

The genesis of human imitation

J. Kugiumutzakis

Dept. of Philosophy and Social Studies, University of Crete

Abstract

In two studies, facial and vocal models were presented for imitation to 147 newborn babies aged 10 to 45 minutes. The results show that the newborns were able to imitate the models. These early imitative phenomena cannot be interpreted either by learning theories or by the function of the innate releasing mechanisms or by Piaget's theory. The discussion considers the difficulty of the Piagetian theory to explain one of its decisive concepts that is considered basic in his theory for the development of human thought.

Psychology and Medicine

E. Tzavaras

Abstract

The author considers the teaching of psychology necessary for the academic curriculum of nursing personnel and doctors. A brief account of historical circumstances that led to the autonomy of psychology as a scientific discipline is given. The «exclusion» of the patient's subjectivity from medical study is seen as a necessary epistemological choice for the development of medical knowledge. The author proposes a schemetic dichotomy of psychology into *positivist psychology* and «*deep*» psychology (or *psychoanalysis*). The importance of *psychoanalysis* for human and social sciences is singled out. To the question «which psychology for which doctors?», by presenting concrete examples from medical practise, the author maintains that every medical doctor should be taught, (a) a minimum of *psychoanalytic* concepts, in order to manage his relationship with the patient and the relation of the patient with his illness, and (b) elements from *positivist psychology* that are necessary for his specialty. Finally, the author stresses the fact that *inter-disciplinary* research between psychology and medicine is necessary for medical doctors to respond adequately to the demand that is addressed to them by modern society.

School performance: psychological and physical parameters; the relation of mental development, reading and arithmetic performance to school failure**O. Maratos, M. Solman, J. Georgas, M. Michou and K. Sokou-Bada****Abstract**

Part results of a larger research project on school failure of children of the first two elementary school years, living within the greater Athens area, are presented. The sample consisted of 593 children equally distributed for sex and for school grades (4 to 10). The children were examined (a) with the Georgas Intelligence Test for Children, and (b) with a Reading Test and a Test of Arithmetic specially designed for this research project. It was found that all measures correlated highly with school failure and amongst them. Another finding showed that the age of school entrance influences school performance, and consequently school failure during the first and the second year of school. It is suggested that the weekly curriculum of the first year of Elementary School should be reviewed to accommodate for the possible immaturity of 5 1/2 year-olds.

The transference in psychoanalytic psychotherapy of children

J. Tsiantis

Dept. of Psychological Paediatrics, «Aghia Sofia» Children's Hospital, Athens

Abstract

In this paper issues relevant to the technique in psychoanalytic psychotherapy of children are described and discussed, with emphasis on the transference. The schools of thought representing the views of M. Klein and A. Freud are presented in summary form. Differences and similarities are also discussed. According to M. Klein, the central focus of technique should be on the systematic and consistent interpretation of the child's relationship to the therapist, irrespective of the degree of maturity of the child's Ego and of the phase of therapy. It is also suggested that anything that happens in therapy is a manifestation of transference phenomena which are rooted in the earliest stages of development and in deep layers of the unconscious of the child. On the other hand, A. Freud emphasizes the degree of maturity of the child's Ego and its functions. The central focus of technique should be in analysing the defence mechanisms of the Ego before interpreting the unconscious conflicts. On the other hand, according to A. Freud's view, anything that happens in the treatment of a child is not necessarily a manifestation of transference phenomena that should be interpreted.

Identification of adolescent student psychological needs and their significance in the development of a Health Education Program for the prevention of drug use

A. Kokkevi, A. Mostriou, M. Terzidou, Ch. Darviri, E. Lentaki and C. Stefanis

Dept. of Psychiatry, Athens University Medical School

Abstract

A survey on health needs was conducted in a secondary school of an Athenian community. This research took place within the framework of a cross-national Health Education Program for the prevention of drug use. The identification of health needs constitutes the preliminary stage of the preventive program and aims at providing the necessary information for the adaptation of its content to the real needs of the target population. Findings presented in this paper are derived from the answers given by the students themselves who filled-in an anonymous questionnaire at school and by their parents who answered to a personal interview in their household. Students' psychosocial health needs (*leisure time activities, strengthening of self-confidence and self-esteem, reduction of anxiety, promotion of personal relationships*) were found to be more prominent compared to their physical health needs. The above findings are concordant with the philosophy adopted in the Health Education Program which sets as one of its priorities the enhancement of self-knowledge and self-esteem, the improvement of personal relationships and the acquisition of knowledge, attitudes and skills which will enable youngsters to make responsible and health promoting choices concerning their life-styles.

