandering through the site or moving quickly and directly to a particular part of the Web site. Sometimes people will visit a site simply to browse, letting the various features of the site capture their interest and take them here and there.

For example, a visitor to the APA site who wishes to explore articles on mental health issues could have multiple avenues of entry for information. One would be to click on the pop-up menu bar and then click on the various links such as Books or the APA Monitor. Another avenue would be to click on the “What’s New” button at the top of the page and then explore the site through that link. Another avenue would be to click on the “Off the Beaten Track” link to find out the latest research information available at the site.

Browsers who are in a particular hurry will be frustrated when some pages take a long time to completely load. The greatest delays are caused by the time it takes to load image components of pages. If you are in a rush, you will want to tell your browser not to automatically load images. Click on the Options button on the browser toolbar and then click the “Auto Load Images” button to turn off this feature. What you will see in place of the images is an icon telling you that an image is supposed to be there, along with a word or phrase that you can click on in place of the image to follow that link. Keep in mind though that not all images are links (remember that the cursor will change to a hand when it is positioned over a clickable image link).

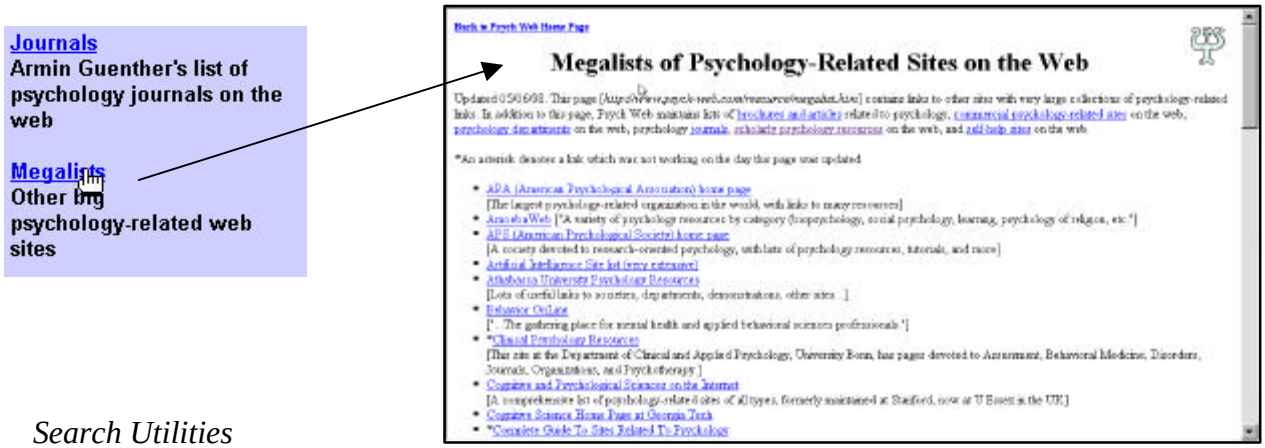
Psychology Resources

The Psych Web site provides a listing of resources that can be consulted for information on specific topics. The resources are grouped by area so that you can look at links that relate to a specific topic. For example, if you want information on abnormal psychology, you could click on the first link in the figure below. This will take the browser to a list of links on abnormal psychology. To get back, click on the “Back to Psych Web Home page” link found in the upper left hand corner of the resource page.



Megalists

As faculty and students surf the Web, they often collect long lists of links to sites of interest. Eventually, these lists are collated and form what are termed "megalists". The Psych Web page provides a Megalists link in the resource section of the home page. The megalists provide you with access to other psychology web sites that contain lists of web pages of interest.



Search Utilities

Many Web pages contain search utilities that allow you to locate links by entering key words and phrases. The computer that serves the Web page will present a list of links within that Web site which contain that word or phrase. Psych Web uses a simple search tool called Find Anything that is located in the home page (see figure below). Click on the Find Anything link, which will bring up the search engine. This tool takes up little space, but represents a very useful navigation feature at the level of the home page. To enter a search term, all you have to do is click on the text area and type the term into the area. You can choose to search the Web or to search the usenet groups and you can alter how the results of your search will be displayed (normal, compact). To start the search, click on the "Submit" button. Understand that the search may take a few minutes to return the results.

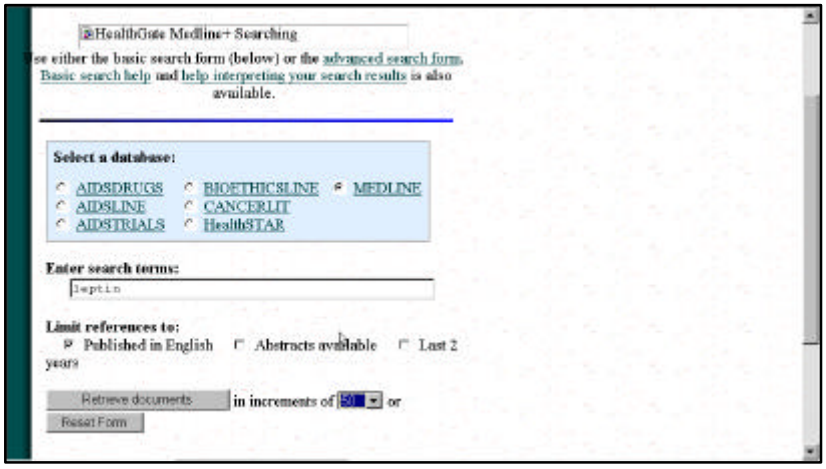
Note that the Psych Web Find Anything engine also gives you access to a variety of other search engines including AltaVista, Excite, InfoSeek etc.

Database Searches for Journal Articles and Books

There are other search tools that can be used to access databases containing psychology information. Medline is a search tool that can be used to seek out specific research articles relating to specific topics. The Medline search tool can be accessed at the following URL:

http://www.cmhc.com/medline/

The opening page for the Medline tool is shown in the figure below. This search tool uses buttons, check boxes, and pop-up menus. The circles next to the labels under the "Select a database:" heading are buttons. The current selection is "MEDLINE". You can switch to "HealthSTAR" by clicking on its button. The black dot will move to that button indicating that "HealthSTAR" is the selected database for the search. Next is the text area in which you enter your desired search terms. Below that you are given check boxes to further customize your search. Unlike the buttons above, you can check any or all of the check boxes. Checking all three would limit the search results to recent articles written in English for which abstracts are available. Below the checkboxes is a pop-up menu that allows you to choose your search results to be printed 5, 10, 20, 30, or 50 items to a page. To start the search, hit the retrieve document button. To reset the form, hit the reset button.



The Information Highway is a Two-Way Street

There is no question that the Internet is an invaluable source of information. A person who knows nothing about psychology could learn more in one hour at the Psych Web site than he or she could in many weeks of searching through a traditional library. But the most unique feature of the Internet is that it is interactive. You can use it to ask questions, to offer opinions, to buy things, post advertisements, on and on. Furthermore, you can participate anonymously, if you like, or simply listen in on the interactions of others. The Web contains several devices for on-line interactions. We will review these and show you how to use them.

