

ABSTRACTS

Piaget' s third pathway and his disagreement with Darwin

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The aim of the present article is to examine and discuss the similarities and the differences existing between Piaget' s theory and four other psycho-biological theories as well as the Piagetian concepts of the biological *phenocopy* and the psychological *assimilation*. Despite the robust resistance of many biologists, especially during the 1970s, Piaget defended until the end the significance of the above two concepts for the understanding of the human mental development. It seems, especially in our days, that Piaget rightly did not give in an extreme, nativistic neo-Darwinian reductionism.

An introduction to psychosomatic clinical theory and practice¹

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Psychosomatic theory and clinical practice of the Paris Psychosomatic School are based on psychoanalytic theory. Specifically, psychosomatic approach investigates the deficits of the individual's mental functioning that are related to behavioral and somatic symptomatology. In this paper, the author briefly presents the body-soul relation as studied by S. Freud and other psychoanalysts. The individual's psychosomatic entity is described as well as the three ways through which it is expressed, that is mental process, behavior and somatic expression. The two fundamental clinical and theoretical entities of the psychosomatic approach, that is essential depression and operational thought, are also discussed. Somatic procedures in relation to psychical economy and deficiencies of psychical organization are differentiated in two qualitatively different categories: those that are characterized by somatic regression and those that are characterized by a progressive somatic disorganization. The author also presents some clinical elements and vignettes from therapeutic sessions of a patient suffering from breast cancer.

1. Part of this article is based on an invited talk to the 2nd Seminar of a Post-graduate Study Programme in Social Psychiatry / Child Psychiatry organized by Prof. P. Sakellaropoulos in Amfissa, Greece (16-20 February 2005).

Dyslexia: its influence on the child's psychological make-up and self-image. Suggestions for support

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The way towards social and professional development requires aims, opportunities, devotion and, mainly, skills. Even if aims, opportunities and devotion exist, limited skills or learning difficulties may and do cause stress and emotional problems. The present article deals with the variety of dyslexia's influences on the psychological make-up and self-image that a child develops for himself/ herself. Especially, the typical symptoms of dyslexia are briefly presented and the emotional complications, as far as the way the dyslexic child's learning difficulties are viewed by himself /herself and his/ her family are analysed as well. The dyslexic child's thought development is considered in relation to the child's development stages, as defined by Piaget, and also the psychical phases that the dyslexic child and his/ her family pass through after the diagnosis of "dyslexia". Finally, some suggestions are given on the ways the dyslexic child and his/ her family can be supported.

Learning disorders (dyslexia) and higher education. Construction of information material for dyslexic students

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Dyslexia is defined as a disability which primarily affects reading and writing. It is a life-long disability and varies in severity. Internationally, the number of dyslexic students entering higher education is on rise. Many colleges and universities have developed support services and teaching practices to accommodate dyslexic students' educational needs. The present paper explores issues regarding dyslexia within the Greek higher education system. It reviews the Greek legislation about dyslexia and examines the provisions offered by the higher education institutions for the dyslexic students. According to the results of a large scale survey, there is marked variability in the ways Greek institutions deal with dyslexia. The most popular provisions are oral examinations and generic counselling. The paper also describes the development of a 'dyslexia information pack' which can provide information and support for the students and the academic tutors who teach them.

Issues of infant mental health

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The aim of this paper is to present developmental and clinical issues of early relationships between caretaker and infant during the first year of life. The characteristics and dimensions of those relationships underlie the quality of the interaction between them and may contribute to the presence - or absence - of psychopathology in infant's behavior. Recent research data focus on the crucial emerging role of early interventions and the substantial role of early preventing programs for the emotional regulation and the protection of infant mental health.

Loneliness and psychoanalytic process, transference and counter-transference

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In the present paper the author describes how, during the cure of a male borderline patient, the feeling of loneliness in the context of transference-countertransference can become a tool of the psychoanalytic technique for the development of psychic depth and of mental functioning of the therapeutic couple. Contemporary psychoanalytic technique is characterized by its reference to the unconscious meaning in the here and now, the psyche of the therapist, who uses his own feelings and thoughts as a tool through which he can gain access to the psyche of patient and most of all, live through the psychoanalytic situation between two human beings as a unique experience. Through the clinical material, projective identification is viewed as an intrapsychic but also as an intersubjective phenomenon that was proved to be a vehicle that helped the therapist understand his own unconscious movements and consequently use it as a means to strengthen the capacity of the patient to gain access to his own «lost» subjective experiences and to the relation with the significant others.