



E-psychology and the school psychology science

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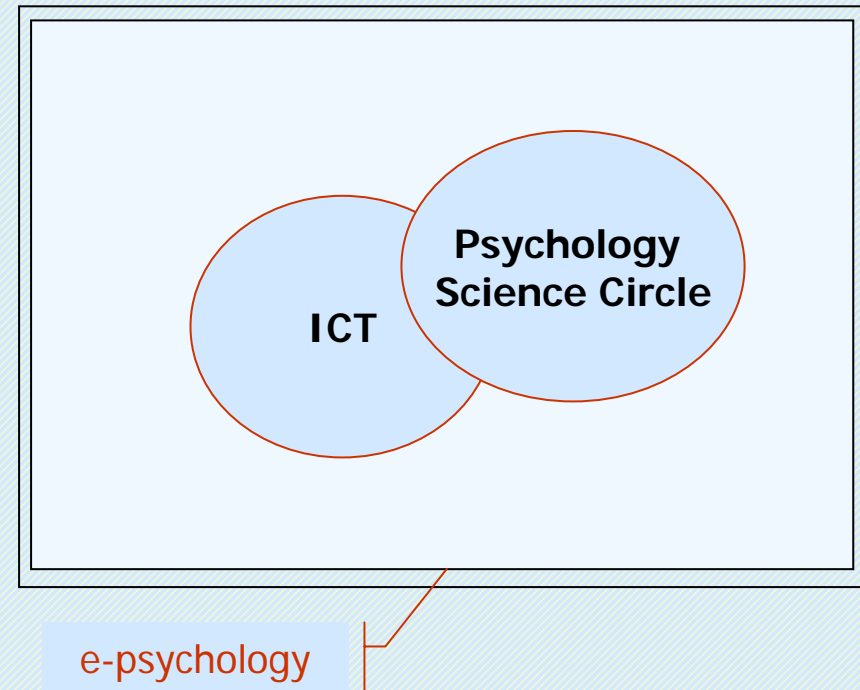
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We present an electronic environment for supporting e-psychology actions and services. E-psychology is the sector of psychology, in which Information and Communication Technology (ICT) infrastructures, tools and services are used in order to support the operation and delivery of the traditional psychology science circle and its services. E-psychology offers powerful infrastructures, tools and services which can intervene among psychologists and customers - patients, or supported people, and can improve the delivered services. Improvements can be seen by several points of views.





E-psychology offers access to larger end user communities and is appropriate for large screening of population, as well as, offers access via a more personalized and adaptive way to single end user or supported person.

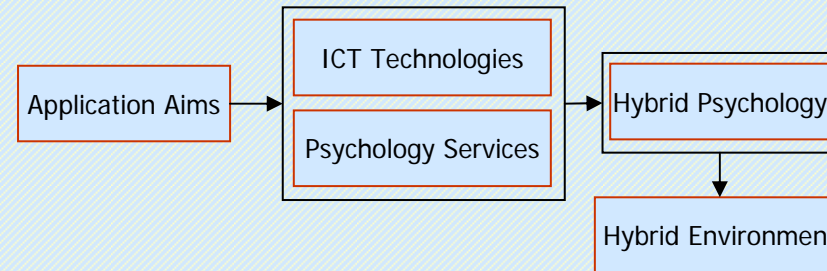
E-psychology can offer electronic test and auditing tools, can offer artificial intelligence and decision support systems, can offer automated support in diagnosis process, can offer alternative paths of communication between the psychologist and the supported person, offers real time and non real time communication paths, offers electronic content and knowledge for instant access, offers possibilities for creation of on line data bases hosting frequently and non frequently found cases, offer tools to trace the impact and the progress of any treatment or supporting method etc.

Beyond and over of all the above, e-psychology offers infrastructures and services, which fall – belong into two major categories, or group of services. The informative group of services and the communication group of services.