Message Boards, Discussion Areas, Bulletin Boards, Forums, & Newsgroups

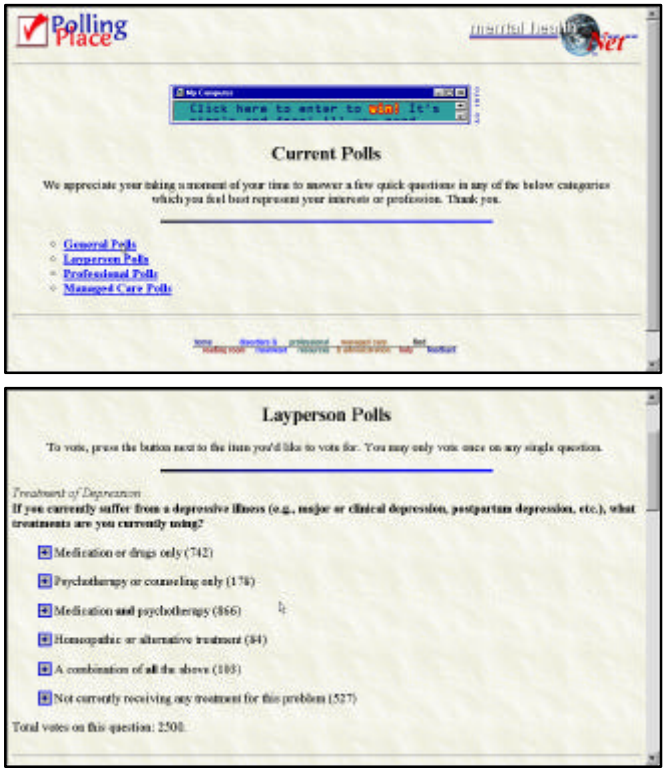
All of these terms are used to describe a Web site feature that lets you post messages, read other's messages, and reply to them. The programs that run these features typically organize the discussions by topics. A string of messages and replies is called a thread. You can take part in on-line discussions by clicking on the "Discussion Pages" link from the Psych Web Resources page. This will bring up a page that is moderated by Dr. Dewey. The page contains links to discussion topics. If you click on a discussion topic link, the existing thread will be shown in you browser. If you choose to reply to the discussion issue, click on the "send feedback" icon at the bottom of the page. This will bring up an email screen that is addressed to Dr. Dewey. Fill in the subject header and then click on the text area to write your message to be posted to the discussion area. Hit the send button to deliver the message.

Polls and Surveys

The Internet also allows you to participate in surveys and opinion polls related to psychology issues. An example of an opinion poll can be found at the following URL:

http://www.cmhc.com/vote/

If you click on the Layperson Polls link, a new window will open to the figure shown below. The first online poll of the page asks respondents to indicate the types of treatment that they have received for depression. The results are quite interesting. Particularly noteworthy is the fact that one fifth of the respondents received no treatment at all for their depression! If it is appropriate for you to respond to one of these polls, just click on the check mark next to your response choice.



On-Line Psychological Research

Introductory Psychology students often take part in research projects as part of their course requirements. One of the features offered on the Web is the opportunity to take part in on-line psychology experiments. These can range from surveys and questionnaires to perception studies that have been posted to the Web. If you wish to take part in an on-line experiment, visit one of the following sites:

http://www.uni.edu/walsh/tutor.html
http://psych.hanover.edu/APS/exponnet.html

Final Thoughts

The World Wide Web is growing in both size and complexity. Each day thousands of new sites are added, and every year technical innovations extend the range of ways that the Internet can be used. Not long ago the Internet was simply a place to access information. With the advent of bulletin boards and chat areas, World Wide Web visitors could begin to make their opinions known, and react to what they learned on the Internet. We are currently entering the phase in which the Internet can reach out to users, automatically informing them of changes in their favorite Web sites, downloading news stories on specified topics, and so on.

Chapter 5
Introductory Psychology Links

The Internet provides an easy and economical way to share information. Professional and lay people interested in psychology have capitalized on these qualities to create an extensive network of information resources related to the scientific study, and even the politics, of psychology. There are 1,000s of Web sites that are dedicated to psychology. At these sites you can learn about the latest scientific findings related to a particular topic such as social psychology, read first hand accounts of the personal experiences of others, learn ways to help and support friends or relatives who have psychological problems, "chat" with folks who share a common interest in psychology, engage in debates about public mental health policy, locate books and journal articles psychology related topics, and on and on.

However, some of the Internet's greatest strengths also represent its greatest dangers. The ease and low cost of publishing information on the Internet has resulted in a proliferation of Web sites. By some estimates, 5,000 new Web sites are added to the Internet each day, and hundreds become extinct. Using the Internet as a publication outlet, almost anyone can say almost anything about almost any topic, without any regard to accuracy, fairness, or scientific rigor. The usual editorial controls that we take for granted when we read a newspaper or a scientific article do not exist for Internet information. For this reason, it is especially important that students, professionals, and lay people alike learn to be careful and selective consumers of Internet information. As a general rule, Web sites associated with established professional organizations (e.g., the American Psychological Association), government agencies (e.g., the National Institutes of Mental Health), and universities can be trusted as reliable sources of information. These organizations generally have rules and screening procedures related to the material that can be published on their Web sites. After all, their reputations are at stake. However, the best way to deal with the accuracy problem is to use the Internet as a starting place for gathering information, and to confirm what you learn using authoritative texts and journal articles. Needless to say, be very cautious if a Web site asks you for personal information.

A problem caused by the ease of Internet publishing is the proliferation of useless or redundant information. The vast majority of Web pages serve only as a resource directory for other Web pages. That is, most pages contain little or no uniquely useful information. In a way the Internet is like a town that has 500 residents and 10,000 different telephone books. Search engines (e.g., Yahoo), that used to be efficient ways to find a manageable number of Web sites related to a search topic, are now producing hundreds of links (or "matches") for most search terms. A search using the keyword "Freud" on the AltaVista engine returned 102,030 matches. Of these, only a few will be relevant. Moreover, the material on many sites will be a referral to another set of links. Patience is in order when you are conducting Web research.

Getting Started

There are many Web pages that are relevant to your study of introductory psychology. The material below will provide you with a list of Web pages to get you started. The links are organized around general categories of topics, as are the chapters of the Westen introductory psychology textbook. This chapter will provide information on general Web resources, and I have made every effort to provide working links. Please understand that links can come and go and it is possible that one or more of these links may not be active in the future.

General Resources

The following are links that can be used as a starting point in your search for information on topics drawn from introductory psychology.

The Westen Web Site is located at:

http://www.wiley.com/college/westen

Search Engines

Inter-Links
http://alabanza.com/kabacoff/Inter-Links/
The Inter-links site provides a variety of resources including links to search engines that can be used to gather information from the Web. The site also provides information on using Internet resources.

Internet Sleuth
http://www.isleuth.com/
The Internet Sleuth searches for information from a number of Web databases. The user can choose to search using one or all of six different engines (e.g. Yahoo!, Excite, Infoseek).

Webtaxi
http://www.webtaxi.com/
WebTaxi provides access to nineteen different search engines.

Psychology Software

Psyc-Link Software
http://www.plattsburgh.edu/psyclink/
Psyc-Link provides a listing of psychological software that is available commercially (software catalog) and a listing of software that can be downloaded for free (Psyc-Link Archive). The software is grouped by psychology topic.

