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**Editors**

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Dear Friends and Colleagues, It is our pleasure to welcome you to the 18th International Conference of the Association of Psychology and Psychiatry for Adults and Children (A.P.P.A.C.), held in Athens, on May 21 – 24, 2013. This year's Conference is the 8th of a series on "Neuropsychiatric, Psychological and Social Updates and Challenges". During the last years, the International Congresses of the A.P.P.A.C. became established annual meeting points, where participants have the opportunity to get in touch with the latest knowledge and exchange ideas with worldwide distinguished experts from different scientific areas, in a true multidisciplinary approach. The 18th International Conference, will try to work further towards this direction, bringing participants closer to the progress on scientific research concerning clinical psychiatry, psychopathology, psychology, new diagnostic and treatment methods, genetics, and neurosciences. In our Conference, we once more emphasise the human dimension, linking science with society. To this end, there are some sessions with the participation of social workers, nurses, social anthropologists, educators etc. The 18th Conference also serves the educational mission of the A.P.P.A.C.: it gives 24 CME credits by the European Accreditation Council for Continuing Medical Education (EACCME), to certify that the participants have taken part in accredited education activities. Attending this meeting in Athens, is also an opportunity to discover, or rediscover, a city of unique charm with a rich cultural and humanitarian tradition. Athens is ideally suited to provide an atmosphere of true international spirit as the city has learned to deal successfully with the diversities of systems and the coexistence of different cultures. Today, the Greek capital is a modern, lively, vibrant, fascinating and beautiful city, with historic, cultural, scientific and modern achievements, a city you will enjoy to visit.

*John Kouros, George Freris, F. Sidiropoulou*



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# Do it Yourself Health: Teaching children how to make healthier life style choices on their own

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## Summary

The Healthy Bodies and Healthy Minds program (HB&HM) is an after-school program aimed at helping school-age children learn how to make better lifestyle choices that promote a healthier life. Over the past four years the program has had as its focus teaching children how to make better food choices, and how to increase their level of physical activity.

Elements that are very important in the successful implementation of the HB&HM program—in addition to its content—are the teaching methods used to implement the program. These teaching methods focus on creating a positive classroom community and on encouraging students to actively participate in the lessons. This paper presents preliminary data on the teaching methods and practices used in the program as well the social climate of the classroom during the program's implementation.

## Introduction

Childhood obesity is rapidly becoming one of the most serious threats to children's development. Over the past 40 years the U.S incidence of childhood obesity has increased more than 50% for children and adolescents ages 6-17 (Ogden, Carroll, Curtin, McDowell, Tabak, & Flagal, 2006). Childhood obesity carries severe consequences. Obese children are often rejected by their peers, socially isolated, and suffer from low self-esteem (Davis & Fitzgerald, 2008). In addition to psychological and social effects, childhood obesity has severe physiological effects such as early onset of type II diabetes, cardiovascular disease, and asthma. Rates of childhood obesity are particularly high in the rural Southeastern U. S. ranging from 39.7% of all children in the state of Mississippi to 34.1% of all children in the state of Tennessee (National Survey of Children's Health, 2011). Some of the factors that have been identified as contributing to this epidemic of childhood obesity are lack of physical activity and a diet high in sugar, fats, and processed foods.

Healthy Bodies and Healthy Minds (HB&HM) is an educational program located in the Southeastern U.S. that was created with the goal of helping address the childhood obesity epidemic by providing children with a better understanding of the nutritional value of foods, teaching them how to make better food selections, and showing them how to increase their physical activity. Over the past five years we have developed a series of lessons with the aforementioned goals. While content development is central to the success of our program the means through which this content is communicated to the children and the general climate of the classroom during the implementation of the program are equally important. Our goals, therefore, when designing classroom materials, included creating lessons that: a) encouraged student to become actively engaged in the learning process, b) encouraged students to work together in groups, teams, or dyads, and c) encouraged students to actively support each other's learning.

Previous research (Hargreaves, 2004; Taylor & Parsons, 2011) as well as our own formative assessment has led us to develop a set of program goals and corresponding instructions aimed at: a) engaging students with interesting activities, b) encouraging students active participation, c) creating a positive classroom community in which students are praised for their participation and achievements, d) encouraging student collaboration and support of each other, and e) creating an environment in which negativity and bullying are discouraged.

All college students who are selected to participate in HB&HM as program instructors are trained on how to become effective teachers who implement the aforementioned goals. Training begins by having new instructors review materials posted on the program's website (<http://hbhm.sewanee.edu/>) and is followed by group discussions and demonstrations of acceptable and unacceptable teaching practices. Furthermore future instructors are encouraged to go through their instruction materials and to practice teaching a lesson in front of other new instructors and researchers who have taught the program in the past. Future instructors use the feedback they receive during their practice to improve their teaching.

In order to assess how successful we were in implementing these goals we conducted an observational study of the HB&HM after-school program in which researchers observed HB&HM lessons and coded instructors' teaching methods and styles of instruction as well as students' responses and active participation in the classroom.

## Materials and Methods

### *Materials*

In the fall of 2012 we developed and piloted a coding scheme that would enable us to conduct observational coding of the HB&HM classroom using one coder. In the spring of 2013 we implemented this coding scheme in a pilot study using two coders. Results from the 2013 pilot resulted in the following measure: Coding Scheme for evaluating HB&HM learning environment (SCHB&HM). The measure contained the following coding categories:

- 1. Positive social events:** Students actively participating and engaging in HB&HM activities
- 2. Negative social events:** Lack of participation, relational and physical aggression
- 3. Instruction (positive engagement).** Instructor's positive affect (smiling), encouraging students to participate, encouraging students to discuss and ask questions, encouraging students to work together and help each other.
- 4. Instruction (negative)**  
Instructor has negative affect (sullen)  
Instructor does not encourage students to participate  
Instructor does not encourage students to work together  
Instructor does not encourage students to ask questions  
Instructor does not praise students for participating
- 5. Teaching Method**  
Full class involvement  
Small group involvement  
Individual work

Each coding sheet also contained a space in which coders could enter comments about their observations that did not fit the existing categories.

Coders were asked to use this categorical coding scheme to code teacher and children behavior in five-minute-intervals.

### *Procedure*

Two coders that had undergone training using the SCHB&HM measure coded an HB&HM lesson. Coders were coding independently of each other. Each coder had a sheet that contained the SCHB&HM measure, a pencil, and a stopwatch. Coders would enter a tally in the corresponding category if they saw an event occur. Coders coded event occurrence in five-minute intervals. Healthy Bodies and Healthy Minds instructors and children participating in the lesson were blind to the goals and purpose of the observations. They were told instead that the two observers were interested in learning about nutrition. In School 2 Coders coded only the nutrition lesson part of the HB&HM program. The exercise part of the program in School 2 was cancelled due to scheduling conflicts with other school events.

### *Participants*

A total of twelve instructors participated in this observational study. All instructors were undergraduate college students who were participating in the HB&HM program as part of a college course they were taking in a small liberal arts college located in the Southeastern United States. These instructors were divided in two teams of 6 members each. A total of 78 children participated in the HB&HM after-school program in two different middle schools in a rural area of the Southeastern United States. Children's ages ranged from 8-years-old to 13-years-old.

## Results

An inter-rater agreement of 81% was reached in four out of the five coding categories: Overall Positive Social Events, Overall Negative Social Events, Overall Instructor Positive, and Overall Instructor Negative.

However, with the inclusion of all four of the coding categories there was a 72% inter-rater agreement between the two coders. This change was due to the confusion of the second coder in regards to the coding of category E (Teaching Method, which had a 50% inter-rater agreement between the two coders). Consequently, results related to category E were not included in this paper.

Positive Teaching Strategies	School	
	1	2
Positive Affect	100%	100%
Encourage Participation	86%	100%
Encourage Work	13%	100%
Encourage Dialogue	67%	100%
Praising Answers	63%	100%
Refocusing Negative	38%	0%

*Table 1. Percentage of Time Instructors Used Positive Teaching Methods*

Instructors of HB&HM appear to display positive affect while they are teaching, to encourage student participation, encourage student dialogue, and praise students' answers. (See Table 1)

These positive instruction characteristics however appear to be stronger in school 2 (as compared to school 1). School 1 appears to have lower levels of encouraging work, encouraging dialogue, and praising answers. School 1 also appears to be the only school in which refocusing of negative behavior was coded.

Positive Activities	School	
	1	2
Participation in Learning Activities	100%	100%
Cheering/ Supporting other students	13%	100%
Encourage Dialogue	67%	100%
Following Rules of Activity	100%	100%
Participation in Physical Activities	100%	NA

*Table 2. Percentage of Time Students Engaged in Positive Activities*

Overall, the HB&HM classes appears to have a strong positive social climate with students actively engaging in learning activities and in supporting each other. (See Table 2)

One notable exception however is School 1 in which only 13% of the time we observed students cheering and supporting each other.

Overall, HB&HM instructors did not exhibit any "negative" teaching characteristics. One exception is the lack of encouragement to work together that appeared 13% of the time in school 1. (See Table 3)

Overall, the levels of negative social events were very low to non-existent in the HB&HM classrooms with two notable exceptions. (See Table 4) In School 1, a minority of the students (less than 1/4 of the class) engaged in relational aggression (e.g., negative comments) 75% of the time, and exhibited disinterested and

disruptive behavior 25% of the time. The majority of the students however (more than 3/4 of the class) did not engage in relational aggression or in disinterested and disruptive behavior.

Negative Teaching Methods	School	
	1	2
Negative affect	0%	0%
No encouragement for participation	0%	0%
No Encouragement to Work	13%	0%
No Engagement of Students in Dialogue	0%	0%
Did Not Praise Answers	0%	0%

Table 3. Percentage of Time Instructor Used Negative Teaching Methods

Negative Activities	School	
	1	2
Refusal to participate in Learning Activities	0%	0%
Refusal to participate in Physical Activities	0%	NA
Negative words / Relational Aggression	75% *	0%
Disengaged/ Disruptive/ Disinterested	25% *	0%

\* Coded for a minority of students in the class (less than 1/4 of the class)

Table 4. Percentage of Time Students Engaged in Negative Activities

## Conclusions

Overall, our results suggest that instructors of HB&HM appear to display positive affect while they are teaching, to encourage student participation and student dialogue, and to praise students' answers. These positive instruction characteristics, however, appear to be stronger in School 2 (as compared to School 1). School 1 appears to have lower levels of instructors encouraging students to work, encouraging students' dialogue, and praising students' answers. School 1 also appears to be the only school in which refocusing of students' negative behavior was coded.

Qualitative data recorded in the coding sheets by the two coders in the "Comments" category identified this disruptive group of students in School 1 as among the oldest in the class and as students that came in late, could not find a place to sit down, and had problems finding a place where they could write and work. It is possible that the late arrival of this group of students and their inability to find a place in the classroom where they could sit down and engage in the lesson's activities were contributing factors in their lack of engagement and negative attitude for the remainder of the nutrition lesson. It is also possible that the fact that they were older students may have contributed to their apparent lack of engagement.

There are several limitations in this study. One major limitation is the small number of observations. Observers coded a total of three HB&HM sessions (one for School 1 and two for School 2). It is possible that the school-level differences we observed would be reduced if we had more lessons observed per school. Another limitation of this study is the low inter-rater agreement for the "Teaching Method" category that resulted in the

exclusion of this category from present analyses. Future research will focus on increasing training times for observer reliability and in collecting a larger number of observations. In addition, we propose to add a new category to our present coding scheme, namely the behavior and engagement of the school teachers who are present during the HB&HM sessions. Qualitative observations in the “Comments” category have identified differences in this area. More specifically, school teachers in School 2 were actively engaged in the HB&HM program by displaying positive affect and interest in the HB&HM program and by facilitating students’ engagement. In contrast, school teachers in School 1 (while present in the classroom) appeared to be disinterested in the program and were not engaged in facilitating program instruction. It is possible that teachers’ demonstrated attitudes toward the HB&HM program is a significant factor in the acceptance of the program by at least a minority of students in the class.

Finally, in addition to the observational coding data we collected qualitative evaluation data from the HB&HM research and instruction teams in the form of an activity journal with reflections on positive as well as negative aspects of the program and suggestions for improvement. Analyses of the journal comments suggested that the following HB&HM areas could be improved upon: a) class size (e.g., smaller classrooms, divided by age range), b) instructor training (e.g., more training required, better selection of instructors), c) team teaching (e.g., better coordination of instructors), d) types of learning activities (e.g., more hands-on, engaging activities versus passive learning, students teaching other students in teams), e) overall school attitude toward the program (e.g., engaging school teachers in the HB&HM program), and f) connections to families/community (e.g., increase parents’ participation, partner with other programs).

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# Introducing Persona Dolls to the Pre-school Classroom

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## Abstract

Persona Dolls is a powerful and innovative educational tool to tackle exclusion due to discrimination in pre-school education, as well as in the first two grades of primary education. The present research conducted in Greece, is only a part of a wider research project and describes how this tool was introduced to Greek student-teachers, the training they received and the impact this tool had, when implemented, in their early years classroom. The approach to research followed was a qualitative one and the methodology was child-centred, while the evidence was collected by means of triangulation of data. The research findings indeed confirmed the positive outcomes that have been identified in other international studies regarding the implementation of the approach. Moreover, it became evident that although this educational tool has been designed for trained professionals, it can equally and effectively be used by trained student-teachers.

Keywords: Inclusion, diversity, educational tool, early years education, pre-school, Persona Dolls.