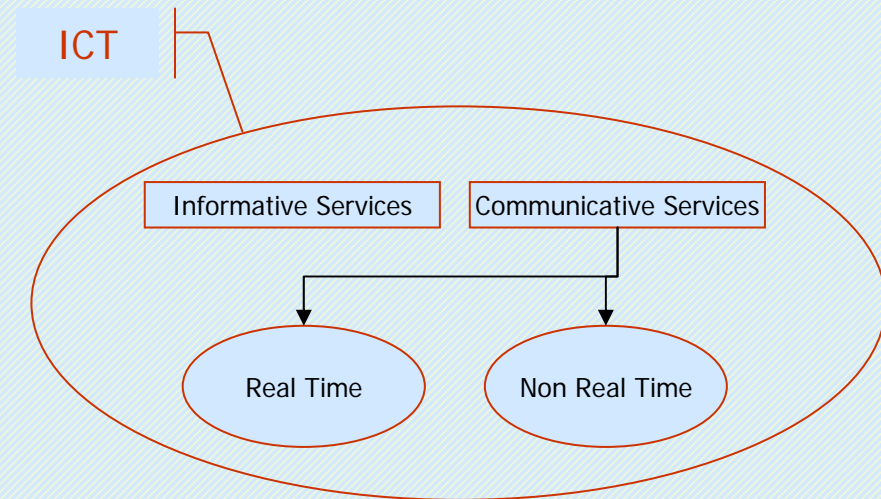
All the services and facilities of e-psychology exploit and based upon these two categories, in order to be able to deliver their advanced quality to the end users, either psychologists and supported persons (students or pupils), carrying this way the psychology to the era of Information and Knowledge Society.



The aim of the platform is the integration of the ICT with the traditional psychology processes for the development of a hybrid system that supports the hybrid psychology.



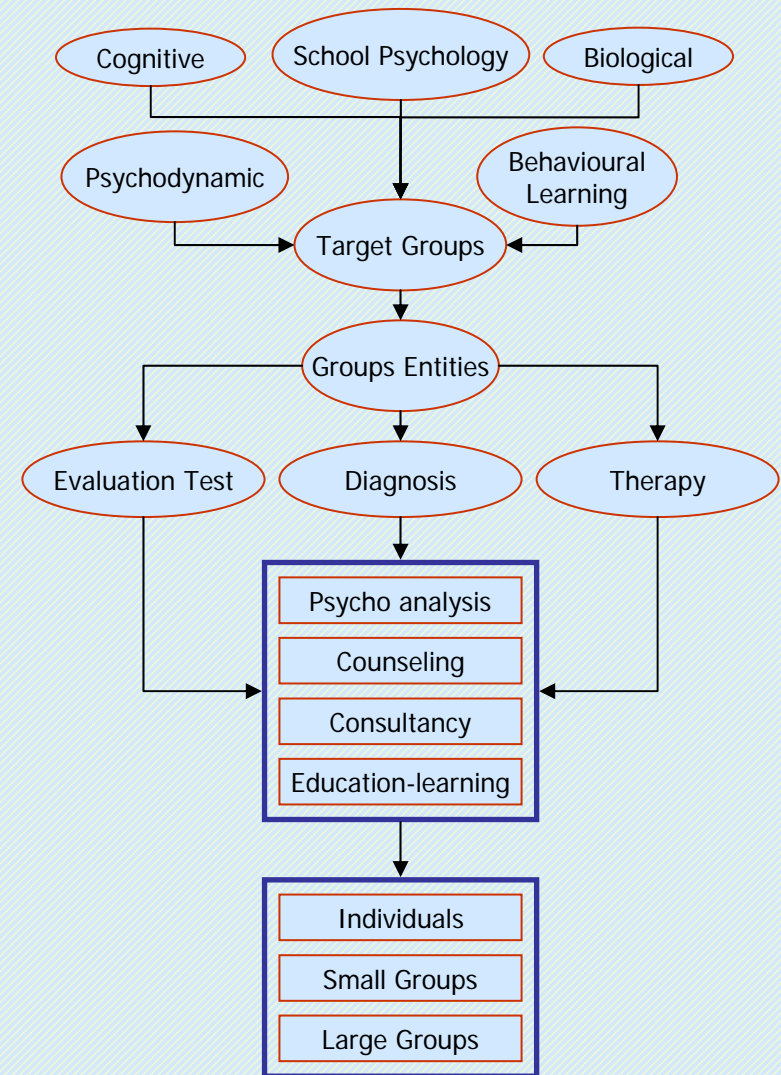
As far as the ICTs are concerned they are distinguished into two major service categories. The “informative” and “communicative” services. The latter are divided into two services subcategories. The real time and non real time services which determine the terms “synchronous” and “asynchronous” environments