Software Archives in Psychology
http://psych.hanover.edu/Krantz/software.html
This site provides links to ten software sites that either review, describe, sell, or give away psychological software. The CTI (Computers in Teaching Initiative) site is worth a visit to examine the software that can be used in psychology courses.

News Sources

Psych News International
http://www.mhnet.org/pni/
This site contains a monthly electronic journal devoted to topics in psychology, psychiatry, and social science. The site also provides a searchable index.

Psychology Web Site Lists

Psychology WWW Virtual Library
http://www.clas.ufl.edu/users/gthursby/psi/
This comprehensive site is provided courtesy of Dr. Gene R. Thursby from the University of Florida. The site provides pages devoted to Academic Departments and Programs, publishers of Psychology books, Directories of Psychology Resources, lists of psychology Newsgroups, Psychology journals, and on-line Psychology Libraries. Check out the section of the page devoted to What's New in Psychology Sites

Mike's Psyc Sites
http://www.coe.uca.edu/psych/mscoles.htm
This site is provided courtesy of Dr. Michael Scoles of the University of Central Arkansas. The site index provides links to sites relating to APA Writing Style, Research Ethics, the History of Psychology, Statistics, and Teaching Resources. The site is an excellent starting point for looking for information on introductory psychology topics.

MegaPsych Home Page
http://www.tulsa.oklahoma.net/~jnichols/megapsych.html
This comprehensive site provides links relating to Psychology Discussion Lists, electronic Psychology journals, interesting psychology web sites, and a long list of miscellaneous web links.

Demonstrations, Tutorials, & Class Materials
http://www.uni.edu/walsh/tutor.html
This site is maintained by Dr. Linda Walsh from the University of Northern Iowa. The site contains numerous links to web sites of interest for faculty and introductory psychology students.

Psychological Associations

American Psychological Association
http://www.apa.org/
A basic and easy-to-navigate homepage. The site provides a link to PSYCHNET, an informative site that contains links to APA journals and other publications. The APA site also provides a link a page of student information, which provides information on graduate training and careers in psychology.

American Psychological Society
http://www.hanover.edu/psych/APS/aps.html
The APS places greater emphasis on scientific issues than on issues related to clinical practice, and this is reflected in their web site. The APS site has links to teaching and scientific resources, and to the two APS-sponsored journals.

American Psychiatric Association
http://www.psych.org/
Like the American Psychological Association site, this site links to information for the public as well as information for scientists and practioners. There is an online newsletter, *Psychiatric News*, and links related to legislation of concern to psychiatrists. These two links provide an interesting look into the issues that concern the profession of psychiatry.

Psychology Writing Style

Preparing a Laboratory Report
http://www.psych-web.com/tipsheet/labrep.htm
Students who have been assigned to write a paper using the style of the American Psychological Association should consult this site to learn about the basics of the APA style. A writing style tip sheet is available at this site.

Guidelines for Writing in APA Style
http://www.ldl.net/~bill/aparev.htm
An overview of the APA style is provided by this site in the form of an on-line paper that is written using APA style.

Links to Psychology Departments

Psychology Departments Worldwide
http://www.psych.neu.edu/psylink/psydepts.html
The Northeastern University Psychology department maintains this collection of links to hundreds of psychology departments around the world. Visit the Web page of your university psychology department to learn more about its programs and faculty.

Careers in Psychology

Online Career Center
http://www.occ.com
Over 250 companies post listings of employment opportunities on this site. The listing is especially strong in the hi-tech area.

On Pursuing Graduate Training in Psychology
http://www.uni.edu/walsh/linda2.html
Students who are wondering whether advanced training in Psychology is an option in their future should consult the links of this site. This site has information on the application process, careers in psychology, and on how to be a successful graduate student.

Graduate School and Careers in Psychology
http://www1.rider.edu/~suler/gradschl.html
Students seeking information on the variety of careers available in psychology should visit this site. The site also has detailed information on how to apply for admission into graduate school.

On-Line Psychology Experiments

Psychological Experiments on the Net
http://psych.hanover.edu/APS/exponnet.html
This comprehensive site is a great starting point for students interested in participating in on-line psychology research. The site provides links to experiments that range from biological psychology to social psychology. The site is provided by the American Psychological Society. The site also contains a discussion group relating to on-line research.

On-Line Psychology Experiments
http://www.yorku.ca/dept/psych/lab/links/online.htm
This site provides access to comprehensive sites that cover on-line psychology surveys or experiments.

Issues and Links on Web Research
http://www.psy.unipd.it/personal/laboratorio/surprise/htmltesi/metod2.html
This site contains information on methodological issues relating to on-line psychology research, some links to current on-line experiments, and a set of links relating to Internet statistics and demographics.

Web Tutorials on Psychology

PsyberSite at Miami University
http://miavx1.muohio.edu/~psybersite/
Miami University has created a web site devoted to tutorials on various issues in psychology. Most of the current topics relate to issues in social psychology (i.e. the just world hypothesis, physical attraction).

WESTEN INTRODUCTORY PSYCHOLOGY LINKS

Your introductory psychology course is organized around topics in the field of psychology and your course readings will be drawn from specific chapters in the Westen psychology textbook. To enhance your learning experience, the following section provides specific links to topics that are covered in the various chapters.

Chapter 1
Psychology: The Study of Mental Processes and Behavior

Today in the History of Psychology
http://www.cwu.edu/%7Ewarren/today.html
This site provides access to a listing of over 3100 critical events that comprise the history of psychology. Students can determine what event(s) occurred in psychology on a specific date. [The list is drawn from: Street, W. R. (1994). A chronology of noteworthy events in American psychology. Washington, DC: American Psychological Association.]

The Psychology Hall of Fame
http://www.angelfire.com/tx/jcr/Psychology.html
This comprehensive web site provides students with access to short biographies of famous psychologists.

The University of Toronto Museum of Psychological Instruments
http://psych.utoronto.ca/museum/
One of the features that differentiated psychology as a science was its early use of physical instruments to study psychological function. This on-line museum provides access for students to view early research instruments such as a kymograph or a tuning fork.

Museum of the History of Psychological Instrumentation
http://www.chss.montclair.edu/psychology/museum/museum.html
This comprehensive on-line museum contains hundreds of diagrams of early psychological instruments, an explanation of their purpose, and references for further study.

Chapter 2
Research Methods in Psychology

Knowledge Base: An On-line Research Methods Textbook
http://trochim.human.cornell.edu/kb/content1.htm
This web site contains a complete undergraduate textbook devoted to research methods.

Critical Thinking in Psychology
http://gateway1.gmcc.ab.ca/~digdonn/psych104/think.htm
This site addresses some of the conceptual difficulties faced by introductory students in understanding research methods. Issues relating to asking testable research questions and distinguishing between experimental and correlational designs are covered in this site.

Characterization of Quack Theories
http://quasar.as.utexas.edu/BillInfo/Quack.html
The author of this brief site provides an explanation of the flaws that characterize what have been termed quack theories. Issues covered include language difficulties and flaws in evidence and logic.

Volunteer to take Part in an Internet Research Study
http://stange.simplenet.com/psycsite/html/volunteer.htm
On-line research projects are available at this site.