## Introduction

Persona Dolls have the uniqueness of being the teacher's doll and not the children's, as usually is (Brown, 2001; Persona Doll Training, 2011). They are the means by which young children, and the adults working with them, engage in an interactive learning about diversity and inclusion through storytelling and discussion (Brown, 2002, 2008; Dimitriadi, 2014; Smith, 2006). They look like a real child and their size (approximately 70 cm tall) helps children consider the Dolls as being one of them (although they know that the Dolls are not 'real' people). One other characteristic that distinguishes Persona Dolls from other dolls is that as with real children, they can be tall or short, fat or thin, have different skin colours and different hair lengths and textures. Their clothes can portray all possible and different cloth types worn by children in the school and in the community. Additionally, in some of the Dolls a variety of impairments may be reflected (Brown, 2001). They can 'talk' to children through their teacher by 'whispering' in his/her ear and not by teacher's making funny voices pretending that the Dolls are talking (Persona Doll Training, 2011). It is only then that teachers become the means through which the Dolls share their stories with the children or answer to a child's question (Dimitriadi, 2014).

Since the author of this paper has been working for more than fifteen years researching issues of diversity in the education of young children and ways to address these issues effectively (Dimitriadi, 1997, 2011, 2014; Δημητριάδη [Dimitriadi], 2001; Δημητριάδη & Σταμούλου [Dimitriadi & Stamoulou], 2009), it was decided to explore how this child-friendly tool of Persona Dolls could work in the hands of non-professionals, (i.e. student-teachers) and the impact the tool will have on children and adults of their environment. Consequently, this study presents the simple, yet powerful, tool of Persona Dolls as introduced and implemented in Greek early years classrooms by trained student-teachers and under the guidance of their lecturer.

## Materials and methods

The educational tool of Persona Dolls had been previously tested with success in Greece, in the hands of professionals (Dimitriadi, 2014). Now it was time to find out whether this tool could be equally effective and friendly in the hands of non-professionals adults, i.e. early years student-teachers.

For the purpose of this study three graduate early years student-teachers were chosen from the department of Early Childhood Education, TEI of Athens. Therefore, a 'convenience sampling' was selected (MacNaughton, Rolfe & Siraj-Blatchford, 2004: 156), whereas the methodology chosen was a 'child-centred

methodology' (MacNaughton et al., 2004). It is worth noting that as the research took place in pre-school settings, special attention was given to ethical issues (Roberts-Holmes, 2006).

At the beginning, it was most important that the student-teachers were acquainted with this educational tool of Persona Dolls and trained on how to use it effectively. The student-teachers had neither heard of, nor seen this tool before, so the training started by getting them to know the Dolls. Each student-teacher 'adopted' a Doll, took it home and lived with the Doll for several days, in order to 'get to know each other'. Meanwhile we arranged for a number of meetings where training on the use of the Dolls took place. The training included reading relevant books, watching video with Persona Dolls in classroom practice, as well as other support material, all derived from the author's personal collection of training materials on Persona Dolls (Persona Doll Training Organisation). At the same time, a number of games were conducted that included training on personal, social and emotional awareness of the participants.

On completion of the training phase, the student-teachers worked together in order to 'build' each Doll's persona, i.e. the Doll's family background, identity, habits, likes and dislikes, place of living, country of origin, skills and talents, possible impairments, etc. On building the Doll's persona, the student-teachers drew a lot of valuable information from the children in their classroom, their teachers, as well as their parents. Then, the student-teachers started forming the stories they were about to share with the children. They were very careful with the messages they were going to convey through the stories, as well as with the language used in the stories. After a month of training and preparation, they were ready to introduce the Persona Dolls into the pre-school classroom.

Three independent case studies took place, each for one of the three student-teachers. Each case study included the 'visits' of the Doll into the pre-school classroom.

The first visit would be a short one, so that the children would have the chance to get to know their 'visitor' by learning a few basic things about his/her life, such as name, siblings, nationality, likes and dislikes, etc.

Then, and after a week, the Doll would revisit the children and this time would share some more detailed information about her/his life. During this visit, the Doll would bond with the children by sharing a short story, similar to the children's experiences, e.g. new sibling, moving to another country, etc. The student-teachers would encourage children to express their own thoughts and feelings by asking open-ended questions. The student-teachers would avoid at all means imposing their own thoughts to children. Their role would be that of the facilitator of the discussions taking place (Brown, 2001, 2002, 2008).

The Doll would come back in the classroom after a few days. This visit would be the most important one of the project, as the Doll would share an unhappy personal story with the children, such as name-calling due to obesity, exclusion due to colour of skin, etc. The Doll, through the student-teachers, would seek the children's help in order to deal with her/his problem, while the student-teachers would be asking simple questions so that the children would suggest realistic solutions to their 'friend'.

The three story themes that were shared with the children aged from 2 to 4 years old were:

- The story of 'Ali', a Doll who had experienced exclusion due to colour of skin
- The story of 'Anya', a Doll who had experienced teasing and name-calling due to obesity
- The story of 'Michalis', a Doll who had experienced discriminatory behaviours from others, due to dietary habits.

## Results

The results of our research regarding the children are summarised as follows:

- The children were interested in getting to know their new 'friend' and they had positive reactions towards him/her.
- They were enthusiastic when they first saw the Doll and felt related to him/her, even from first visit
- A lot of children expressed their feelings about the situation described by the Doll and shared their own stories
- Most of the children expressed ideas and made statements that were clearly influenced by their family environment and style of living (e.g. "my father thinks that...", "my mother told me not to...")
- A lot of the children expressed a 'change of mind' on certain stereotypical ideas they first had
- Nearly all children explored ideas of diversity and empathy at different levels
- Nearly all children practiced critical thinking and problem-solving

The results of our research regarding the student-teachers are summarised as follows:

- The student-teachers were very excited during the training phase and had the chance to explore their own stereotypical thinking and biased behaviours
- They expressed anxiety regarding possible children's reactions and questions

- They felt that the educational tool of Persona Dolls was very 'friendly' to the children, as well to the adults
- They found that the tool could be very powerful in communicating the intended messages and thus, achieving its purpose
- After the first 'visit' the student-teachers gradually felt more comfortable in story-telling with Persona Dolls

## Conclusion

On completion of our research we concluded that the introduction of Persona Dolls in the pre-school classroom had only positive effects on children and adults, in a friendly and non-threatening manner that provided multiple benefits for all. In addition, this educational tool proved equally effective and might in the hands of student-teachers, as previously in the hands of professional teachers. Thus, in our opinion, it would be beneficial for all parties involved to encourage and promote the use of Persona Dolls as a medium for learning and adopting inclusionary practices in the education of children.

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# **Social Media and Romantic Relations: The impact of social networking sites on the relations of heterosexual couples. The example of Facebook**

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## **Summary**

Over the past decade social networking sites have been developing rapidly and have become a widespread mean of communication, particularly with the great development of Facebook, which changed the nature of social relations. The present paper is drawing material from the recent research of the international scientific community, concerning the positive and negative effects of Facebook on relationships of heterosexual couples, taking into account the peculiarities of the communication of this particular social networking site. The aim of this paper is to present a part of the initial observations and results of my doctoral thesis and to create a discussion on my ongoing research concerning the correlation between the use of Facebook and its effect on heterosexual couples's relationships.

## **Introduction**

New digital communication technologies has changed significantly the way that individuals interact and communicate with each other and therefore has changed the way they relate in heterosexual relations. Notable terms as intimacy, love, romance, jealousy and infidelity acquire new dimensions with the increased use of the internet and the social networking sites. More than 60% of all internet users communicate via social networks and more than 85% of adolescents maintain at least one personal account on social networking sites. Many people spend more time of their life online than offline. Facebook users, worldwide, spend 10.5 billion minutes every day on site - and these figures do not include the use of a mobile phone. Social media can be addictive, especially for young people, who prefer the online communication from the real life.

Spending time on social networking sites, can create a false sense of intimacy between anonymous web interlocutors. On Facebook, whose example is used in this article, people share details of their lives, creating the false impression that they share a history with them. This, of course, excludes a deeper intimacy and contact. Facial expressions, movements, body language and emotions are limited to "Like" and emoticons. Ostensibly, the relationship may seem intimate but if those individuals decide to meet in person, it will become more than obvious that the intimacy that they were feeling on Facebook does not exist in real life. Moreover, online communication lacks the immediacy of face to face communication, thus runs the risk of misunderstandings.

Facebook has given a new definition to privacy. Many things that previously were considered as private became public. The question is "why do people share so easily personal information on Facebook?". Research shows that there are many different reasons. Basically because they are seeking either support or attention. The second reason involves narcissism. Nowadays, being popular on Facebook is, for some people, a synonym of being a celebrity. In many cases, individuals use Facebook as a way to find a partner, even if they are already in a relationship. Especially for shy people it is much easier to «poke» someone on the internet, despite prodding him in real life, risking rejection.

## **Materials and Methods**

As it is mentioned above, this article concerns a research review on the impact that social networking sites have over heterosexual relations. Therefore it records and presents the conclusions of previous research concerning the effect of social networking sites, and especially of Facebook, on heterosexual couples's relationships. The research is based on articles and research published in Journals, both printed and online, as they are mentioned on references.

## Results

The results of the present research review have shown that indeed social networking sites have a large impact on heterosexual couples's relations. 1. Flirting and infidelity has become more easy with the use of Facebook. It is characteristic that, in the United States of America, one third of divorce applications in 2012 included the word "Facebook". 2. Facebook triggers jealousy among partners. It seems that the more time a person spends on Facebook, checking the profile of his partner, the more likely it is to feel more jealous. 3. Facebook may prevent a person to move on in his life after s separation, if he or she is checking the profile of his or her ex - partner. 4. Facebook may enhance the quality of communication among partners, if one or both of them prefer online communication to real life. 5. Facebook may provoke communication problems and arguments among partners concerning the setting of limits between private and public life and what it is allowed to be shared. 6. The preference of Facebook to real relationship triggers issues that lead to anger, rejection and other negative emotions.

But the use of Facebook has also at least one positive effect: It allows acquaintance and connection with people who may have not met otherwise. Many people have met their partner through Facebook.

## Conclusions

Taking into consideration the results of the present research review on the impact of social media, and concretely Facebook, on heterosexual couples's relations, it seems that Facebook has mainly negative effects. But this conclusion does not mean that we should demonize Facebook and social media overall. What we should do is to prevent ourselves from the negative effects. We should: 1. Reduce the time we spend on social networking sites as not to become addicted to them. 2. Observe our thoughts and reactions to prevent ourselves from infidelity 3. Balance between online and real life. 4. Beware of the information we choose to share online.

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# Clinical Results of A.P.P.A.C. During the Last Two Years (2006 - 2008)

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## Introduction

A.P.P.A.C. has created, through years, a significant data base of clinical results derived from the systematic approach of a wide range of psychiatric diseases.

## Aim

Evaluation of the current state of psychiatric diseases and associated parameters with social impact.

## Method

A sample of **219** patients has been studied during the last **2** years. Statistic analysis is based on **z-criterion** as well as **X<sup>2</sup>-test**. P-values of **0.05** were considered to be statistically significant.

## Results

Mean age of patients: **35** years old.

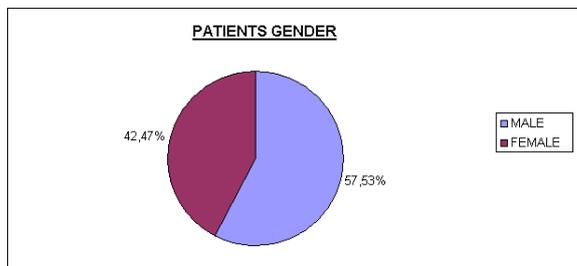


Diagramma 1

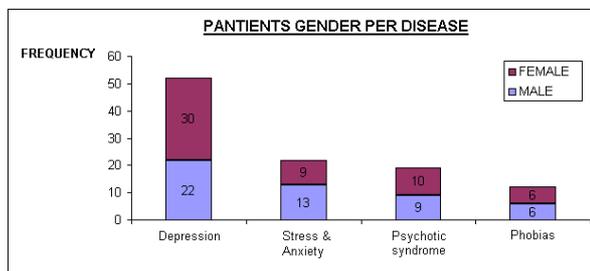


Diagramma 2

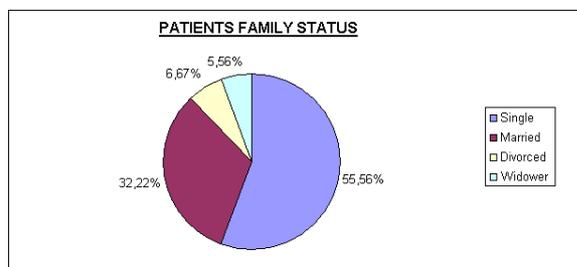


Diagramma 3

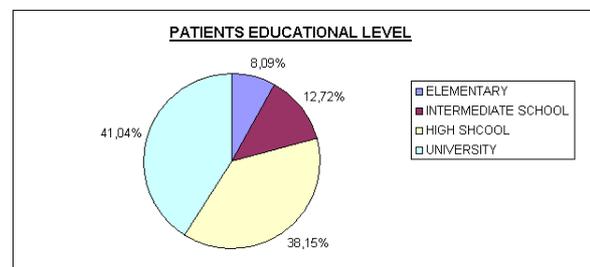


Diagramma 4

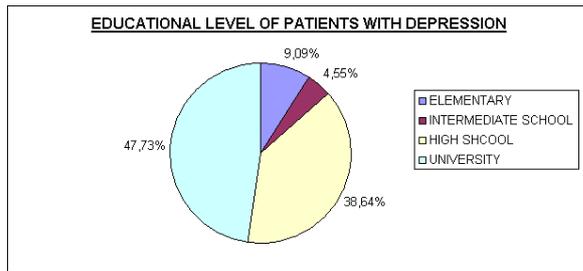


Diagramma 5

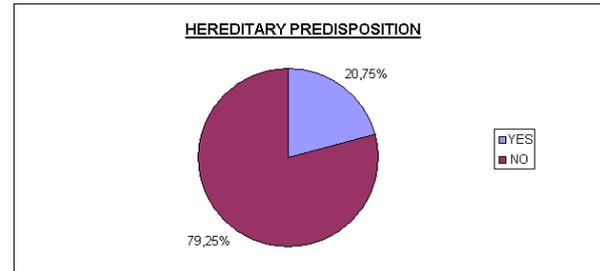


Diagramma 6

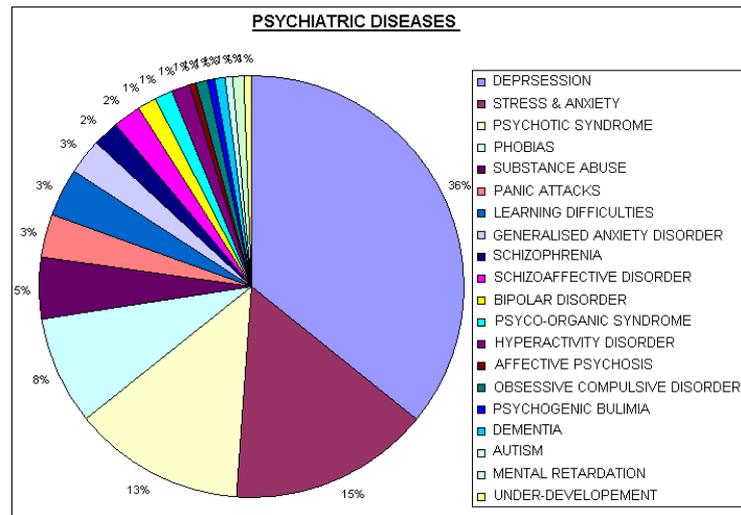


Diagramma 7

Moreover:

- 10% of the patients were diagnosed with 2 psychiatric diseases.
- 70% of widowers have been suffered from depression.
- 37,84% of patients with depression have hereditary predisposition.
- Therapeutic interventions to patients were made using psychotherapy, medication or both. The analogy of psychotherapy to medication is almost 1:2, while in 18.75% of the patients, who needed drug treatment, psychotherapy was mandatory.