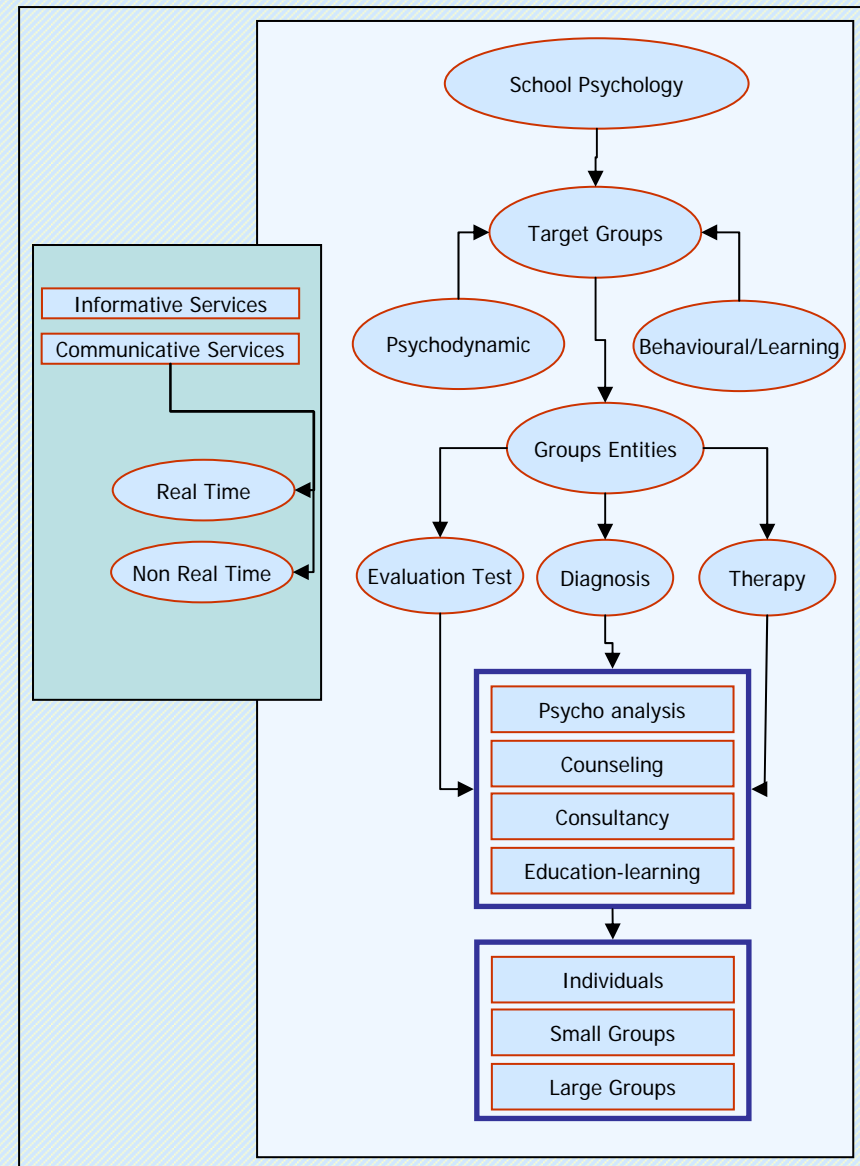
Psychology is distinguished into six major branches with respect to the cause of ones unusual behavior. All psychology branches refer to specific target groups based on unusual behavior problems. The method that each branch uses differs from the others while the processes (evaluation tests, diagnosis, therapy) are the same in all branches.

The possibility of supporting personal teaching – learning as well as of supporting classes or larger entities like levels of learning or virtual schools finds also similarities and proportions to hybrid psychological circle, with the possibility of supporting psychological consultancy in a personal way or in a small group, or larger handling entities of them, like therapy directions, or virtual psychological health centers.





The result of the ICT integration with the psychology processes is depicted in figure. This integration of the psychology branches in a web-based environment is available to the internet user. The methods and processes that each branch follows are materialized via electronic tools such as: discussion forums, message boxes, video and audio conferences etc. Similarly, the learning methods and processes are introduced into the same web-based environment via informatics tools.