Statistics on the Web
http://www.execpc.com/~helberg/statistics.html
This comprehensive site contains lists relating to statistical software, discussion groups, and on-line statistics textbooks.

VassarStats: Web Site for Statistical Computation
http://faculty.vassar.edu/~lowry/VassarStats.html
This page provides faculty and student access to an on-line statistical calculator. A variety of statistical tests ranging from correlation coefficients to t-tests can be computed using this page.

Chapter 3
Biological Bases of Mental Life and Behavior

Basic Neural Processes Tutorials
http://psych.hanover.edu/Krantz/neurotut.html
Dr. John Krantz of Hanover College has created a tutorial site on neuron function and neuroanatomy. Among the features of this site are an interactive tutorial on the structures of the human brain, a link to an extensive collection of brain images, a tutorial on the physical factors that produce the action potential, and a glossary of terms relating to biological psychology.

The Action Potential
http://fig.cox.miami.edu/Faculty/Tom/bil255/action_potential.html
This site provides the advanced student with a brief coverage of the physical factors in the axon membrane that interact to produce the action potential.

The Whole Brain Atlas
http://www.med.harvard.edu/AANLIB/home.html
This is the complete and comprehensive site for students interested in images of the human brain. This Harvard University site provides a primer on neuroimaging and access to an extensive collection of images of the normal brain. Also covered are movies and images of brains that have suffered accidental damage or that have been damaged through disease (e.g. Alzheimer's Disease).

The Human Brain: Dissections of the Brain
http://indy.radiology.uiowa.edu/Providers/Textbooks/BrainAnatomy/BrainAnatomy.html
This colorful site provides a series of images of human brain with each image accompanied by a description and a labeled diagram. Warning: This site is not for the faint-hearted as these images are taken from actual human brain dissections.

Dr. D's Neuroanatomy Stuff
http://web.vet.cornell.edu/public/education/neuro/index.htm
Dr. DelaHunta offers a site containing labeled and unlabeled sections of dog brain. These sections show the anatomy of the spinal cord through the forebrain and can be used for learning and review of neuroanatomy. The site also provides a nice coverage of the anatomy and function of the 12 cranial nerves (see the Anatomic Diagnosis section for this feature).

Conversations with Neil's Brain
http://weber.u.washington.edu/~wcalvin/bk7/bk7.htm
Neil is a young man who has suffered a series of epileptic seizures and who requires brain surgery to eliminate the seizures. This site provides a running conversation with the surgeons and Neil on his brain. Topics include how the brain handles memory, vision, mood, and language. This site will be of great interest to students as they study the mind-brain problem.

Primer on Molecular Genetics
http://www.bis.med.jhmi.edu/Dan/DOE/intro.html
This site offers students an introductory primer to the concepts of genetics including DNA, genes, and chromosomes as well as strategies used to map chromosomes.

Evolutionary Psychology Primer
http://www.psych.ucsb.edu/research/cep/primer.htm
This site provides an extensive discussion of the principles of evolutionary psychology as well as extensive references for further reading and research.

Timmons and Hamilton: Drugs. Brains, and Behaviors
http://www.rci.rutgers.edu/~lwh/drugs/
Drs. Timmons and Hamilton have written an on-line book covering drugs and behavior. The site offers a brief history of psychopharmacology and a drug resource link as well as coverage of topics ranging from pain to fear and schizophrenia. The book also offers an on-line glossary of psychopharmacology terms.

Chapter 4
Sensation and Perception

Visual Demonstrations
http://psychlab1.hanover.edu/classes/Sensation/
Dr. Krantz offers a series of fifteen slides that illustrate major principles of sensation and perception. Among the slides are demonstrations of Gestalt principles of figure and ground as well as color afterimages.

Illusion Gallery
http://valley.uml.edu/psychology/illusion.html
The focus of this site (pun intended) is to offer on-line access to a series of twenty-one visual illusions. Students will enjoy classic illusion such as the Necker cube and impossible figures and will also appreciate Nik's mummy illusion. Faculty will find this site a good resource for in class demonstrations of common visual illusions.

The Joy of Visual Perception: A Web Book
http://www.yorku.ca/eye/
Dr. Peter Kaiser offers students an on-line book devoted to coverage of the visual system and perception. The book offers detailed explanation of the anatomy and function of the eye and the figures of this book are well-done. Some of the material will be too advanced for introductory students but faculty will find the book useful as a source of images for in-class lectures.

IllusionWorks
http://www.illusionworks.com/
This advanced site offers students access to a large number of visual illusions as well as detailed explanations of each illusion. The major categories of illusions covered on this site include impossible figures and objects, ambiguous images, motion ambiguity, distortion illusions, afterimages, facial illusions, and color and shadow illusions. This site is worthy of a visit for students and faculty.

Tutorials in Sensation and Perception
http://psych.hanover.edu/Krantz/sen_tut.html
Dr. Krantz offers a tutorial on the concept of visual receptive fields and on the use of visual information in art.

Learning Studio: On-Line Exhibits
http://www.exploratorium.edu/learning_studio/lsxhibit.html
This on-line Exploratorium exhibit profiles illusions and demonstrations that involve vision and audition. Many of these links require the prior installation of Shockwave on your computer in order to view these pages.

Demonstrations in Auditory Perception
http://www.music.mcgill.ca/auditory/Auditory.html
Dr. Welch offers a site containing basic information on audition, links to on-line experiments involving audition, and to other web sites that cover the field of audition. The site also offers an extensive glossary and bibliography.

Chapter 5
Learning

Positive Reinforcement: A Self-Instructional Exercise
http://server.bmod.athabascau.ca/html/prtut/reinpair.htm
This site offers students the opportunity to complete an on-line exercise in using positive reinforcement (requires 0.5-1.5 hours to complete).

The B.F. Skinner Foundation
http://www.lafayette.edu/allanr/skinner.html
This web site is dedicated to the research efforts of B.F. Skinner. The site contains an autobiography of Skinner, an extensive listing of his books, and a listing of his research articles.

Methods for Changing Behavior
http://www.cmhc.com/psyhelp/chap11/
This unique site from the Mental Health Network offers information on strategies derived from learning theory that can be used in a self-help program. This site offers a comprehensive overview of how to change your own behavior.

Practice Examples of Punishment and Reinforcement
http://www.sfu.ca/~tbauslau/302/rp.html
This site offers students a practical assessment of their understanding of the principles of punishment and reinforcement using 27 different examples of behavior.

Tutorials on Conditioning
http://www.valdosta.peachnet.edu/~whuitt/psy702/behsys/behsys.html
This site offers basic information on classical and operant conditioning.

Theories into Practice
http://www.lincoln.ac.nz/educ/tip/3.htm
This site offers tutorials on theories of psychology including a number of those related to learning. Coverage includes contiguity, conditions of learning, drive-reduction, operant conditioning, and social learning. Each unit provides a brief description and references for a topic.

Chapter 6
Memory

Mind Tools: Memory Techniques and Mnemonics
http://www.demon.co.uk/mindtool/memory.html
This is the site for a student interested in understanding memory improvement. The site covers basic information on memory, describes techniques to enhance memory including a variety of mnemonics, and provides students with detailed examples of application of memory techniques.