**Discussion**

Female sex and hereditary predisposition are significant factors for depression in comparison to the other psychiatric diseases.

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# The space of a daycare center, as a mean of welcoming the child and its family

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## Abstract

The educational space plays a very significant role, not only to the educational process, but also to the infant's smooth transition from its family to the school environment. Therefore, we considered that it would be worthy to deepen the value of a certain space and its organization during this period, which is particularly demanding.

The purpose of our study was to describe the welcome space in preschool institutions, during the adjustment period of those children who would attend there for the very first time, as well as their families. In this very space, is where the institution reflects its pedagogical purpose, philosophy and ways of organization.

In order to collect our data, a protocol was made and used, which was filled in by the researchers, by visiting and observing 17 daycare centers of the municipality of Rhodes (urban, suburban, rural areas of the island).

The data were about the building infrastructure of the entrance (security, requirements, equipment). Moreover, they were about the search of educational interventions, which aim to the visitor's approach to the preschool services (friendly welcome space, view of the pedagogical work) and the possible existence of elements that would create a "negative" perspective.

Evaluating the spaces in our sample, we can see that although there is care for organizing them (arranging, cleanness, balance of colors used), in most cases, they appear to have a certain limitation or even absence of those elements needed to show that, these are spaces destined to children and that the educational programs are performed according to their needs, interests and demands.

Keywords : preschool institutions, transition, quality

## Introduction

The space of an educational institution and its organization, should be characterized by flexibility and complexity, its use by children and adults should be free from stereotypes and limitations that of a traditional classroom, so as to facilitate the implementation of psycho-pedagogue programs (Mesmin, 1978 · Adams, 1990 · Cole & Cole, 2000 · Germanos, 2002 ). Especially in the daycare the layout, the equipment, the stimulus of space as well as the educational process, the daily psycho-pedagogical program and the behavior should have a clear child-centered orientation. But there are cases where even today, we come across with issues of tight restrictions, spaces with no aesthetics, stuffy atmosphere, dark or cold rooms (Zerva, 2007).

### 1.1 Transition and educational space.

The period of transition is a special parameter in school life, which apart from some difficulties, gives the child the opportunity for a smooth transition from one surrounding to another (family - daycare - kindergarten - school etc.) giving the motivation to have experiences, to mature, to go on with his education and to enhance his social and political development. In most educational institutions of our country (mostly the public ones) the welcoming of new children is taking place usually in September and the teacher apart from having to collect data relating to the child (particularities, interests, etc.) should also have to prepare the spaces and the daily psycho-pedagogue programs properly (Ministry of Education, 2008 · Bevilacqua & Ioannidou, 2010). On the other hand, we shouldn't restrict our thoughts and actions only for the welcoming of new children or just during the autumn, because all children need proper welcoming conditions, even after a short absence due

to illness or even after the weekend, during the holiday seasons. So it is very important that the teacher must ensure that there are the proper conditions to get through transition periods (Zerva & Schiza, 2012).

In particular, the entrance / hall of a daycare, should be the place where the child's transition from family to school life is taking place in daily bases. For the same reason, the space should be organized accordingly. In this way, we contribute not only to a more friendly environment for the child, but also brings out the institute's concern for building and surrounding matters, which reflect the quality of care given to the daycare (Bellou-Mylona & Sidiropoulou, 2006 · Fanouraki et al., 2010). Moreover, through this space, teachers can present parents the pedagogical programs they apply, can talk about their child concerning special subject issues such as psychokinetic needs, or identify and address potential problems (diseases, allergies, particularities, etc), improve the relationship between the family and educational institution (Ministry of Education, 2000 · Zerva 2003a · Germanos, 2004). Even though, according to the modern pedagogical aspects, parents should be considered as supporters and to be co-responsible for their child during the learning process, unfortunately sometimes the reality is that some teachers try hard to create the conditions for a proper communication with the parents (Dodge & Colker, 1998). One way to enhance the interaction between the family and the daycare is to use modern teaching aids. In particular, digital video and sound recordings could be presented to the parents, using a video camera or a computer. Digital photography is also a "tool" to use (taken from events, visits, daily routine), which is relatively inexpensive, pretty familiar to the teachers, which can be used to make posters or pedagogical albums (Zerva, 2003b · Makrogkika, 2011).

## 1.2 Research

As this particular space plays a very important role to the easy and smooth transition of the child, according to the basic principles of modern pedagogy, we considered that we should deepen to it's value and organization, especially during a challenging period as the welcoming of new children is in the daycare.

Our focus is the entrance / hall, where the child and his family is welcomed daily and which should reflect the pedagogical work and the general philosophy applied by the daycare. The purpose of our study was to study the entrance / hall in daycares and its use especially during the sensitive period of welcoming the new children and their families. Our aim was, on one hand the building infrastructure of the entrance and on the other hand, to search the teachers' interventions aimed to friendly approach the child and his family.

## 1.3 Method

The method for this study was survey research, which is usually used in the social sciences. It is mostly used to note situations, topics, opinions, moods, attitudes, evaluations etc. The means for collecting data the, was a recording protocol that includes open and closed type questions, made for the needs of the specific study. The protocol was filled in by the researchers themselves, who visited and recorded 17 preschool educational institutions of the Municipality of Rhodes. The survey took place during the period of April to June 2012, which for the tourist parts of Greece, this is the prime time of welcoming new children.

## 1.4 The Municipality of Rhodes and daycares

The Municipality of Rhodes, is an island of 1,408,749 acres and of an 117,007 population and it is the ninth most populous Municipalities of the country and consists of ten municipal units. There are 17 public daycares operating on the island. The staff consists of qualified personnel of all employees required, who aim in children's development (psychosomatic, mental, social) through suitable psycho pedagogical programs.

According to our research, daycares of the municipality Rhodes, operated: in urban areas 52% (9), a suburban area 36% (6) and in a rural area 12% (2). As far as the ages of children attending in them are concerned, there were 3% (24) infants attending in 12% (2) nursery schools and 97% (692) toddlers in 88% (15) daycares.

The above educational institutions were roofed mainly in houses 94% (16) and only 6% (1) in an apartment. From these buildings 64% (11) were constructed to be a daycare from the very beginning, 24% (4) as a house and 12% (2) as something else (Hotel / royal building).

In 46% (8) of the institutions the main gate was on a road, 24% (4) was on a pavement or a low traffic road, 18% (3) was in the park and 12% (2) on highways.

The door was at a short distance from the main gate for 70% (12) of the buildings, at a greater distance for 24% (4) and 6% (1) was attached to a pavement – low traffic road.

In the entrances/halls of the daycares we came across with materials that can contribute to communication between the family and the daycare center such as : notice boards in 100% (17), instruction boards in 82% (14), furniture suitable designed for visitors in 52% (9). The daily pedagogical program of each classroom is displayed with: children's drawings in 12% (2) daycares, children's making in 18% (3) (three-dimensional works), works of each child in 35% (6), works of groups of children in 29% (5).

Elements in the space that enhance a pleasant and ergonomic environment were also: the choice of cheerful colors in 82% (14) daycares, objects for the safety of the building (fire extinguishers) in 94% (16), visibility towards all inner space of the building in 88% (15), visibility towards the outdoors of the building in 41% (7), festive - anniversary decoration in 71% (12), suitable natural lighting in 65% (11), the possibility of altering the space according to needs (eating area, play room etc.) in 41% (7). Not very often, we come across library in 24% (4), art works in 12% (2), houseplants in 12% (2), information about the daycare and its operation through the years in 6% (1), references to year of foundation - construction of the building in 12% (2) and elements of ecological awareness, for example recycling batteries, paper etc I 18% (3).

We also distinguished features that reflect traditional techniques such as decorative posters that are been made by the staff in 88% (15), manufactured furniture or toys in 71% (12), or simple storage systems in 71% (12) and hangers for the children bags and coats in 59% (10).

Evaluating how clean was the entrance/hall of these daycares during welcoming the children and their parents, we found out that in 12% (2) the space was always clean and tidy, in 41% (7) very often, 47% (8) often, in 0% (0) rare and in 0% (0) never.

The possibility for a few minute stay by the visitors was always in 12% (2), very often in 18% (3), often in 18% (3), rarely in 46% (8) and never in 6% (1).

Local newspapers, brochures etc were on display always in 0% (0), very often in 0% (0), often in 12% (2), rarely in 24% (4) and ever 64% (11).

Pedagogical posters were on display always in 0% (0), very often in 0% (0), often in 6% (1), rarely in 42% (7) and never in 52% (9).

## Discussion of Results

The daycares of the municipality of Rhodes that constituted the sample of our work operate mainly in urban areas and less in suburban and rural areas, which reflects the current standards in our country, where most of the population lives and works in urban areas and therefore there is a greater need for family support services in the education and care of young children (Bellou - Mylona & Sidiropoulou, 2006).

Studying the way that public preschool institutions operate, it is clear that there are substantial differences of operation between the institutions we studied and those of a big city like Athens, where there are mostly daycare centers and kindergartens, but there is a lack of sufficient number of nursery schools.

As far as the building of the institutions studied, it is considered to be positive that the majority were house and were initially built to function as daycares. This means that the specifications of the buildings were made based on the children's safety, such as the fact that they are mainly situated on low traffic roads and there is a sufficient distance between the entrance door and the road. In the interior of the building, it was noted that the most common material on display is information and instruction boards, pedagogical projects made by the teachers, decorative manufactured posters, furniture used for storage, festive decorations and the safety material such as extinguishers etc. All the above lead to dated and more conservative choices of interior decoration, when there was no room for real communication between parents and teachers (Zerva, 2007).

The data we collected above don't exactly indicate friendliness in welcoming the visitor. There should be suitable furniture for as long as they have to wait to pick up their child, artwork, houseplants, visibility in outdoor areas of the building, the details view of the history of the institution. Also limited the display of the pedagogical work that could give an idea about what their children are doing daily (through individual or group projects for children) (Germanos, 2004).

The entrance hall appears to be in most daycares clean and tidy, but offers no possibility for a few minute stay for visitors and the size of the room is usually quite small. Furthermore, there is a lack of elements that could catch the parents' attention, such as scientific articles, brochures about children activities etc rather than have the typical and traditional form of a daycare usually is. Therefore, a daycare appears to be a rather closed society and not a place where there should be constant communication between the staff and the community (Zerva & Schiza, 2012).

There is no display of the daily psycho pedagogical program taking place in the those daycares, as the teachers don't prefer to record it in any way, so as to inform parents about what their children do and learn each day. This could be obtained if they would display children's works, photographs of their activities, posters with analyzed projects etc (Zerva, 2003b). Evaluating the spaces constituted the sample of our study, we can understand that there is little concern about the organization, the arrangement of the material, the cleanliness of all spaces, or a rational use and balance in the use of colors used to decorate the daycare. There is a lack of the character that a daycare center should have, to indicate that it is supposed to be for children, to show respect for their needs, interests and age performing the right psycho pedagogical work (Germanos, 2004).

## Conclusions - Suggestions

From our results we can observe that the entrance of the daycare, at least for the institutes studied, isn't concerned to be of particular importance, where the organization and general profile refers to dated practices and pedagogical choices. It is important to notify that this area deserves more attention, especially during the periods when new children come to the daycare. It is therefore proposed that educators should focus more and study new information about their job and apprehend that the entrance of a daycare is a crucial part of the daycare with significant pedagogical value. Specifically, we consider that at first, there should be a study the dynamics of each space with its specific parameters, to notify the potential interventions and finally to design and implement activities to give the entrance the character that should and deserves to have (Fanouraki et al, 2010 · Zerva & Schiza, 2012).

