

Universal values in Greece

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Abstract

Considerable research interest has evolved in recent years in social psychology concerning the issue of values and the issue of the universality of values has been of particular interest to cross-cultural psychology. The theory of universal values of Schwartz contains 10 value types. The aim of the present study was to compare the findings of Schwartz based on 19 countries with the respective findings from Greece and to explore the relationships amongst the 10 value types and various social and psychological factors. Values were measured through Schwartz's values questionnaire, adapted to the Greek language, and also the subjects' religiosity level, political preference, urban-rural setting, gender, and age. The sample consisted of 450 teachers and university students, permanent residents of either rural or urban settings. The findings are in agreement with Schwartz's and Bilsky's theoretical structure, confirming the same relationships between the 10 value types. On the basis of the social and psychological factors employed in the study, religiosity was the strongest predictor of values in Greece, whereas political preference was also an influential factor but to a lesser extent. However, gender, age, and residency were not found to be significant predictors of values, when measured with a multiple regression model.

Mental health and «life events». Preliminary observations from a communal programme of mental health and prevention

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Abstract

The aim of this study is (a) to investigate the interrelationship among life events and psychological disturbance of children and adolescents and (b) to investigate protective factors in families with life events. The sample of this study consists of 215 children, 108 boys and 107 girls, aged 6-12 years. The 215 children were divided into two groups according to the following criteria: (1) The group of children who have one or more «life events» and total score on Achenbach scale «*Behaviour problems*», below the cut-off point, i.e. without indications of mental disorder (95 boys, 91 girls). (2) The group of children who have one or more «life events» and total score on Achenbach scale «*Behaviour problems*», above the cut-off point, i.e. children with indications of mental disorder (13 boys, 16 girls). The two groups were compared as to possible protective and/or risk factors. For the statistical analysis the X^2 -test and a logistic regression model was used. The main findings were the following. First a statistically relevant difference between the two groups concerning the score at the Achenbach social competence scale and the «*Activities*» scale. Children with low scores at the behaviour problem scale (without indications of mental disorder) had higher at the social competence and activities scale. Secondly, children with high scores at the behaviour, problem scale (children with indications of mental disorder) have a significant proportion of mothers with «good psychic state». This finding was counter to hypothesis.

Learning disorder and mourning

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Abstract

During the psychiatric interview of an adolescent boy, referred for learning disorders, a depressive background was depicted. This was related (a) to the influence of the learning disorder on the narcissistic personality organisation of the young boy, and (b) to the depressive states of the female persons in his personal history. The relation of this finding to losses in the families of origin of both parents is discussed. The difficulty of the boy to elaborate on these losses was the cause of his symptoms, through inhibition of natural curiosity and prohibition of knowledge, as well as inhibition of processes that lead to autonomy. The question that is addressed is how these inhibitions contribute to the symptom of learning disorder. In order to answer it, written language is examined through the way it influences the psychological reality of this adolescent and the way he uses or rejects it as a dangerous object.

Psychology in Greece today

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Abstract

The characteristics of Greek psychologists and the professional status of psychology in Greece were studied. The results yielded a profile of the average psychologist with respect to demographic characteristics, income-related variables, characteristics of professional practice and perceptions of the field. Overall, the examination of the level of professionalization of Greek psychology indicated that it is still at an elementary stage: it lacks indigenous knowledge, cohesion, legal and popular recognition and the power to affect its development. Recent events suggest that the status of psychology is improving and that the future is hopeful.

Stages of psychotherapy: progressive reconceptualisation as a self-organising process¹

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Abstract

In the present analysis psychotherapy is conceptualized as a process of progressive cognitive reframing leading the individual to higher levels of self-organization. The crucial successive reconceptualizations, which are achieved during the process, refer to the way the person in therapy perceives oneself in relation to others and life in general and constitute distinctive steps which are referred to as stages. Successive shifts in the client's frame of mind, achieved during the process, are inherently connected to a series of crucial decisions which enable therapy to remain goal-directed. In the introductory part of the presentation the need for a metatheoretical frame for the research and practice of psychotherapy is discussed. It is also argued that the new scientific paradigms of cognitive science and general systems theory provide the appropriate context in which integration of existing knowledge can be achieved. The analysis of the process of long-term psychotherapy which follows, is founded upon a number of unifying concepts (self-referential conceptual system, reframing, self-differentiation, self-organization, cognitive-emotional integration, insight, breakthrough, resistance) which aim at providing a framework that allows the organization of knowledge stemming from different schools of psychotherapy by bypassing the inevitable theoretical fragmentation that results when the process is described on the basis of specific theories.

¹. Translated and reprinted from *Psychotherapy*, 1990, 26, 4, 484-93.