Exploratorium: The Memory Exhibition
http://www.exploratorium.edu/memory/index.html
This exciting Exploratorium exhibit offers links to on-line demonstrations of memory including early childhood memory, eyewitness memory, and offers a variety of links to sites dealing with memory topics.

Memory Home Page
http://www.ntu.ac.uk/soc/bscpsych/memory/
This overseas site offers access to an on-line undergraduate course on memory. A notable feature of the site is a page devoted to student papers on memory topics ranging from amnesia to increasing free recall during an exam.

On-line Demonstration of Short-Term Memory
http://pantheon.cis.yale.edu/~bayern/feb15-demo1.html
This site offers a brief on-line demonstration of how to assess short-term memory.

Chapter 7
Thought and Language

Experiments in Cognition
http://kahuna.psych.uiuc.edu/ipl/cog/level_2_cog.html
A site dedicated to cognition that offers students the opportunity to take part in on-line experiments relating to reaction time (simple or complex), the Stroop effect, and chimeric faces.

Creativity Web
http://www.ozemail.com.au/~caveman/Creative/index.html
This home page focuses on resources related to creativity research.

Language Sites
http://rampage ss.onramp.net/~world/langlinks.html
This page offers students access to lists of sites dealing with language and language study.

Chapter 8
Intelligence

Theories of Intelligence
http://www.lincoln.ac.nz/educ/tip/85.htm
The focus of this site is to provide brief tutorials on the major theories of intelligence. The site covers Guilford, Sternberg, Gardner, and Paiget. A bibliography on intelligence theories is also provided on this site.

On-Line Wisdom IQ Test
http://www.brain.com/iq/wisdom.html
This commercial site offers students the opportunity to take a brief on-line assessment of their "wisdom quotient."

Frequently Asked Questions on Psychological Tests
http://www.apa.org/science/test.html
The American Psychological Association offers this FAQ on psychological tests including information on the use and purchase of tests and sources of information on psychological tests.

Chapter 9
Consciousness

Institute for Brain Aging and Dementia
http://www.apa.uci.edu/dement.html
This is a fabulous site for medical and research related information on dementia. Information on the site includes coverage of the nature of dementia, its causes, and techniques for diagnosis. Don't miss the compelling MRI and SPECT images comparing the brains of persons with and without dementia.

The Self-Psychology Page
http://www.selfpsychology.org/
An outstanding site dedicated to a contemporary version of psychoanalytic theory that focuses more on consciousness and relationship issues, and less on sex and aggression. The site includes forums and discussion groups, the full text of scholarly papers, and much more.

National Institute of Drug Abuse
http://www.nida.nih.gov/
This is the homepage of the National Institute on Drug Abuse. It contains a very thorough and readable collection of pages about all of the major drugs of abuse. For each drug there is a "capsule" (interesting choice of words) that summarizes the drug, its effects, and abuse profile, and there is also a list of more scientific articles related to that substance.

Sleep Medicine Home Page
http://www.users.cloud9.net/~thorpy/
A comprehensive site for information on sleep and sleep disorders.

Web of Addictions
http://www.well.com/user/woa/
Another site that provides facts about alcohol and drug abuse, guides to treatment resources, and links to related sites. The section labeled "New" provides links to newly created web pages on alcohol and drug abuse. This seems to be kept up-to-date.

Chapter 10
Motivation

Kinsey Institute for Research in Sex, Gender, and Reproduction
http://www.indiana.edu/~kinsey/
The Kinsey Institute promotes interdisciplinary research and scholarship in the fields of human sexuality, gender, and reproduction.

Animal Behavior Links
http://www.mtholyoke.edu/courses/crandall/links.htm
The focus of this site is animal behavior. The site provides numerous links to animal behavior organizations, research groups, live animal cameras, zoos, and an animal FAQ.

Sexual Dysfunctions
http://eee.oac.uci.edu/96s/class/p121da/dysfunc.html
A simple text description of the complete set of DSM-IV sexual dysfunctions. The information appears to be accurate and authoritative. Descriptions of the disorders are supplemented with clinical case material.

Eating Disorders Something Fishy
http://www.something-fishy.com/ed.htm
One of the best sites on eating disorders. Contains information on the nature of eating disorders, warning signs, medical complications, support group links, treatment issues, chat links, and on and on.

Chapter 11
Emotion, Stress, and Coping

Emotional Intelligence: On-Line Quiz
http://www.utne.com/cgi-bin/eq
This site offers student access to an on-line test of emotional intelligence. The test involves 10 brief items that are scored on-line. The EQ report provides a summary of EQ score and a brief overview as to the meanings of emotional intelligence.

Health Risks Questionnaire
http://www.youfirst.com/hra.htm
This commercial site offers a variety of links to sites dealing with health risks. One of the prominent features is an on-line assessment of health risk. The assessment requires a password and requires between 5 and 10 minutes to complete.

Health Psychology and Rehabilitation Web Site
http://www.healthpsych.com/
An excellent site with a wide array of basic and advanced information on health psychology. There are links to health psychology research, psychological tests related to health psychology issues, and a discussion area where you can read the correspondences of practicing health psychologists.

Emotional Intelligence
http://trochim.human.cornell.edu/gallery/young/emotion.htm#emotional
This site provides links to sites dealing with emotion and with emotional intelligence.

Chapter 12
Personality

The Personality Project
http://pmc.psych.nwu.edu/personality
The Personality Project offers access to a variety of resources relating to the psychology of personality. Specific coverage is given to personality theory, societies, and personality assessment.

On-Line Tests of Personality
http://www.queendom.com/personty.html
On-line personality tests can be accessed on this site including assessment of jealousy, extraversion-intraversion, Type A personality, and sales personality.

Self-Quiz for Personality
http://www.psych-web.com/selfquiz/ch12mcq.htm
This site offers students the opportunity to test their knowledge of personality theory.

Biography of Sigmund Freud
http://austria-info.at/personen/freud/freud1_e.html
The focus of this site is the life and times of Sigmund Freud in Vienna.

Personality Psychology Links
http://www.wesleyan.edu/spn/person.htm#online
This site offers access to a variety of links to on-line personality assessment sites.

Chapter 13
Physical and Cognitive Development

Classic Theories of Child Development
http://idealist.com/children/cdw.html
This site offers basic information on the major theorists of developmental psychology including Erikson, Freud, and Mahler. The site offers a month by month summary of child development and a search engine for additional information on developmental psychology.

GeroWeb
http://www.iog.wayne.edu/GeroWebd/GeroWeb.html
GeroWeb offers a search engine to obtain information on aging.

Piaget Tutorial
http://www.lincoln.ac.nz/educ/tip/30.htm
A brief tutorial with references on the work of Jean Piaget.

Chapter 14
Social Development

Marriage and Family Resources on the Web
http://www.nova.edu/ssss/FT/web.html
This resource site provides links to organizations, journals, and discussion groups relating to marriage and family issues.

Temperament
http://www.temperament.com/
This site offers a collection of links to resources on temperament.

Attachment Home Page
http://www.attach-bond.com/
This site provides a compilation of links to pages dealing with issues and difficulties in attachment. The site includes an FAQ on attachment.

Chapter 15
Psychological Disorders

Mental Health Net
http://www.cmhc.com/
The Mental Health Net is a comprehensive site that provides descriptions of psychological disorders, articles and abstracts, chats, discussion areas, support -group links, and many other useful resources. The site is fully searchable and is highly interactive.