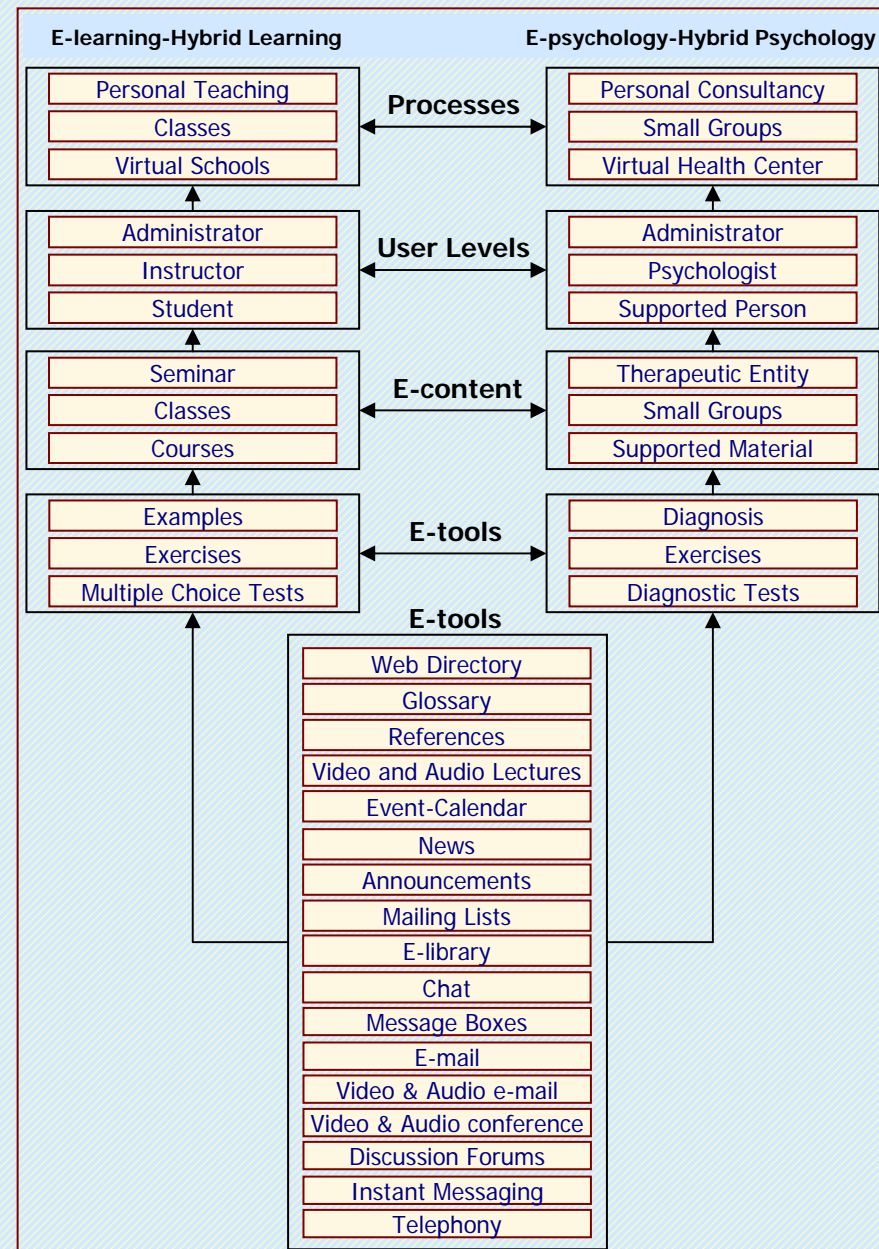




Moreover, the user levels and user interfaces of the electronic environment are parallelized as following: the e-learning and hybrid learning administrator, instructor, student and user, are supporting similar actions with the e-psychology and hybrid psychology administrator, psychologist, supported person and user.

Finally, the seminars, classes, courses and educational material from the hybrid learning circle, are supported by the same tools in similar procedures with the therapeutic entities, small groups, therapeutic process, and supporting material, from the hybrid psychology circle.