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# The Ideal Other and the Ethnocentric interculturality: A “Therapeutic” Adaptation Strategy in an Evolving World

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Tremendous Pain had fallen upon Greece. All those bodies  
thrown in the jaws of the sea in the jaws of the earth. All those  
souls thrown in the millstones like the wheat  
*G. Seferis (Nobel Prize, 1963)*

## The Power and the Quest

The transition of a mono-cultural society into a multi-cultural reality carries a variety of functions in social, financial and cultural field.

Those functions, never completely liberated from the hegemonic discourses, are at the same time related to the acceptance or the disapproval of the *other*: That acceptance or disapproval, having to do with the perception of the self and the other (and thus with the multicated notion of identity) is involved into the socio-psychological strategies the groups create in order to adjust or not in an evolving world.

In Greece, according to specific data<sup>1</sup>, the percentage of the refugees and immigrants the country received the decade 1995-2005 was increased 54% in comparison to the previous decade. That transition happened in a rapidly changing world and economy ( ), were after the collapse of the USSR a vast wave of immigrants evolved and even the model of “bipolar” world was rapidly transformed into a “multipolar” one. Greece, being in the border line of a continent (Europe) and of an Institution (European Union) received an unprecedented for its modern history number of immigrants, for which neither its fragile economy neither in ethnocentric mentality was prepared.

Having as a given the vast transition which happened in Greece in the 90’s we searched the functions that evolved and transformed Greek society from a “poor yet sunny” country of migration export into a xenophobic country of migration import.

## The transition and its Representation

This transition from a monocultural ethnocentric society into a multicultural one created the need to re-invent and re-invest not just the notion of the “Other” but also our collective, and within it our individual, notion of the “Self”.

In order to bring forth the ways our collective self dealt with this urgent transition, we thought it was important to research how the immigrant other is represented into the adolescent and children literature, written and circulated in Greece in this era of transformation. The choice to concentrate on the field of literature is not accidental. Literature is a mega field of representation since it might consist a personal registration but it remains a registration of the social and historical parameters of an era. Thus it can reveal at a significant extent the “chest” between the personal view and personality and the view the relations of power “naturalise” at a certain place and time. As it was once said *writing is not about understanding the word, but the world*.

A Representation is (among other things) an “artistic form” of an ideology produced within a pre-given status of meanings<sup>2</sup>, (a status related with the social, financial and cultural readings that prevail in the world according to the dominant groups of the hierarchy). And yet is a form influenced by personal characteristics of its producer(s) and their sub-cultures.

Every negotiation and transition in societal and psychological level has the need of transitional “objects”: Texts, carrying representations, may function like that.

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1 Jackson Robert & Towle Philip, 2006.

2 Deconchy, 1998

Children literature is a transitional object even more since children (as the sociology of childhood has pointed<sup>3</sup>) are used as social prophets in order to enlarge problems of the adult society. Childhood is made up of the expectations, hopes and fears societies have expressed with regard to their children as Sommerville (1982) put it.

Was children and adolescent literature produced in Greece the era of transition used as this kind of transitional object and what kind of textual form this function took?

## A synthetic topic, a synthetic Method of Analysis

In order to analyse a complicated issue we used a synthetic method of analysis, using selective of social anthropology, the sociology of literature and literary analysis. The methods of Wierlacher, Genette and Bachelard were able to help us go through a topic that having to do with the Other and the fears or hope we invest on him or her and having to do with literature combines both social and psychological perspectives.

Wierlacher as the founder of the intercultural philology in Germany pointed that in a text we may find scenes that unite us or separate us. The first ones are universal scenes, "globalities", referring to emotions or actions common to all cultures in the world having to do with love, pain, birth, death, etc. The second ones are "localities", scenes referred to emotions or actions we met only in a specific culture, like Muslim Ramazani or Greek easter etc. Genette analyses the structure of a scene and gives an explanation why we choose to promote a certain hero or why we choose a certain word or point of view to describe a story. Bachelard as a meta/freudist pointed that textual scenes contain mythological, ontological data common to all cultures, like the dreams of fly to the sky as a transformation of liberation, or dive in the water as a transformation of death or journey etc.

Using the method of Wierlacher we locate the scenes and trace if the majority the writers choose belonged to localities or globalities. Using Genette we tried to locate the priorities of the writer concerning the promotion of a certain hero or world view, and using Bachelard we tried to analyse the social and psychological parameters of the scene.

## Some Results found

We found functions that indicate a strong "stream" from the "*National Imaginary Self*" of the political rhetoric's (or anti-national at some point), that were formulated in the previous centuries, to the "*Cultural Imaginary Self*" of literature (as we call it in comparison to the national).

That "cultural imaginary" has the urge to adjust our collective self into the new era without losing its narcissistic characteristics and without feeling threatened by the new multicultural transition. Writers re-invent and re-invest reality in the "representation-reality" (in the plot) solving in an easier way unsolved problems of the "actual-reality". Acceptance and social inclusion comes easier in a more just society and the hero remains a hero of the thousand faces<sup>4</sup> the orphan that becomes a king. In other words literature as a transitional object has a "*therapeutic function*" and this function of a collective representation helps a segment of society to adjust when this society faces a difficult to resolve in the actual field reason of anxiety.

Yet this cultural imaginary of the literature that replaced the brutal rhetoric of the national imaginary we meet in the political rhetorics, has at least one more dimension: In order to make the problematic of the Other more easy to comprehend, that "Other" in the texts comes to us having the version of an Other culturally closer to our standards. He or she is in other words a "domesticated Other", an exceptional hero in the plot, a charismatic persona so distant from a human being under pressure, that becomes a manifestation of an "*Ideal Other*" so close to the self. Thus this "Ideal Other" helps also to create an "*Ideal Self*" in the texts, so ready to accept and help, *so different from the Self that sustains or follows the xenophobic reactions and conservative restrictions of the actual reality.*

## The ethnocentric Interculturality

In other words in order our collective mono-cultural self to adjust in a multicultural era, it had to employ a narcissistic perception of interculturality, an ethnocentric interculturality, hidden under "rational" or "ethical" criteria that domesticate the "Unheimlich", the "Other". It is in a sense a "transfer" of an ethnocentric monocultural mentality and its literature, into the multicultural field of the socio-political reality. And is using selective criteria of a "proper", idealized other, that is present *in more than 82% in the plots of the 90s!*

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<sup>3</sup> Jenks, 1996

<sup>4</sup> Campbell Joseph, 2003.

## The multiple Perceptions of the Other

This proper, desirable other, is represented in the texts under 2 main versions: He or she is the immigrant that thinks and acts like an ideal Greek, projecting our culture as a catholic culture for humanity, or as an idealized, an excellent other, a kind of super hero that is accepted on the basis of his excellence, not on the basis of human rights. Both construct *a convenient other*.

The “Other” of “our” literature-reality, employed in order to pleasure our narcissistic perception of ourselves as humanitarians, “solving” the socio-psychological conflicts of the actual reality, has special advantages and talents, incredible behavior, and a character so good that becomes distant and detached from the actual immigrant (the actual human being) or from the actual reality. He or she is an Other so good as we were “when we become immigrants”.

The other criterion of acceptance is his or hers “greekalisation”: In about 70% he or she is an immigrant, a stranger, but his or hers ancestors aren't! Thus he or she is of Greek origin too! This Domesticated, “Greekalised Other” questioning in a deep way the self-value of acceptance in the basis of human rights, consists an example of a reverse racism that avoids to look itself in the mirror, and becomes a keyholder of this ethnocentric interculturality.

It remains to be seen if similar phenomena or functions evolve in other societies concerning immigrants or different types of diversity.

Yet we tent to think that in eras of transformation where persons and societies renegotiate their perception about the Self and the World, both structures and identities have to adjust using similar “therapeutic techniques”.

Literature is a privileged field to explore this functions as in an era of social and political silence of what was really going on in the xenophobic jounge “out there” was the first field to discuss about the unspoken, even if it was initially used in that era of transition as an object of transition using an ideal, domesticated other.

## Concluding

As rightfully it is said every research about the Other is a research about the self. About the limits, the values, the strength, the meaning of the human being. Yet, like ethic has as one of its missions to resist to the cynical character that politic takes when it is abandoned to itself (Eko) literature has as its mission to resist to the cynical character that society takes when abandons its “real self”. And we found that this is not an easy or automatic task!

The immigrant literature written in Greece between 1995 and 2005 functions among other things as a field of renegotiation between incidents (evolutions in the real world) and identities (perceptions). Yet that happened into a country that used in a monocultural “reality” had to invent “bridges”. It is not important right now if the bridges invented were big or small. As people say both in Epirus and South Albania:

*“small bridge, big bridge, someone will pass over!”*

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# 18<sup>th</sup> INTERNATIONAL CONFERENCE

## Association Of Psychology & Psychiatry For Adults & Children

### Neuropsychiatric, Psychological and Social Updates and Challenges



The Hellenic Association  
of United Nations  
The Hellenic National  
Commission for UNESCO



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## PROGRAMME BOOK & BOOK OF ABSTRACTS

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## WELCOME ADDRESS

### Dear Friends and Colleagues,

It is our pleasure to welcome you to the 18<sup>th</sup> International Conference of the Association of Psychology and Psychiatry for Adults and Children (A.P.P.A.C.), held in Athens, on May 21 – 24, 2013.

This year's Conference 8<sup>th</sup> of a series on "Neuropsychiatric, Psychological and Social Updates and Challenges".

During the last years, the International Congresses of the A.P.P.A.C. became established annual meeting points, where participants have the opportunity to get in touch with the latest knowledge and exchange ideas with worldwide distinguished experts from different scientific areas, in a true multidisciplinary approach.

The 18<sup>th</sup> International Conference, will try to work further towards this direction, bringing participants closer to the progress on scientific research concerning clinical psychiatry, psychopathology, psychology, new diagnostic and treatment methods, genetics, and neurosciences.

In our Conference, we once more emphasise the human dimension, linking science with society. To this end, there are some sessions with the participation of social workers, nurses, social anthropologists, educators etc.

The 18<sup>th</sup> Conference also serves the educational mission of the A.P.P.A.C.: it gives 24 CME credits by the European Accreditation Council for Continuing Medical Education (EACCME), to certify that the participants have taken part in accredited education activities.

Attending this meeting in Athens, is also an opportunity to discover, or rediscover, a city of unique charm with a rich cultural and humanitarian tradition.

Athens is ideally suited to provide an atmosphere of true international spirit as the city has learned to deal successfully with the diversities of systems and the coexistence of different cultures. Today, the Greek capital is a modern, lively, vibrant, fascinating and beautiful city, with historic, cultural, scientific and modern achievements, a city you will enjoy to visit.

### Welcome to Athens!

A.P.P.A.C. President & Sc. Director: **John Kouros**  
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### GENERAL INFORMATION

CONGRESS VENUE: The Congress will take place at the Athens Hilton Hotel, 46, Vassilissis Sofias Ave., Athens Centre, Tel: (+30) 210 7281000

### HOW TO GET THERE

By Metro: Metro Line 3, Evangelismos Station  
By Bus: Evangelismos Station or Ilisia Station  
REGISTRATION AND INFORMATION DESK: The Registration Desk will be located at the Santorini Congress Hall, MEZZANINE LEVEL.  
Only WEDNESDAY 22 and THURSDAY 23 May 2013  
TUESDAY 21 May 2013 from 9:00 until 21:00 will be only a WELCOME DESK of the congress near the hotels reception and FRIDAY 24 there will be also someone facilitating the departures of delegates.

**NAME BADGE:** Participants and accompanying persons will receive a name badge. Everyone is kindly requested to wear this badge for all Congress activities.

**BADGE COLOURS:** Green...Conference Committee, Red...Presenting Authors, Blue...Registered/Attendees, Orange...Support Personnel

**COFFEE BREAKS:** Coffee will be served in ROOM SANTORINI 3. Entrance to the coffee & light meal breaks will be allowed to delegates after showing their name badge and coupons.

**CERTIFICATES OF ATTENDANCE:** The certificates will be given on Thursday, May 19 after the Coffee Break, to every participant who has paid the registration fee and has attended the congress. For your Certificate, please return to the Secretariat the Congress Evaluation Form (found in the congress kit).