PsychCentral
http://www.coil.com/~grohol/
This site contains online articles, directories of online support groups, chats, and mailing lists. The directory of mental health links is comprehensive, with each link described and the better ones designated with a star. An invaluable resource for the student interested in mental health.

Internet Mental Health
http://www.mentalhealth.com/
Information on 52 psychological disorders, 67 psychopharmacologic medicines, and countless articles (full text) reprinted from reliable sources. And of course, dozens of links.

Online Screening for Anxiety
http://www.med.nyu.edu/Psych/screens/anx.html
A brief interactive test that is used to screen for anxiety disorders. Use the buttons to respond yes or no and see if you are at risk for having an anxiety disorder. Make sure to read the disclaimers!

Depression Central
http://www.psycom.net/depression.central.html
Dr. Ivan Goldberg's excellent depression page carries basic information about the mood disorders with special attention paid to bipolar disorder. The page is unique in supporting links related to depression in special populations (e.g., children and adolescents, the elderly). The site has good information about medications and about electro-convulsive therapy. The site is simple in its design but very effective.

Schizophrenia Homepage
http://www.schizophrenia.com/
An outstanding site that allows you to obtain news about schizophrenia, participate in chats, and access discussion areas related to schizophrenia. The site has information links for professionals and lay persons, but is a particularly outstanding site for students.

National Alliance for the Mentally Ill
http://www.nami.org
An advocacy group, the NAMI is dedicated to the welfare of persons with psychological disorders and their families. This site contains interesting facts about the prevalence and costs of mental illness in the United States, as well as numerous articles and news briefs related to legislation that affects persons with mental illnesses, including insurance coverage, homelessness, patient rights, and much more.

Chapter 16
Treatment of Psychological Disorders

Group Psychotherapy Homepage
http://freud.tau.ac.il/~haimw/group2.html
This site is intended mostly for practicing group psychotherapists, however, students can learn much from the link to "Group Psychotherapy for the Layperson". The site is a little slow, and you may need to hit your "Stop" button to get the page to appear. Worth the hassle though.

What is Cognitive-Behavior Therapy?
http://pages.nyu.edu/~lqh6007/BehavioralAssociates/therapy.html
Behavioral Associates provides this brief but informative primer on cognitive-behavior therapy, how it works, and who can benefit from it. This is a simple page of text with no links.

Dr. Bob's Mental Health Links
http://uhs.bsd.uchicago.edu/~bhsiung/mental.html
A comprehensive listing of web pages devoted to the mental health field. The page focuses of psychological syndromes, therapies, organizations, and university counseling links.

Chapter 17
Attitudes and Social Cognition

Living in a Social World: Web Tutorials in Social Psychology
http://miavx1.muohio.edu/~shermarc/P324tuta.htmlx
This Miami University site contains tutorials on social psychology topics such as intergroup bias and the social psychology of advertising. Other topics include the social psychology of sport.

Social Psychology Network
http://www.wesleyan.edu/spn/
This web site affords a comprehensive treatment of the topic areas of social psychology. The site covers social training programs, social courses and journals, social research groups, on-line social psychology experiments, and social textbooks. The site is searchable and is a must visit for persons seeking information on social psychology.

Primer of Persuasion and Influence
http://www.as.wvu.edu/~sbb/comm221/primer.htm
This site offers practical advice on the psychological principles involved in persuasion and influence.

Chapter 18
Interpersonal Processes

Links to Social Psychology Topics
http://www.wesleyan.edu/spn/social.htm
A comprehensive reference site that provides links to a variety of topics in social psychology including group behavior, interpersonal relations, social influence, prejudice, gender, and prosocial behavior.

The Shyness Home Page
http://www.shyness.com/
This site contains links to web pages relating to the topic of social shyness.

Stanford Prison Experiment
http://www.ed.ac.uk/~mlc/marble/psycho/prison/
Dr. Zimbardo has created an on-line slide show detailing scenes from the famous Stanford Prison study.

Obediance to Authority
http://caps.otago.ac.nz:801/grant/PSYC/OBEDIANCE.HTML
This site provides a clear and concise description of the obedience studies carried out by Dr. Stanley Milgram. The site presentation is enhanced by the inclusion of photos that depict scenes of the original research project.

Chapter 6
Creating A Home to Call Your Own

Topics

- What Is HTML?
- What are the HTML codes and how do they work?
- How do I create my own Web page?

What is HTML?

HTML stands for Hypertext Markup Language, a programming language that allows Web pages to be read by browsers in multi-platforms. This language allows the programmer to insert video and audio, and also enables the programmer to hyperlink to other documents on the Internet. HTML has become the standard on the Internet.

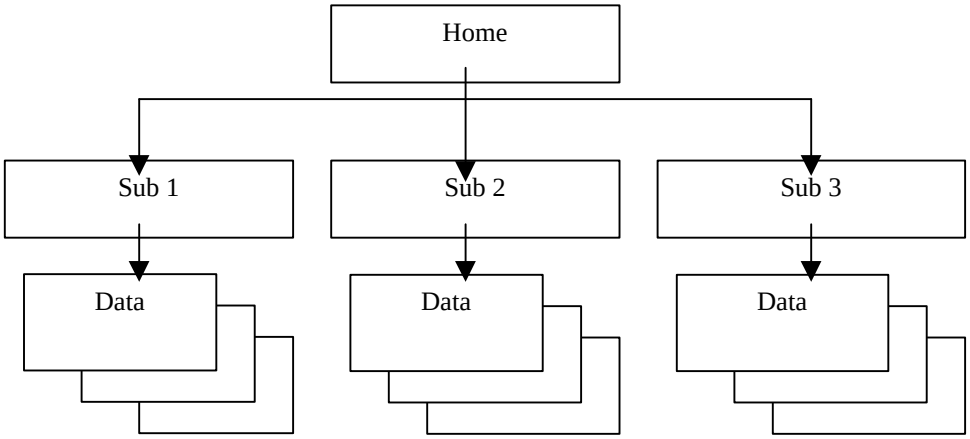
What Are the HTML Codes and How Do They Work?

At first glance, the HTML language looks terrifying and extremely complicated. However, it is actually simpler than it looks. HTML works somewhat like an old typewriter. The typewriter must be told to start and end the boldfacing or underlining of certain words and phrases in a document. As with a typewriter, you must instruct the browser to do the same for your Web page. These instructions come in the form of Tags. Tags are instructions to the browser on how to format a document, such as line breaks, paragraph breaks, or italics. A command in HTML always begins with **<tag>** and ends with **</tag>**. For example, if you want to bold the word "hello" in HTML, you must sandwich "hello" in the instructions for bold, as follows: **<B>Hello</B>**. Tags are not case sensitive, but they are highly sensitive to spelling errors. There are a large number of HTML Tags. Take a look at the list of Tags in Appendix 5.1 and try to understand what each tag means.

How to Create Your Own Simple Web Pages

Before you begin with your own home building exercise, you should create sketches, or mentally picture how you want your Web pages to look like. Use your imagination; there is little that cannot be done on the Web, and this includes audio and video. However, bear in mind that a Web site not only has to look good, it must also function and serve the user well. By now, you will have noticed that some sites on the Web are very logically designed while others seem more haphazard, as if they were the creation of several different people. Therefore, it is important to design a well-organized site.