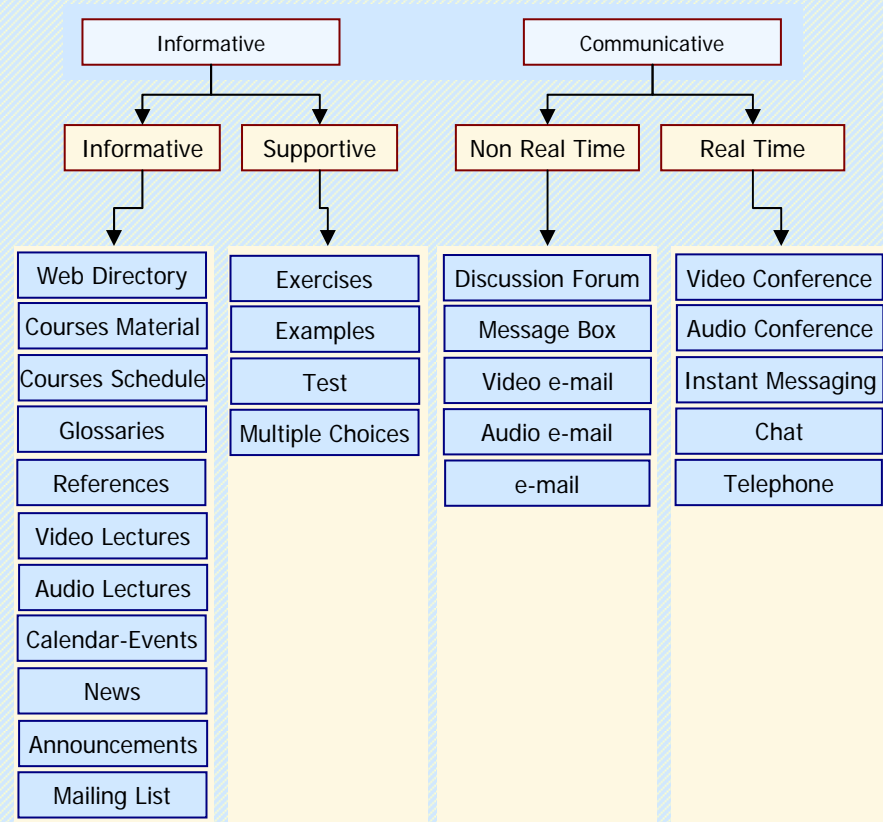
The specifications of user levels, e-content and e-tools in an e-psychology and hybrid psychology platform can be easily implemented through a simple correspondence of the psychology ontologies to the generic e-learning and hybrid learning ontologies.





Environment Tools

The environment includes tools that offer flexibility and adaptability depending on their use. The design of these tools was based on existing web services, such as discussion forums, chat, message box, e-libraries, which are widespread in the public web community. These tools are distinguished in two major groups: “informative” and “communicative”. The former is divided further into two subcategories: “informative” and “supportive” tools, which include services related to the educational-supporting material and its presentation. Similarly, the latter, is also divided into two subcategories: “real time” and “non-real time” tools, which include services that allow the communication of different user groups (users belonging to a different session level).





Conclusions

What makes e-psychology worth while and innovative, is the fact that it gives the instructors (whether teachers or psychologists) the unique opportunity to experiment and incorporate e-services in their courses-sessions. This has immediate results, in that it enables them to carry out their respective work traditionally, slowly incorporating technology while at the same time, it offers the opportunity to make their work more appealing and interesting for them as well as for their students-supported individuals. Undoubtedly, the use of ICT enhances the learning-psychology environment a great deal, making the learning-psychology process a whole new and beneficial experience for all.

On the other hand e-psychology falls within the domain of Information or Knowledge Society. In Europe this domain is related with e-Europe policies. Internationally falls also within the category of **Knowledge Society & New Economy**. The idea is that ICT beyond the improvements from a quality & quantity perspective, in every human's activity, personal or social, it affects also and upgrade the Economic indexes. This final affection – relationship is also connected with refinements of economic levels of the citizens via the enlargements of work market and consequently is related again with improvements of their **quality of life**.

Summarizing we can declare that e-psychology is the entrance of the traditional methods and procedures of psychology to the new era of Information & Knowledge Society, and this is worth from multiple perspectives, but primarily, from the psychologists and students perspective.