OFFICIAL CONFERENCE LANGUAGES: English (EN) and Greek (GR)

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### Tuesday, May 21, 2013 Penteli Symposium

08:45	PENTELE SYMPOSIUM DELEGATES ARRIVAL - DEPARTURE FROM ATHENS HILTON
09:15	<b>SISMANOGLIO</b> (PUBLIC HOSPITAL IN MELISSIA) (2 HRS) INTERACTIVE LECTURES: FUNCTIONS OF PSYCHIATRIC WORDS IN A GEN. HOSPITAL DR. LOLIS (DIRECTOR, PSYCHIATRIST) AIMS & PROGRAMMES IN A PEDOPSYCHIATRIC SECTOR OF A PUBLIC GEN. HOSPITAL DR. KOUMOULA (DIRECTOR CHILD PSYCHIATRIST) & DR. TSIORONIS
11:15	QUICK VISIT OF THE ORTHODOX MONASTERY OF PENTELE & CONFERENCE CENTER
11:45	<b>DIMIOURGIA</b> (CENTRE FOR PEOPLE WITH SPECIAL NEEDS, GERAKAS) (2 HRS) INTERACTIVE SYMPOSIUM ON THE CENTRE'S ACTIVITIES & PROGRAMMES FOR PEOPLE WITH SPECIAL NEEDS MRS. PAPAETHOMA (VICE-DIRECTOR) & MR. KOLLAROS (ADM. DIRECTOR)
14:00	<b>LYRAKOU CLINIC</b> (PRIVATE PSYCHIATRIC HOSPITAL IN MELISSIA) (2 HRS) INTERACTIVE LECTURES: PSYCHOTHERAPEUTIC ACTIVITIES IN A PSYCHIATRIC HOSPITAL DR. PAPAETHOMAS (SC. DIRECTOR, NEUROLOGIST, PSYCHIATRIST) DR. POTAMITIS (DEPUTY OF PSYCHIATRIC DEPT., PSYCHIATRIST) DR. XANTHAKI (HEAD OF PSYCHIATRIC DEPT.) MR. TSERPILIS (MSC, PHD CAND., HEAD OF REHABILITATION DEPT.) MRS. POLITOPOULOU, MRS. HELIOTI, MRS. NIKOLIDAKI (MSC. PSYCHOLOGISTS) <b>WELCOME RECEPTION</b>
16:15	DEPARTURE FROM ATHENS HILTON - THE NEW ACROPOLIS MUSEUM VISITATION
19:30	RETURN TO ATHENS HILTON INTERACTIVE LECTURE BY DR. J. KOUROS 'SUICIDE IN GREECE DURING THE ECONOMIC CRISIS' (1½ HRS)
20:00	SET UP OF POSTERS BY PRESENTERS (POSTER AREA)

### Friday, May 24, 2013 Cape Sounio Symposium

08:45	SOUNIO SYMPOSIUM DELEGATES ARRIVAL - DEPARTURE FROM ATHENS HILTON
09:15	<b>PSYCHIATRIC HOSPITAL</b> INTERACTIVE LECTURES ON THE PSYCHIATRIC UNITS ACTIVITIES (1½ HRS) BY DR. G. FRERIS (DIRECTOR CHILD PSYCHIATRIST AT SOTIRIA GEN. HOSPITAL)
11:00	<b>KASTALIA (NEUROPSYCHIATRIC CLINIC IN HELLINIKO)</b> (2 HRS) WELCOME AND INTERACTIVE LECTURE: MAIN AIMS OF THE CLINIC DR. LYBERIS (PSYCHIATRIST & CLINIC'S DIRECTOR) & DR. PASTAKAS
13:00	<b>CAPE SOUNIO VISITATION</b> COFFEE ON THE BEACH
15:15	RETURN TO ATHENS HILTON VIA A.P.P.A.C. OFFICES (OPTIONAL)
15:45	<b>A.P.P.A.C. OFFICES</b> (3½ HRS) INTERACTIVE LECTURES ON A.P.P.A.C. PSYCHIATRIC ACTIVITIES SYMPOSIUM & INTERACTIVE LECTURE: PSYCHOTHERAPY FOR ADULTS AND ELDERLY IN GREECE MS. HARRISI, TH. SPECIAL EDUC. TEACHER, FAMILY THERAPIST EFTA MS. BELIEVA, V. ALZHEIMER'S CAREGIVER DR. KOUROS J. PSYCHIATRIST, A.P.P.A.C. PRESIDENT

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### MICHELINA TOSI, Researcher in Sociology from 1992 to 1996,

Professor of Mass Communication from 1996 to 1998, University of Cassino Italy  
And Professor of "Methodology and technique of social service, in the same period  
Professor of Sociology of family from 1998 to 2000, University "La Sapienza" Roma  
Professor of Political sciences. University San Pio V Roma from 2001 to 2008  
Professor of mass media Communica-

tion, in the same period  
Dean of Superior School of Interpreters and translators in Rom, from 2001 to 2010  
1991: member of executive board of 46 Research Committee in Clinical Sociology of International Sociology Association (I.S.A.)  
General Vice President of the same Research Committee for 1994 to 2000.  
Founder of the clinical Sociology Italian group, President of Italian Group of

Clinical Sociology for its foundation; participated to many International Congress of Sociology (Madrid, Kobe (Japan), Los Angeles, Montreal, Bielefeld, Belo Horizonte, Paris, Crete, Spetsae etc.) and organized the World Italian Congress in Clinical sociology in Rome at 1996 (250 participants).  
M.Tosi organized in Italy also the 1<sup>st</sup> and 2<sup>nd</sup> International Seminary of Clinical Sociology

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Paterakis, P. Rondos, I.  
Sakka, P.  
Sakkas, D.  
Samara, A. Sarandidis, D.  
Simos, G.  
Sinouris, N.  
Siouti, I.  
Sitzoglou, K. Stoforos, P. Tomaras, V.  
Tsonaki, M. Tzebelikos, E. Valkanos, E.  
Venetikou, M.S.  
Vidalis, A. Vougiouklakis, T.

### Opening Ceremony CHOIR - The Choir of the Association of Greeks from Egypt

The mixed voice choir of the Association of Greeks from Egypt, was established in September 1998 by the composer **Mr. John Lazaridis**, a Greek from Alexandria Egypt, as the choir maestro. The Choir consists of **50 members**, amateur musicians, who with an unremittingly varied repertoire have received excellent acclaims and reviews. The Choir is also a Member of the Association of Greek Choirs. Since 2005, they annually host a meeting of choirs from several Greek Towns at the concert hall of Parnassos.

Their repertoire includes classical compositions, Greek contemporary and folk music, Latin, pop music and songs from musicals. The Maestro, Mr. Lazaridis has also set to music poetry of great Greek poets (for example Kavafis, Polidouris, Papadimitriou, Tsalpoldou and Psiharis).

The Choir has taken part in several concerts, festivals, as well as conventions and conferences for well known organisations - concerts that took place at hotel halls, museums and Town Halls of many cities around Greece. Some of their performances are devoted to the renowned Greek composers, as Loizos, Tsitanis, Sougiouli. They have also taken part in the film "the history of Rembetico", directed by Kostas Ferris with music score, by Thespis Panagiotou. They include an annual Christmas Carol performance at the Alexander Onassis public benefit foundation, as well as at the Association of Greeks from Egypt. Accompanying the Choir at the piano, the international soloist **Mrs. Fifiika Broussianou**, who is also a Greek from Alexandria, Egypt and a distinguished musician and piano teacher at the Greek National Conservatoire.

HALL 1	ENGLISH SESSIONS
<p style="text-align: center;"><b>9.10-10.05 am</b></p> <p><b>S.S.1: BEHAVIORAL REHABILITATION, O.C.D. AND MEMORY</b>  <b>Chair:</b> A. Rodionov, MV Pronina                      BRAIN MECHANISMS OF CREATIVITY: POSSIBLE WAY FOR ENHANCING COGNITIVE ABILITY AND SOCIAL-BEHAVIORAL REHABILITATION  <i>A. Rodionov</i> PhD candidate/Psychophysicologist/Psychologist, <i>M Starchenko</i>, <i>O Pinina</i> N.P. Bechtereva Institute of Human Brain RAS, Saint Petersburg, RUSSIA</p> <p>P300 SUBCOMPONENTS IN PATIENTS WITH SCHIZOPHRENIA AND OBSESSIVE-COMPULSIVE DISORDER  <i>MV Pronina</i>, <i>YI Poliakov</i>, <i>VA Ponomarev</i>, <i>A Müller</i>, <i>Prof. JD Kropotov</i> Bechtereva Institute of the Human Brain of Russian Academy of Sciences, Saint Petersburg, RUSSIA</p> <p>INTERFERENCE IN REFERENCE MEMORY OF TIMING TASKS  <i>Dr Pavlos C. Filippopoulos</i> Programme Director Counselling Psychology Department of Psychology City University London</p>	<p><i>Day Care Hospital, Belgrade, SERBIA</i>                      MONOTHERAPY IN PSYCHIATRY: UN-REACHED OR REACHED AIM  <i>SD Kaludjerovic</i> PhD/Medical Neurologist/Psychiatrist  <i>Day Care Hospital, Belgrade, SERBIA</i></p> <p>NEUROPSYCHIATRIC EVALUATION OF TRAUMATIC BRAIN INJURY  <i>Dr. Akhilesh Jain</i>, Specialist Gr-I (Psychiatry) HOD, Dept. of Psychiatry, Jaipur, INDIA</p>
<p style="text-align: center;"><b>10.05-11.00 am</b></p> <p><b>1ST LECTURE: BURNOUT IN HEALTH PROFESSIONALS AND BULLYING IN CHILDREN</b>  <b>Chair:</b> Prof. R. Yslado, DG Lyrakos                      BURNOUT AND SOCIODEMOGRAPHIC - ORGANIZATIONAL FACTORS IN HEALTH PROFESSIONALS  <i>Prof. R Yslado</i> PhD, <i>R Atoche</i>, <i>B Cermeño</i>, <i>D Rodríguez</i>, <i>J Sánchez</i> Universidad Nacional Santiago Antunez De Mayolo, PERU</p> <p>THE SMILE OF THE CHILD. INTERACTIVE, EDUCATIONAL TOOL FOR CONFRONTING BULLYING IN SCHOOLS (TO ΧΑΜΟΓΕΛΟ ΤΟΥ ΠΑΙΔΙΟΥ. ΔΙΑΔΡΑΣΤΙΚΟ ΕΚΠΑΙΔΕΥΤΙΚΟ ΕΡΓΑΛΕΙΟ ΓΙΑ ΤΗΝ ΑΝΤΙΜΕΤΩΠΙΣΗ ΤΟΥ ΣΧΟΛΙΚΟΥ ΕΚΦΟΒΙΣΜΟΥ)  <i>Dr. Alevizos</i>, Psychologist, 'The Smile of The Child' Organization, Athens, GREECE</p>	<p style="text-align: center;"><b>13.45-14.20 pm</b></p> <p><b>S.S.4: PARENTS' COMMUNICATION, ADOLESCENT DEPRESSION AND PSYCHOTHERAPY</b>  <b>Chair:</b> Prof. R. Urea, Dr St Tsipourakis                      THE INFLUENCE OF COMMUNICATION STYLE ON PARENTS AUTHORITY STYLE  <i>Assoc. Prof. R Urea</i> PhD Bucharest University, ROMANIA</p> <p>A STUDY OF ADOLESCENT DEPRESSION IN RELATION TO COGNITIVE DISTORTION AND PARENTAL BONDING IN INDIA  <i>S. Acharya</i>, Consultant National institute of public co operation and child development, New Delhi, INDIA</p> <p>PSYCHOTHERAPY IN CHILDREN AND YOUNGSTERS IN A.P.P.A.C. FACILITIES  <i>Dr. J Kouros</i>, MD Psychiatrist/Ps/President and Scientific Director of the A.P.P.A.C., Athens, GREECE</p>
<p style="text-align: center;"><b>11.00-11.35 am</b></p> <p><b>S.S.2: INTELLIGENCE TEST REVISIONS AND EXPERIENCES IN TESTS</b>  <b>Chair:</b> Th. V. Tsiouti, D.G. Lyrakos                      USE OF PSYCHOMETRIC TEST IN PSYCHIATRIC PROBLEMS  <i>DG Lyrakos</i>, Clinical Psychologist, Maastricht University, Elpis Care, NETHERLANDS</p> <p>INTELLIGENCE TEST REVISIONS - PROFIT FOR PATIENTS?  <i>M Vanhanen</i>, Neuropsychologist/PhD Niuvanniemi Hospital, Kuopio, FINLAND</p>	<p style="text-align: center;"><b>14.20-14.45 pm</b></p> <p><b>S.S.5: VICTIMS AND TRAUMATIC EVENTS, LEGAL PROBLEMS IN CHILDREN</b>  <b>Chair:</b> D.G. Lyrakos, Dr G. Freris                      A CASE STUDY OF COMPLIANT VICTIMS OF SEXUAL SADISTS  <i>Dr. M Pistorius</i>, SOUTH AFRICA</p> <p>COGNITIVE SCHEMA THERAPY FOR DYSTHYMIA FROM SPOUSE ABUSE: A CASE STUDY  <i>DG Lyrakos</i>, Clinical Psychologist, Maastricht University, Elpis Care, NETHERLANDS</p> <p>LEGAL PROBLEMS IN CHILD PSYCHIATRY EXPERTISE AND WORKING AROUND THEM (ΝΟΜΙΚΑ ΠΡΟΒΛΗΜΑΤΑ ΣΤΗΝ ΠΑΙΔΟΨΥΧΙΑΤΡΙΚΗ ΠΡΑΓΜΑΤΟΓΝΩΜΟΣΥΝΗ ΚΑΙ ΤΡΟΠΟΙ ΑΝΤΙΜΕΤΩΠΙΣΗΣ)  <i>Dr. J Kouros</i> MD Psychiatrist/Ps/President and Scientific Director of the A.P.P.A.C., Athens, GREECE</p>
<p style="text-align: center;"><b>11.35-12.50 am</b></p> <p><b>1ST SYMPOSIUM - DOMESTIC VIOLENCE</b>  <b>Chair:</b> Prof. L. Rolle, Dr. St. Tsipourakis                      INTIMATE PARTNER VIOLENCE AND DOMESTIC VIOLENCE IN SAME-SEX RELATIONSHIPS  <i>Assoc. Prof. L Rolle</i> PhD, <i>A Calderera</i>, <i>E Marino</i> PhD, <i>Prof. P Brustia</i> Department of Psychology, University of Turin, ITALY</p> <p>THE REPRESENTATION OF DOMESTIC VIOLENCE IN THREE ITALIAN DAILY NEWSPAPERS  <i>Assoc. Prof. L Rolle</i> PhD, <i>N Allocco</i>, <i>S Fauda</i>, <i>R Fazzino</i>, <i>R Tarantino</i>, <i>AC Vighi</i>, <i>Prof. P Brustia</i> Department of Psychology, University of Turin, ITALY</p> <p>NARCISSISTIC PERSONALITY DISORDER AND CHILD ABUSE. IS THERE A RELATIONSHIP?  <i>DG Lyrakos</i>, Clinical Psychologist, Maastricht University, Elpis Care, NETHERLANDS</p>	<p><b>14.45-15.45 pm   Coffee Break - Light Meal</b></p>
<p style="text-align: center;"><b>12.50-13.45 am</b></p> <p><b>S.S.3: NEUROSCIENCES</b>  <b>Chair:</b> G. Vulevic, Dr. S.D. Kaludjerovic                      CONTEMPORARY NEUROSCIENCES AND PSYCHOTHERAPY  <i>P Jevremovic</i>, Senior Lecturer, <i>G Vulevic</i>, Psychologist Faculty of Philosophy, Beograd, SERBIA</p> <p>STATUS POST MENINGITIS AND ENCEPHALITIS? 20 YEARS AFTER INFECTION -PSYCHIATRIC CONSEQUENCES  <i>SD Kaludjerovic</i> PhD/Medical Neurologist/Psychiatrist</p>	<p><b>14.45-15.45 pm   'Meet The Authors' Session</b>  <b>Chair:</b> Prof. R Yslado, Dr. A.V. Parmenidou, G Freris</p>
<p style="text-align: center;"><b>15.45-16.30 pm</b></p> <p><b>2ND SYMPOSIUM - PEOPLE WITH SPECIAL NEEDS AND THERAPIES</b>  <b>Chair:</b> A. Kougioufa, D.G. Lyrakos                      A MODERN INSTITUTION WHERE PEOPLE WITH SPECIAL NEEDS LIVE: A PSYCHOLOGICAL APPROACH  <i>DG Lyrakos</i>, Clinical Psychologist, Maastricht University, Elpis Care, NETHERLANDS</p> <p>PERSONS WITH MULTIPLE SPECIAL NEEDS: THERAPIES INSIDE AND OUTSIDE CARE HOMES                      - SPINA BIFIDA (ΑΤΟΜΑ ΜΕ ΠΟΛΛΑΠΛΕΣ ΕΙΔΙΚΕΣ ΑΝΑΓΚΕΣ ΚΑΙ ΘΕΡΑΠΕΙΕΣ ΣΤΟ ΙΔΡΥΜΑ ΚΑΙ ΕΞΩ ΑΠΟ ΤΟ ΙΔΡΥΜΑ - SPINA BIFIDA)  <i>Dr. J Kouros</i>, MD Psychiatrist/Ps/President and Scientific Director of the A.P.P.A.C. Athens, GREECE</p> <p>APPLIED DANCE THERAPY FOR PEOPLE WITH SPECIAL NEEDS, SOCIALIZATION AND THERAPY (ΧΟΡΟΘΕΡΑΠΕΙΑ ΣΕ ΙΔΡΥΜΑΤΑ ΜΕ ΑΤΟΜΑ ΜΕ ΕΙΔΙΚΕΣ ΑΝΑΓΚΕΣ, ΚΟΙΝΩΝΙΚΟΠΟΙΗΣΗ ΚΑΙ ΘΕΡΑΠΕΙΑ)  <i>A Kougioufa</i>, Dance therapist Institution for Adults with Special Needs, Athens, GREECE</p>	<p><b>16.30-17.30 pm</b></p> <p><b>S.S.6: THERAPY OF O.C.D. AND BEYOND THEORIES AND METHODS</b>  <b>Chair:</b> A.V. Parmenidou, Prof. H Alsheikh                      THE NEURO-COGNITIVE PSYCHOLOGICAL THERAPY OF O.C.D.: NONPHARMACOLOGICAL APPROACH</p>