A simple structure may look as follows:



Level 1: The home page, the index that allows the user to go directly to any and all other pages on your site.

Level 2: A subdirectory to the original index/home page.

Level 3: The data or stories you want the public to access.

You also should not forget to link back to the home page or subdirectory. Once you have completed the sketches, you are ready to design your home page. But like a chef in the kitchen, you must first gather the ingredients. In this case, the ingredients are the images and background. To view images or backgrounds that appeal to you, visit the sites below.

These sites contain good texture, images, or backgrounds.	
The Graphic Station	http://www.geocities.com/SiliconValley/6603/
Texture Land	http://www.meat.com/textures/
HTML Goodies	http://www.htmlgoodies.com/

Once you have found a picture or background that you like, bring the cursor to the image. Click on the right button of the mouse and a table will appear.

1. Insert a floppy disk in your **A** drive.

2. Choose *save **image as***

3. Type **a:image1** in the white area under the words ***File Name***.

4. Take note of the type of image that is being downloaded by looking under ***Files Save As Type*** and click ***OK***. You have just downloaded the image into your floppy drive.

Be careful of copyrights and logo restrictions and make sure you read their FAQ or agreement pages.

There are two standard graphic formats or extensions on the Internet. They are the *.gif* and the *.jpg*. If you would like to see the image that you have saved, click on the ***Open*** icon and type **a:image1.jpg**. If nothing shows up, try **a:image1.gif**.

Now that you have gathered the ingredients, it is time to prepare the cooking tools, which in this case is the Notepad in the Accessories group within Windows 3.11. If you are using Windows 95, click on

Start, click ***Accessories,*** and click ***Notepad***. Once you have picked the recipe (structure), collected the ingredients (images) and the cooking tools (Notepad), it is time to cook the dish. We shall begin with the general HTML format.

HTML Tags

The entire HTML program must start with the <html> tag and end with the </html> tag. This informs the browser that the file is written in HTML.

Head and Title Tags

The head and title tags follow the HTML tag. They allow you to describe and identify the page. The title will appear on the blue bar above the ***Menu Bar*** when viewed in Netscape. For now, limit the title to a few words.

Body Tags

The body tag follows the head and title tags and includes all text and graphics that you would like to show on the page. When combined, it should look like this:

```
<Html>
<Head><title>YOUR TITLE HERE </title> </head>
<body>YOUR TEXT AND GRAPHICS HERE </body>
</html>
```

Formatting the Text and Graphics On Your Page

Insert your text between the <body> and </body> tags. Keep in mind that the browser does not understand the hard carriage return or formatting instructions in Notepad, so you must insert a
 tag after every line. Otherwise, the computer will read it as one continuous paragraph. If you want a double carriage return, the <p> tag can be utilized. Text can be formatted only in limited ways in HTML. The basic ones are as follows:

Boldface	Boldface a word or a string of words in a sentence by inserting the and tags.
Italics	Italicize a word or a string of words in a sentence by inserting the and tags.
Font Sizes	Control the size of your text by inserting the text between header tags or font size tags. I prefer heading tags as they are easier to control. Allowable font sizes range from H1 to H6, wherein H1 is the largest and H6 is the smallest. To simplify things, we will utilize header tags.

Let's try out the tags by typing the following HTML text into Notepad:

```
Once upon a time, there was a <b>bold young man </b>who dared to climb the <i>leaning tower of
Pisa.</i>  He noticed that as he inched his way up the side of the tower, the buildings down in the plaza
became <h1>smaller</h1> and <h2>smaller</h2> and <h3>smaller</h3> and <h6>smaller.</h6>
```

Before going too far in our programming, it would be a good idea to save and view our handiwork. Save your work by taking the following steps:

1. In Notepad, click on ***file*** on the Menu Bar and choose ***save***.
2. Insert your floppy disk in drive A.
3. Beside the word ***file name*** type **a:home1.htm**

You can then view your work by doing the following:

1. Turn on Netscape by clicking the icon.
2. In Netscape click on ***file*** on the Menu Bar.
3. Choose ***open file.***
4. Beside the word ***file name***, type **a:home1.htm**

If something appears wrong, check to make sure that each open <instruction> is matched with a close </instruction>. Develop the habit of saving and viewing your work as you go along.

Carriage or Space Control

As we mentioned earlier, the carriage return in Notepad is not understood by the browser and is therefore ignored. If a string of text is not separated by a divider tag, it will be understood by the browser as continuous. To control line spacing and carriage returns, utilize the following dividers.

Line break or single carriage return. Use the
 tag to signify the beginning of a line.

Paragraph break or double carriage return. Use the <p> tag to signify the beginning of a new paragraph.

Section break. Use the <hr> tag to create a dividing line between your sections.

Bullets and Numbering

There may be times when you would like to create a bulleted or numbered list. To add a list you must define the beginning and end of the list. Then you would use the <li> tag to create a bullet or number. Here is an example for each. Try them on Notepad, save them and view them in Netscape. Make sure that you do not forget to insert the list within the <body> </body>tags.

Bullets (Unordered List)	**Numbering (Ordered List)**
The following are my favorite books	Top ten movies this week
Against the Gods	Conspiracy Theory
A Tale of Two Cities	Godzilla

The Links

After you have written the text, add links to other documents in your site or to other sites on the Web. The instruction is as follows:

anchor text

The URL address or location is invoked when the anchor text is clicked. Hyperlinking documents is the best advantage that the Internet offers, so utilize it. Try typing the sentence below along with the instructions and note that when viewed, the anchor text will appear blue and underlined (between the body tags). Save and view your work as above and then click the anchor text to see how hyperlinking really works.

```
I think the best business newspaper online is the <a href=”http://www.wsj.com”> Wall Street journal
Interactive </a>
```

Adding Image

You can add image or graphic files into your document. Do so with the follow the instruction:

<img src=”image1.jpg”>

This will add the images that you gathered earlier from visiting the graphic libraries. Make sure that the graphic files are saved in the same drive and directory as the HTML file.

Finishing Touches

Before you end your site, you should publicize your e-mail address in your site so that your friends can give you feedback on your site. Do this:

```
<a href=”mailto:your_email_address@your_school.edu> Mail me you feedback at
your_email_address@your_school.edu </a>
```

Alignment

HTML allows you to control some of the text alignment (left, right or center). The text alignment can either be put together with the header tags or alone as follows:

```
<h1 align=center>John Online</h1>
<h1> <center> John Online</center></h1>
```

How Do They Do That?

I advise you to go to one of your favorite sites (for example, WSJ Interactive Edition) to view its source code. This can be done by first going to the site you are interested in, clicking on *view* on the Netscape Menu Bar, and choosing ***view source***. You will see the program behind the site. Look around and try to understand how it was done. Do not allow yourself to be overwhelmed. Some of the programming codes are long and might appear complicated, but as you go through the program, you will notice that it is actually very simple and that the tags are highly repetitive. Pick ***Window*** in the Menu Bar to toggle or switch between the site and its program. This is probably the best way to learn how HTML really works. It enables you to enjoy the finished product and study the recipe at the same time.