# Wednesday, May 22, 2013

## REGISTRATION AND MATERIAL PICK-UP

HALL 1	ENGLISH SESSIONS
<p><i>Ass. Prof. H. Alsheikh, Ph.D. Psychologist, SAUDI ARABIA</i></p> <p>BEYOND THEORIES AND METHODS: PRESERVATION AND FORMATION OF AN EVOLVING PROFESSIONAL SELF DURING THE KNOWLEDGE ECONOMY THROUGH A SECOND-ORDER STANCE <i>A.V. Parmenidou, BA (Hons) in Psychology, MMedSci in Psychiatry, University of Sheffield UK, Member of the British Psychological Society and the E.F.T.A., GREECE</i></p>	<p><b>19.00-20.00 pm   OPENING CEREMONY</b> Chair: Prof. H. Vrailas Bateman, Prof. E. Tzempelikos</p> <p><b>Welcome addresses</b></p> <ul style="list-style-type: none"><li>• <b>Dr. J Kouros</b>, MD Psychiatrist/Ps/President and Scientific Director of the A.P.P.A.C.</li><li>• <b>Assoc. Prof. D Kalamakis</b>, University of Athens, President of the Hellenic Association of the United Nations</li><li>• <i>Representatives of Official Institutions and Scientific Associations</i></li></ul>
<p><b>17.30-18.00 pm</b> <b>S.S.7: SPIRIT POSSESSION AND 'RACIALIZED' OTHER</b> Chair: Prof. D. G. Lyrakos, A. Ali</p> <p>THE CONCEPT AND PRACTICE OF SPIRIT POSSESSION WITHIN THE CONTEXT OF PSYCHIATRY <i>A Ali MD Northampton General Hospital, UK</i></p> <p>THE 'RACIALIZED' OTHER: INTOLERANCE AND POLITICAL EQUALITY IN BRAZIL AND THE UNITED KINGDOM <i>Prof. JA Fantini Department of Psychology, Federal University of Sao Carlos, BRAZIL</i></p>	<p><b>Official welcome</b></p> <ul style="list-style-type: none"><li>• <b>Prof. A.V. Rigas</b> PhD, Professor of Social Clinical Psychology, University of Crete, Gen. Secretary of Hellenic Association of the United Nations, GREECE</li></ul> <p><b>Opening lecture (Invited Speaker)</b></p> <p><b>PROBLEMS OF COMMUNICATION AMONG ALCOHOLIC YOUNG PEOPLE: POWER, AMBIGUITY AND SUBMISSION</b> <i>Prof. M Tosi, Department of Clinical Sociology, University St Pio, Rome, ITALY</i></p> <p><b>Honorary Plaque nomination To Prof. Tosi</b> <i>The plaque will be nominated by Dr. G. Freris, Child Psychiatrist, Director of 'Sotiria' Public Gen. Hospital of Athens, EFTA Member Athens, GREECE &amp; Doctor St. Tsi-pourakis Gastroenterologist Ex Vice Mayor of Maroussi.</i></p>
<p><b>18.00-19.00 pm   OPENING SESSIONS</b> Chair: Prof. E. Tzempelikos, Prof. H. Vrailas Bateman</p> <p>DO IT YOURSELF HEALTH: TEACHING CHILDREN HOW TO MAKE HEALTHIER LIFESTYLE CHOICES ON THEIR OWN Chair: <i>Assoc. Prof. H Vrailas Bateman, in cooperation with the Development and Community Research Group (DCRG) The University of the South Sewanee, Tennessee, USA</i></p> <p>ΓΝΩΣΤΙΚΕΣ ΔΙΑΤΑΡΑΧΕΣ ΣΤΙΣ ΨΥΧΩΣΕΙΣ (COGNITIVE DISTURBANCES IN PSYCHOSIS) <i>Assistant Prof. E Tzempelikos (Invited speaker representing E.E.Σ.Π.Ο.Φ.), MD Psychiatrist, Board member of the Greek Scientific Society for Rare Diseases and Orphan Drugs (E.E.Σ.Π.Ο.Φ.), Athens, GREECE</i></p>	<p><b>Artistic Programme and Choir event</b> <i>Association of Greeks from Egypt</i> <b>Maestro:</b> Mr. J. Lazarides, <b>Piano:</b> Mrs. F. Broussianou</p> <p><b>*1) Art Event 'Human Emotion'   Paintings By Dr. Teo Doladzias</b> Director of Child Surgery Sector, 'Agia Sophia' Hospital, Artist, President of Hellenic Union of Medical Artists</p> <p><b>*2) Exposition of Paintings and Drawings</b>, created by the patients of the private psychiatric hospital 'LYRAKOU', Athens, Greece, Art Therapy Department, Artistic Supervision by Painter Mrs. Efi Papaioannou</p> <p><b>*Art Events begin Tuesday evening until the end of the Conference</b></p> <p>Welcome Reception</p>

# Wednesday, May 22, 2013

ROOM 2	ENGLISH & GREEK SESSIONS
<p><b>9.00-10.00 am</b> <b>ROUND TABLE 1 - PSYCHOSOCIAL CONSEQUENCES OF SEAFARERS' PROFESSION (Greek sessions)</b> Chair: G. Freris, A Golfi</p> <p>ΠΟΙΕΣ ΟΙ ΨΥΧΟΚΟΙΝΩΝΙΚΕΣ ΕΠΙΠΤΩΣΕΙΣ ΤΟΥ ΕΠΑΓΓΕΛΜΑΤΟΣ ΤΟΥ ΝΑΥΤΙΚΟΥ ΣΤΟΝ ΙΔΙΟ ΚΑΙ ΣΤΗΝ ΟΙΚΟΓΕΝΕΙΑ ΤΟΥ; (WHAT ARE THE PSYCHOSOCIAL CONSEQUENCES OF THE SEAFARERS' PROFESSION TO THEM AND TO THEIR FAMILIES?) <i>Th. Tsouti, Ψυχολόγος, UK</i></p> <p>Η ΧΡΗΣΗ ΤΟΥ ΕΡΩΤΗΜΑΤΟΛΟΓΙΟΥ ΑΞΙΟΛΟΓΗΣΗΣ ΤΗΣ ΣΥΜΠΕΡΙΦΟΡΑΣ (MCMI-III) ΣΤΗΝ ΑΞΙΟΛΟΓΗΣΗ ΠΡΟΣΩΠΙΚΟΥ (USE OF BEHAVIOR EVALUATION QUESTIONNAIRE (MCMI-III) FOR PERSONNEL EVALUATION) <i>A Golfi, Εργασιακή Ψυχολόγος Hellas EAP, ΔΓ Λυράκος, Κλινικός Ψυχολόγος, Maastricht University, Elpis Care, NETHERLANDS</i></p>	<p><b>10.45-11.30 pm</b> <b>2ND LECTURES - ACTUAL PROBLEMS IN GREECE (Greek session)</b> Chair: Dr. S Koutras, Dr. G. Freris</p> <p>ΔΙΑΔΙΚΑΣΙΕΣ ΜΗ ΑΝΑΣΤΡΕΨΙΜΕΣ ΣΤΗ ΦΥΣΗ ΚΑΙ ΤΗΝ ΚΟΙΝΩΝΙΑ: ΕΠΙΠΤΩΣΕΙΣ ΣΤΟ ΑΤΟΜΟ ΚΑΙ ΤΗΝ ΟΙΚΟΓΕΝΕΙΑ (IRREVERSIBLE PROCEDURES IN NATURE AND SOCIETY: CONSEQUENCES ON THE INDIVIDUAL AND THE FAMILY) <i>G Freris, Child Psychiatrist, Director of 'Sotiria' Public Gen. Hospital, Athens, GREECE</i></p> <p>ΨΥΧΟΜΕΤΡΙΚΟ ΤΕΣΤ ΑΝΙΧΝΕΥΣΗΣ ΔΙΑΤΑΡΑΧΩΝ ΟΠΤΙΚΗΣ ΑΝΤΙΛΗΨΗΣ ΓΙΑ ΠΑΙΔΙΑ ΠΡΟΣΧΟΛΙΚΗΣ ΗΛΙΚΙΑΣ (PSYCHOMETRIC TEST FOR DETECTION OF VISUAL AWARENESS DISORDERS IN PRE-SCHOOL CHILDREN) <i>Dr. S Koutras, Special Education specialist, ΕΠΕΘΑ Scientific associate</i></p>
<p>ΨΥΧΟΛΟΓΙΚΑ ΚΑΙ ΨΥΧΙΑΤΡΙΚΑ ΠΡΟΒΛΗΜΑΤΑ ΠΑΙΔΙΩΝ ΝΑΥΤΙΚΩΝ ΠΟΥ ΕΛΕΙΨΑΝ ΜΕΓΑΛΑ ΔΙΑΣΤΗΜΑΤΑ ΣΕ ΜΙΚΡΗ ΗΛΙΚΙΑ ΤΩΝ ΠΑΙΔΙΩΝ, ΣΥΝΕΠΕΙΕΣ ΚΑΙ ΘΕΡΑΠΕΙΕΣ (PSYCHOLOGICAL &amp; PSYCHIATRIC PROBLEMS OF CHILDREN OF PEOPLE WORKING IN CARGOS AND ABSENT FOR BIG PERIODS WHEN THE CHILDREN ARE VERY YOUNG, CONSEQUENCES &amp; THERAPIES) <i>Dr. J Kouros MD Psychiatrist/Ps/President and Scientific Director of the A.P.P.A.C., GREECE</i></p>	<p><b>11.30-12.00 pm</b> <b>1st WORKSHOP - PSYCHOTHERAPY IN YOUNGSTERS (English session)</b> <i>Dr J Kouros, EFTA member, MD Psychiatrist, DEA Psychology &amp; Education, President of A.P.P.A.C., University of Athens and Paris</i></p> <p><b>12.00-13.00 pm</b> <b>2ND WORKSHOP – DANCE THERAPY (English session)</b> <i>A Kougioufa, Dance therapist Institution for Adults with Special Needs, Athens, GREECE</i></p>
<p><b>10.00-10.45 am</b> <b>ROUND TABLE 2 - DOMESTIC VIOLENCE, DIVORCE AND PROBLEMS IN CHILDREN (Greek session)</b> Chair: Dr. G. Freris, H Gonou</p> <p><i>Dr. J. Kouros, President and Scientific Director of the A.P.P.A.C., H. Gonou, Lawyer, Dr. G. Freris, Child Psychiatrist, Director of 'Sotiria' Public Gen. Hospital of Athens, EFTA Member Athens, GREECE</i></p>	<p><b>13.00-19.00 pm</b> <b>3rd WORKSHOP - WORKING WITH PEOPLE WHO SELF-HARM (English session) (Session includes lunch and 2 coffee breaks)</b> <i>L Farleigh, MA UKCP Reg. BACP Acc., Integrative Arts Psychotherapist Trainer and Group Facilitator, S Blacker, Dip.Couns. MBACP, Psychodynamic Counsellor Trainer and Group Facilitator UNITED KINGDOM</i></p> <p>(Max no. of participants: 20! please inform us of your participation in this workshop asap! (congress@appac.gr))</p>

ROOM 2

9.00-10.00 am

**S.S.8: HEALTHCARE SYSTEM AND THERAPY TECHNIQUES (Greek sessions)**

Chair: A Kalogeropoulou, G Freris

THE HEALTH-CARE SYSTEM FOR THE BLIND: PROPOSALS AND INTERVENTIONS  
*IS Panagiota kopoulou, Phd Candidate Psychology of Arts and Philosophy, University of Cassino, ITALY*

ΟΜΑΔΕΣ ΒΑΛΙΝΤ: ΕΝΑΣ ΤΡΟΠΟΣ ΠΑΡΕΜΒΑΣΗΣ ΓΙΑ ΤΗΝ ΠΡΟΛΗΨΗ ΤΗΣ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΕΞΟΥΘΕΝΩΣΗΣ (BURNOUT) ΚΑΙ ΤΗΝ ΕΝΔΥΝΑΜΩΣΗ ΤΗΣ ΕΡΓΑΣΙΑΚΗΣ ΙΚΑΝΟΠΟΙΗΣΗΣ ΤΩΝ ΘΕΡΑΠΕΥΤΩΝ (BALINT GROUPS: INTERVENTION FOR AVOIDING BURNOUT AND INCREASING JOB SATISFACTION FOR THERAPISTS)

*E Tsahagea<sup>1</sup>, M Dhallina<sup>2</sup>*

<sup>1</sup>Clinical Psychologist/Psychotherapist, Neurology dpt, <sup>2</sup>Dr med. Psychiatrist/Psychodynamic/Psychotherapist, Psychiatric dpt, General Public Hospital "G. Gennimatas", Αθήνα, GREECE

Η ΑΠΟΤΕΛΕΣΜΑΤΙΚΟΤΗΤΑ ΤΗΣ ΨΥΧΟΘΕΡΑΠΕΙΑΣ ΣΤΟΥΣ ΣΥΓΓΕΝΕΙΣ ΤΩΝ ΑΣΘΕΝΩΝ ΜΕ ΣΚΛΗΡΥΝΣΗ ΚΑΤΑ ΠΛΑΚΑΣ (EFFECTIVENESS OF PSYCHOTHERAPY ON RELATIVES OF MULTIPLE SCLEROSIS PATIENTS)

*E Tsahagea<sup>1</sup>, M Dhallina<sup>2</sup>*

<sup>1</sup>Clinical Psychologist/Psychotherapist, Neurology dpt, <sup>2</sup>Dr med. Psychiatrist/Psychodynamic Psychotherapist, Psychiatric dpt, General Public Hospital "G. Gennimatas", Αθήνα, GREECE

10:00-10.45 am

**S.S.9: ECONOMIC CRISIS AND SOCIOLOGY (Greek sessions)**

Chair: A Revelaki, Prof. E Valkanos

ΨΥΧΟΚΟΙΝΩΝΙΚΗ ΠΑΡΕΜΒΑΣΗ ΣΕ ΠΕΡΙΠΤΩΣΕΙΣ ΗΘΙΚΗΣ ΕΡΓΑΣΙΑΚΗΣ ΠΑΡΕΝΟΧΛΗΣΗΣ ΣΕ ΠΕΡΙΟΔΟ ΚΡΙΣΗΣ (PSYCHOSOCIAL INTERVENTION IN CASES OF MORAL HARASSMENT IN THE WORKPLACE IN A PERIOD OF CRISIS)

*M Konstantinidis, Msw, Social Worker, Phd Cand. University of Buenos Aires, ΚΕΕΛΠΝΟ, Ministry of Health; K Kontos, Social Worker, Athens TEI graduate, GREECE*

Η ΠΙΣΤΗ, ΤΟ ΕΛΛΕΙΜΜΑ ΚΑΙ ΤΟ ΧΡΕΟΣ ΣΤΟ ΔΗΜΟΣΙΟ ΤΟΜΕΑ. ΠΟΛΙΤΙΚΗ ΚΑΙ ΔΗΜΟΣΙΟΝΟΜΙΚΗ ΠΡΟΣΕΓΓΙΣΗ-ΕΥΡΩΠΑΪΚΗ ΚΡΙΣΗ (FAITH, DEFICIT AND THE DEBT IN THE PUBLIC SECTOR. A POLITICAL AND FINANCIAL APPROACH-EUROPEAN CRISIS)

*E Valkanos, Assistant Prof.; G Mardas, Lecturer of Social Politics; Th.V Mardas, Social Politics Scientist, Macedonian University, GREECE*

10.45-11.30 am

Chair: A Kalogeropoulou, S Michalopoulou

**S.S.10: SOCIAL MEDIA AND PSYCHOTHERAPY (Greek sessions)**

SOCIAL MEDIA AND RELATIONS: THE INFLUENCE OF SOCIAL NETWORKING SITES ON RELATIONSHIPS OF HETEROSEXUAL COUPLES. THE EXAMPLE OF FACEBOOK

*A Kalogeropoulou, Phd Cand., University of Athens, GREECE*

Η ΤΕΧΝΗ ΩΣ ΜΕΣΟ ΚΑΙ ΜΕΘΟΔΟΣ ΣΤΗΝ ΚΛΙΝΙΚΗ ΨΥΧΟΠΑΘΟΛΟΓΙΑ (ART AS MEDIUM AND METHOD IN CLINICAL PSYCHOPATHOLOGY)

*S Michalopoulou, Clinical Psychopathologist/Psychotherapist, Athens, GREECE*

11.30-12.00 am

**S.S.11: MOTHERHOOD PROBLEMS (English sessions)**

Chair: Prof. M.S. Venetikou, G. Freris

GROWTH HORMONE USE AND ABUSE  
*Prof MS Venetikou, MD, MSc, DipEndo, PhD, Endocrinologist, Neuroendocrinologist, P Singiridou RGN, V Notara RGN, MSc, P Sotiropoulou RGN Department of Basic Medical Sciences, Highest Educational Institution of Athens, Department of Health Visitors, Highest Educational Institution of Athens, GREECE*

THE EFFECTS OF EMPLOYMENT ON THE POSTPARTUM PERIOD: A NEW MODEL OF THE EMPLOYED MOTHER'S MATERNAL ADAPTATION

*M Okocha, St George's University London Medical Programme, University of Nicosia, CYPRUS*

12.00-14.00 pm

**4RD INTERACTIVE TRAINING WORKSHOP - BUILDING TRUST AND COMMUNICATION (English session)**

*Dr. A Sotirchou, M.A., Psychologist, Psychotherapist, Counselor*

ENGLISH & GREEK SESSIONS

Center of Psychological Applications, Athens, GREECE

14.00-14.45 pm

**S.S.12: CHILDHOOD DISORDERS (English sessions)**

Chair: Prof. M.S. Venetikou, E Tsaparopoulou

THE EFFECT OF MINIATURE LEARNING ON SELF-EFFICACY OF CHILDREN WITH LEARNING DISABILITIES (10-14 YEARS OLD)

*ET Chaharsooghi, Art therapist, AZ Mohammadi, E Rahimian, SJ Zahedani Honar Asai Counseling and Psychology Center, Tehran, IRAN*

SLEEP DISTURBANCES IN YOUNG ADULTS

*Prof. MS Venetikou MD, MSc, DipEndo, PhD, Endocrinologist, Neuroendocrinologist, P Singiridou RGN, V Notara RGN, MSc, P Sotiropoulou RGN Department of Basic Medical Sciences, Highest Educational Institution of Athens, Department of Health Visitors, Highest Educational Institution of Athens, GREECE*

THE RELATIONSHIP BETWEEN GENERAL MEASURES OF PSYCHOLOGICAL DISTRESS IN REFUGEE CHILDREN AND RESETTLEMENT TIME IN THE HOST COUNTRY: THE AFGHAN COMMUNITY IN GREECE

*E Tsaparopoulou Institute of Psychiatry, King's College, London, UK*

14.45-15.30 pm | Coffee Break - Light Meal

15.30-16.00 pm

**S.S.13: AUTISM (English sessions)**

Chair: G. Pavlopoulou, G. Freris

THE EFFECTIVENESS OF C.A.R.E. MODULE IN IMPROVING KNOWLEDGE OF PRIMARY CAREGIVERS OF CHILDREN WITH AUTISM ON PHYSICAL CARE

*JT Yu, PD Villenas, ZP Yap, DKP Yumul, XL Yuson, RJM Yutangco University of Santo Tomas, College of Nursing, Pasig City, PHILIPPINES*

GROWING UP WITH A BROTHER OR SISTER WITH AN AUTISM-SPECTRUM DISORDER

*G Pavlopoulou PhD Candidate Institute of Education, University of London, UK*

WAYS TO IMPROVE RETICENT PLAY BEHAVIOR IN CHILDREN WITH HIGH FUNCTIONING AUTISM

*E Kalyva, V Tsakiris, International Faculty of the University of Sheffield, UK, City College, Thessaloniki, GREECE*

16.00-18.30 pm - ROUND TABLES & 3rd SYMPOSIUM

**ROUND TABLE 3 - CLINICAL AND LEGAL ASPECTS OF HOMICIDAL BEHAVIOR IN SCHIZOPHRENIA (English sessions)**

Chair: C Tsopeas, D Petsas

i) SCHIZOPHRENIA AND HOMICIDE

*D Petsas, Psychiatrist, Psychiatric Hospital of Attica, Daphni, GREECE*

ii) ISSUES REGARDING CAPACITY TO STAND TRIAL IN SCHIZOPHRENIA

*C Tsopeas, Psychiatrist, Psychiatric Hospital of Attica, Daphni, GREECE*

**3RD SYMPOSIUM - WORKING PROBLEMS IN A BIG PSYCHIATRIC HOSPITAL (Greek sessions)**

*Dr. D Petsas, MD/Ps/President, Psychiatric Hospital of Attica, Athens, GREECE*

1. ΨΥΧΙΑΤΡΙΚΗ ΝΟΣΗΛΕΙΑ ΚΑΙ ΒΑΘΜΟΣ ΤΑΥΤΙΣΗΣ ΔΙΑΓΝΩΣΗΣ ΕΙΣΟΔΟΥ ΚΑΙ ΔΙΑΓΝΩΣΗΣ ΕΞΟΔΟΥ (PSYCHIATRIC HOSPITALIZATION AND ACCORDANCE RATE BETWEEN ADMISSION AND DISCHARGE DAY DIAGNOSIS)

*Πέτσας Δ.<sup>1</sup>, Τάσου Ελ.<sup>2</sup>, Παπαθανασίου Γ.<sup>3</sup>, Τσόπελας Χρ.<sup>4</sup>, Ντούνας Π.<sup>5</sup>, Στρωματιά Γ.<sup>6</sup>  
<sup>1</sup> Ψυχίατρος - Επιμελητής Β', 6ο Ψ.Τ.Ε. - Ψ.Ν.Α. Δαφνί, <sup>2</sup> Εργοθεραπεύτρια, 6ο Ψ.Τ.Ε. - Ψ.Ν.Α., Δαφνί, <sup>3</sup> Ειδικευόμενος Ψυχιατρικής, 6ο Ψ.Τ.Ε. - Ψ.Ν.Α., Δαφνί, <sup>4</sup> Ψυχίατρος - Επιμελητής Α', 5ο Ψ.Τ.Ε. - Ψ.Ν.Α., Δαφνί, <sup>5</sup> Ψυχίατρος - Ψυχίατρος, Επιστημονικός Συνεργάτης 5ου Ψ.Τ.Ε. - Ψ.Ν.Α. Δαφνί, <sup>6</sup> Ειδικευόμενη Ψυχιατρικής, 6ο Ψ.Τ.Ε. - Ψ.Ν.Α. Δαφνί*

2. Η ΑΠΟΥΣΙΑ ΨΥΧΙΑΤΡΙΚΗΣ ΕΠΑΝΕΞΕΤΑΣΗΣ ΚΑΙ ΔΙΑΓΝΩΣΤΙΚΟΥ ΕΠΑΝΑΠΡΟΣΔΙΟΡΙΣΜΟΥ ΣΕ ΣΥΝΔΥΑΣΜΟ ΜΕ ΜΕΙΟΝΕΚΤΗΜΑΤΑ ΤΟΥ ΣΥΣΤΗΜΑΤΟΣ ΠΑΡΟΧΗΣ ΨΥΧΙΑΤΡΙΚΩΝ ΥΠΗΡΕΣΙΩΝ ΥΓΕΙΑΣ (THE ABSENCE OF PSYCHIATRIC RECONSULTATION AND DIAGNOSTIC REEVALUATION IN COMBINATION WITH THE DISADVANTAGES OF THE PROVIDED PSYCHIATRIC HEALTH SERVICES SYSTEM)

*Πέτσας Δ.<sup>1</sup>, Θωμαΐδου Μ.<sup>2</sup>, Αυδίκος Κ.<sup>3</sup>, Τσόπελας Χρ.<sup>4</sup>, Ντούνας Π.<sup>5</sup>, Παπαθανασίου Γ.<sup>6</sup>  
<sup>1</sup> Ψυχίατρος - Επιμελητής Β', 6ο Ψ.Τ.Ε. - Ψ.Ν.Α., Δαφνί, <sup>2</sup> Νοσηλεύτρια Τ.Ε., Προϊσταμένη Οικοτροφείου "ΘΑΛΕΙΑ" - Ψ.Ν.Α. Δαφνί, <sup>3</sup> Ειδικευόμενος Ψυχιατρικής, 4ο Ψ.Τ.Ε. - Ψ.Ν.Α., Δαφνί, <sup>4</sup> Ψυχίατρος - Επιμελητής Α', 5ο Ψ.Τ.Ε. - Ψ.Ν.Α., Δαφνί, <sup>5</sup> Ψυχίατρος - Ψυχίατρος,*