Sample Site

The following is a sample site that will help you get started. Replace the words inside the parentheses with your own text.

```
<html>
<head> <title>(John) Online</title><head>
<body>
<h2 align=center>This is the personal homepage of (John Wiley) </h1>
I am a <i>(sophomore)</i> in <b>(New York university)</b>. <br>
I major in <b>(Finance and marketing)</b> and would like to work on
Wall Street. My favorite reading material online is the <a
href=”http://www.wsj.com”>Wall Street Journal Online</a>. I also like
the following sites: <p>
<ul>
<li> <a href=”http://www.mtv.com”>MTV Online</a>
<li><a href=”http://www.yahoo.com”>Yahoo</a>
</ul>This is my first time at html programming, please <a
href=”mailto:(jwiley997@nyu.edu)”>E-mail </a> me with your feedback.
<body>
<html>
```

Modify and embellish the site above. You will find that creating your own Web page is fun and exciting. Best of all, it will be entirely of your own creation. Contact your college’s computer science department or computer lab to find out how you can put your pages online.

Appendix 5.1
Basic HTML Tags
(complex and less frequently utilized tags may not be listed)

GENERAL	TAGS	Explanation & uses
HTML Programming	<HTML></HTML>	Must start and end all HTML programs.
Title of the site	<TITLE></TITLE>	Must be in the header
Header	<HEAD></HEAD>	Text in the blue area above the menu bar
Body	<BODY></BODY>	The actual text of the site

TEXT FORMATTING

Heading size	<H#></H#>	Range from 1 to 6
Align Text	<P ALIGN=LEFT|CENTER|RIGHT></P>	
Emphasis	<EM></EM	Similar to bold
Strong Emphasis	<STRONG></STRONG>	Similar to bold
Citation	<CITE></CITE>	Similar to italics
Large Font Size	<BIG></BIG>	Old style html text control
Small Font Size	<SMALL></SMALL	Old style html text control
Bold	<B></B>	**BOLD**
Italic	<I></I>	*ITALICS*
Underline	<U></U>	UNDERLINE
Strikeout	<STRIKE></STRIKE>	~~STRIKEOUT~~
Subscript		SUB$_{SCRIPT}$
Superscript		Super^{SCRIPT}
Preformatted	<PRE></PRE>	(display text spacing as-is)
Width	<PRE WIDTH=#></PRE>	
Center	<CENTER></CENTER>	
Blinking	<BLINK></BLINK>	Never use this; I hate this!
Font Size	<FONT SIZE=#></FONT>	Ranges from 1-7
Change Font Size	<FONT SIZE="+# or -#"></FONT>	Ranges from –7 to +7
Base Font Size	<BASEFONT SIZE=#>	Ranges from 1-7; default is 3
Font Color	<FONT COLOR="#"></FONT>	6-number color hexacode
Font face	<FONT FACE="name"></FONT>	e.g., Courier

HYPERLINKS

Link to another site	<A HREF="URL address"></A>	Replace name with address
Name of target	<A NAME="name">	Name must be unique in a document
Link within the document or part of another document	<A HREF="URL address #name"></A>	(if in another document)
	<A HREF="#name"></A>	(if in current document)

IMAGE FORMATTING

Image display	<IMG SRC="URL">	Http:// or File://
Text Alternate	<IMG SRC=" URL" ALT="text">	(text when the image cannot be displayed)
Image Dimensions	<IMG SRC=" URL" WIDTH=# HEIGHT=#>	In number of pixels
Image Border	<IMG SRC=" URL" BORDER=#>	Thickness of border in number of pixels
Horizontal Space b/w image and text	<IMG SRC="URL" HSPACE=#>	In number of pixels
Vertical Space b/w image and text	<IMG SRC="URL" VSPACE=#>	In number of pixels
Imagemap	<IMG SRC="URL" ISMAP>	(allows for clickable maps)

DIVIDERS

Paragraph	<P></P>	A double carriage return
Line Break	 	A single carriage return
Horizontal Rule	<HR>	A dividing line
Alignment	<HR ALIGN=LEFT|RIGHT|CENTER>	
Thickness	<HR SIZE=#>	In number of pixels
Width	<HR WIDTH=#>	In number of pixels
Solid Line	<HR NOSHADE>	

LISTS

Unordered List (bullets)	<UL><LI></UL>	<LI> before each list bullet
Ordered List (numbering)	<OL><LI></OL>	<LI> before each list bullet
Definition List	<DL><DT><DD></DL>	<DT>=term, <DD>=definition
Directory List	<DIR><LI></DIR>	<LI> before each list bullet

BACKGROUNDS AND COLORS

Tiled Background	<BODY BACKGROUND="URL">	
Background Color	<BODY BGCOLOR="#hexacode">	Hexacodes are 6-digit color codes; standard utilized on the web.
Text Color	<BODY TEXT="#hexacode">	
Link Color	<BODY LINK="#hexacode">	
Visited Link	<BODY VLINK="#hexacode">	
Active Link	<BODY ALINK="#$hexacode">	

SPECIAL CHARACTERS

<	<
>	>
&	&
"	"
Registered TM	®
Copyright	©
Non-Breaking Space	

TABLES

Define Table	<TABLE></TABLE>
Table Border	<TABLE BORDER></TABLE>

Table Border	<TABLE BORDER=#></TABLE>
Table Width in Pixels	<TABLE WIDTH=#>
Table Width in Percent	<TABLE WIDTH>
Table Row	<TR></TR>
Row Horizontal Alignment	<TR ALIGN=LEFT|RIGHT|CENTER>
Row Vertical Alignment	<VALIGN=TOP|MIDDLE|BOTTOM>
Table Cell	<TD></TD>
Cell Horizontal Alignment	<TD ALIGN=LEFT|RIGHT|CENTER>
Cell Vertical Alignment	<VALIGN=TOP|MIDDLE|BOTTOM>
Cell/Columns horizontal size	<TD COLSPAN=#>
Cell/Columns vertical size	<TD ROWSPAN=#>
Cell/Columns Width in pixels	<TD WIDTH=#>
Cell/Columns Width in Percent	<TD WIDTH="%">
Cell/Columns Color	<TD BGCOLOR="#hexacode">

FRAMES

Frame Document	<FRAMESET></FRAMESET>	Start and end frame insert
Row Heights	<FRAMESET ROWS=,,,></FRAMESET>	
Row Heights	<FRAMESET ROWS=*></FRAMESET>	Percentage of viewing size
Borders	<FRAMESET FRAMEBORDER="yes|no">	Either YES or NO
Border Width	<FRAMESET BORDER=#>	
Border Color	<FRAMESET BORDERCOLOR="#hexacode">	
Define Frame	<FRAME>(contents of an individual frame)	
Display Document	<FRAME SRC="URL">	
Frame Name	<FRAME NAME="name"|_blank|_self|_parent|_top>	
Margin Width	<FRAME MARGINWIDTH=#>	
Margin Height	<FRAME MARGINHEIGHT=#>	
Scrollbar?	<FRAME SCROLLING="YES|NO|AUTO">	
Not Resizable	<FRAME NORESIZE>	

MISCELLANEOUS

Java Applet	<APPLET></APPLET>
Author's Address	<ADDRESS></ADDRESS>