ROOM 2

Επιστημονικός Συνεργάτης 5ου Ψ.Τ.Ε. – Ψ.Ν.Α. Δαφνί, <sup>6</sup> Ειδικευόμενος Ψυχιατρικής. 4ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί

3. ΣΥΧΝΟΤΗΤΑ ΕΦΑΡΜΟΓΗΣ ΤΟΥ ΠΡΟΣΤΑΤΕΥΤΙΚΟΥ ΚΛΙΝΟΣΤΑΤΙΣΜΟΥ ΣΤΑ ΠΛΑΙΣΙΑ ΤΗΣ ΛΕΙΤΟΥΡΓΙΑΣ ΕΝΟΣ ΨΥΧΙΑΤΡΙΚΟΥ ΤΜΗΜΑΤΟΣ ΕΙΣΑΓΩΓΩΝ (THE FREQUENCY OF PRECAUTION MEASURES, AS RESTRAINT, TAKEN IN A PSYCHIATRIC EMERGENCY DEPARTMENT)

Δ Πέτσας <sup>1</sup>, Παπαθανασίου Γ.<sup>2</sup>, Τάσου Ελ.<sup>3</sup>, Στρωματιά Γ.<sup>4</sup>, Τσόπελας Χρ.<sup>5</sup>, Ντούνας Π.<sup>6</sup>  
<sup>1</sup> Ψυχίατρος – Επιμελητής Β', 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί, <sup>2</sup> Ειδικευόμενος Ψυχιατρικής. 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί, <sup>3</sup> Εργοθεραπεύτρια, 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί, <sup>4</sup> Ειδικευόμενη Ψυχιατρικής. 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί, <sup>5</sup> Ψυχίατρος – Επιμελητής Α', 5ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί, <sup>6</sup> Ψυχίατρος – Ψυχίατρος, Επιστημονικός Συνεργάτης 5ου Ψ.Τ.Ε. – Ψ.Ν.Α. Δαφνί

4. ΧΟΡΗΓΗΣΗ ΨΥΧΙΑΤΡΙΚΩΝ ΓΝΩΜΑΤΕΥΣΕΩΝ: Ο ΚΙΝΔΥΝΟΣ ΜΕΤΑΤΡΟΠΗΣ ΜΙΑ ΑΥΣΤΗΡΑ ΠΡΟΛΗΠΤΙΚΗΣ ΙΑΤΡΙΚΗΣ ΠΡΑΞΗΣ ΣΕ ΓΡΑΦΕΙΟΚΡΑΤΙΚΗ ΔΙΑΔΙΚΑΣΙΑ (PROVIDING PSYCHIATRIC HEALTH CERTIFICATES: THE RISK OF TRANSFORMING A STRICTLY MEDICAL PREVENTIVE ACT IN BUREAUCRATIC PROCEDURE)

Δ Πέτσας <sup>1</sup>, Αυδίκος Κ.<sup>2</sup>, Θωμαΐδου Μ.<sup>3</sup>, Γούτσου Ι.<sup>4</sup>, Τσόπελας Χρ.<sup>5</sup>, Ντούνας Π.<sup>6</sup>  
<sup>1</sup> Ψυχίατρος – Επιμελητής Β', 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί, <sup>2</sup> Ειδικευόμενος Ψυχιατρικής. 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί, <sup>3</sup> Νοσηλεύτρια Τ.Ε., Προϊσταμένη Οικοτροφείου "ΘΑΛΕΙΑ" – Ψ.Ν.Α. Δαφνί, <sup>4</sup> Ειδικευόμενη Ψυχιατρικής. 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί, <sup>5</sup> Ψυχίατρος – Επιμελητής Α', 5ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί, <sup>6</sup> Ψυχίατρος – Ψυχίατρος, Επιστημονικός Συνεργάτης 5ου Ψ.Τ.Ε. – Ψ.Ν.Α. Δαφνί

5. ΑΠΟ ΤΗΝ ΚΟΙΝΟΤΗΤΑ ΣΤΟ ΨΥΧΙΑΤΡΕΙΟ: ΑΠΛΗ ΕΠΙΣΤΡΟΦΗ Ή ΚΑΤΑΣΤΡΟΦΙΚΗ ΠΑΛΙΝΔΡΟΜΗΣΗ; (FROM THE COMMUNITY TO THE ASYLUM: A SIMPLE RETURN OR A DISASTROUS INVOLUTION?)

Δ Πέτσας, Πέτσας Δ.<sup>1</sup>, Στρωματιά Γ.<sup>2</sup>, Γούτσου Ι.<sup>3</sup>, Τσόπελας Χρ.<sup>4</sup>, Ντούνας Π.<sup>5</sup>, Αυδίκος Κ.<sup>6</sup>  
<sup>1</sup> Ψυχίατρος – Επιμελητής Β', 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί, <sup>2</sup> Ειδικευόμενη Ψυχιατρικής. 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί, <sup>3</sup> Ειδικευόμενη Ψυχιατρικής. 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί, <sup>4</sup> Ψυχίατρος – Επιμελητής Α', 5ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί, <sup>5</sup> Ψυχίατρος – Ψυχίατρος, Επιστημονικός Συνεργάτης 5ου Ψ.Τ.Ε. – Ψ.Ν.Α. Δαφνί, <sup>6</sup> Ειδικευόμενη Ψυχιατρικής. 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί

**ROUND TABLE 4 - TO ΣΥΝΔΡΟΜΟ ΜΟΝΑΔΑΣ ΕΝΤΑΤΙΚΗΣ ΘΕΡΑΠΕΙΑΣ (INTENSIVE CARE UNIT SYNDROME) (Greek sessions)**

Chair: D Petsas, I Goutsou

i) ΕΓΚΑΙΡΗ ΔΙΑΓΝΩΣΗ ΚΑΙ ΑΝΤΙΜΕΤΩΠΙΣΗ ΤΟΥ ΣΥΝΔΡΟΜΟΥ ΤΗΣ ΜΕΘ (EARLY DIAGNOSIS AND TREATMENT OF INTENSIVE CARE UNIT SYNDROME)  
D Petsas, Psychiatrist, (Επιμελητής Β', 6ο Ψ.Τ.Ε.) Psychiatric Hospital of Attica, Daphni  
ii) ΣΥΝΔΡΟΜΟ ΤΗΣ ΜΕΘ : ΘΕΡΑΠΕΥΤΙΚΕΣ ΠΑΡΕΜΒΑΣΕΙΣ – ΠΡΟΓΝΩΣΗ (INTENSIVE CARE UNIT SYNDROME: THERAPEUTIC INTERVENTIONS - PROGNOSIS)

Il Petsa, Cardiologist, specializing in Intensive Care Medicine, General Hospital 'G. Gennimatas', Intensive Care Unit, Athens

**ROUND TABLE 5 - ΣΥΝΔΡΟΜΟ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΕΞΟΥΘΕΝΩΣΗΣ ΣΤΗ ΜΕΘ (PROFESSIONAL EXHAUSTION SYNDROME IN INTENSIVE CARE UNIT) (Greek sessions)**

Chair: D Petsas, I Goutsou

i) ΑΙΤΙΑ ΚΑΙ ΣΥΝΕΠΕΙΕΣ ΤΗΣ ΕΜΦΑΝΙΣΗΣ ΤΟΥ ΣΥΝΔΡΟΜΟΥ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΕΞΟΥΘΕΝΩΣΗΣ ΣΤΙΣ ΜΕΘ (CAUSES AND CONSEQUENCES OF PROFESSIONAL EXHAUSTION SYNDROME IN INTENSIVE CARE UNIT)

Il Petsa, Cardiologist, specializing in Intensive Care Medicine, General Hospital 'G. Gennimatas', Intensive Care Unit, Athens

18.30-20.40 pm

**4TH SYMPOSIUM - EARLY CHILDHOOD PROBLEMS (Greek sessions)**

Chair: Prof. T Sidiropoulou, Prof. Tsaoula, T.E.I. of Athens, GREECE

ENGLISH & GREEK SESSIONS

1. THE AREA OF A DAYCARE CENTER, AS A MEAN OF WELCOMING THE CHILD AND ITS FAMILY: RESEARCH IN THE MUNICIPALITY OF RHODES

M Zerva, Professor of Scientific Applications- Early Childhood Education Dept. TEI of Athens, D Atsiknouda, Teacher of Early Childhood Education, EM Makrogika, Teacher of Early Childhood Education

2. PRESCHOOL CHILDREN'S OPINIONS ABOUT MODERN FAIRY TALES

M Schiza, Msc Education, Research Fellow, Early Childhood Dept. TEI of Athens, I Kioussi, Teacher of Early Childhood Education, M Kaplaneli, Teacher of Early Childhood Education

3. THE TRAINING AND FURTHER EDUCATION OF PRESCHOOL EDUCATORS IN HEALTH PROMOTION ISSUES

V Salonides, Teacher of Early Childhood Education, MSc Applied Public Health. R Iatrou, Teacher of Early Childhood Education, Z Varouchas, Teacher of Early Childhood Education

4. EXPERIENCE IN PUBLIC AND PRIVATE SPHERE ON EPISTEMOLOGICAL AND POLITICAL LEVEL. A FEMINIST APPROACH

M Sidiropoulou, Phd cand. Social Anthropology, Univ. Aegean, E Polyvaka, M.Phil Education AUTH

5. BETWEEN BODY AND MIND: THE PLEASURE OF READING

M Sidiropoulou, Phd cand. Social Anthropology

6. EXPLORING THE NARRATIVE SKILLS OF YOUNGER CHILDREN

T Sidiropoulou, Assistant Professor of Psychopedagogics, Early childhood Dept., Technological Educational Institution (TEI) of Athens, A Poulakida, MEd Education, Research Fellow, Early Childhood Education (E.C.E.) Dept., TEI of Athens, M Christidou, Speech Therapist

7. THE 'PEDAGOGICAL MODEL' OF EVALUATION OF SCHOOL READINESS AND THE IMPORTANCE OF THE EXTENSION OF SCHOOLING IN KINDERGARTEN

E Mousena, Ph.D. Education Policy, Preschool Advisor

8. INTRODUCING PERSONA DOLLS TO THE PRE-SCHOOL CLASSROOM

S Dimitriadis, Lecturer, Dept. of Early Childhood Education, T.E.I. of Athens, S Kollara, Early Years Teacher, M Michali, Early Years Teacher

9. THOUGHTS AND EMOTIONS OF STUDENTS INVOLVED IN THE EVALUATION OF THEIR STUDIES AND OF THEMSELVES THROUGH THEIR PORTFOLIOS

C Tsaoula, Lecturer, Department of Early Childhood Education, Technological Educational Institute of Athens, E Vagi-Spyrou, Advisor of Pre-School Education, Ministry of Education, Greece

10. OBJECT PLAY AS A MEANS OF COMMUNICATION BETWEEN THE CHILD AND THE ADULT

M Nanouri, Master of Art Infant Mental Health, Teacher of Early childhood Education, F Nanouri, Med Psychology, E Vourla, Med Education, Teacher of Early Childhood Education

20.40-21.00 pm | CLOSING SESSION - ΣΥΝΕΔΡΙΑ ΛΗΞΗΣ

**Διάλεξη προσκεκλημένου ομιλητή της Επιστημονικής Εταιρείας Σπανίων Παθήσεων & Ορφανών Φαρμάκων (Ε.Ε.Σ.Π.Ο.Φ.) - Invited Speaker Lecture - E.E.S.Π.Ο.Φ. (Greek Scientific Society for Rare Diseases and Orphan Drugs)**

Chair: G. Freris, Prof. T Sidiropoulou

ΜΕΤΩΠΟΚΡΟΤΑΦΙΚΗ ΑΝΟΙΑ Ή ΝΟΣΟΣ PICK (PICK'S DISEASE)

I Papatriantafyllou, MD Psychiatrist, Member of the Greek Scientific Society for Rare Diseases and Orphan Drugs (E.E.S.Π.Ο.Φ.), Athens, GREECE

POSTERS | 22 MAY 2013

14.45-15.45 pm | 'Meet The Authors' Session (Discussion)

Chair: Prof. R Yslado, Dr. A.V. Parmenidou, A Kalogeropoulou

PSYCHIATRIC SYMPTOMS OF INTERNET GAME ADDICTION PATIENTS IN THE CHILD AND ADOLESCENT PSYCHIATRIC CLINIC

El Oh, SY Bhang, JH Ahn, SH Choi, MR Hwang, SW Choi, HK Lee Department of Psychiatry, Ulsan University Hospital, University of Ulsan College of Medicine, Department of Addiction Rehabilitation and Social Welfare, Eulji University, Department of Psychiatry, Uijeongbu St. Mary's Hospital, The Catholic University of Korea, KOREA

PSYCHOLOGICAL ENVIRONMENT IN LATIN AMERICAN

PAM Chavez Department of Psychology, Central University of Ecuador, ECUADOR

EFFECTS OF ROUTINE SPIRITUALITY PRACTICE ON MENTAL HEALTH OF OLDER POPULATION IN 3 YEAR OLD AGE HOMES IN KOLKATA, INDIA

Dr. D Pan, Consultant Psychiatrist, Dr. A Mallik, Dr. S Chakraborty Department of Psychiatry, University of Kolkata, INDIA

## POSTERS

### A REVIEW OF STRATEGIES FOR MANAGEMENT OF BEHAVIORAL AND PSYCHOLOGICAL SYMPTOMS OF DEMENTIA

*P. Mansoori, Researcher Department of Psychiatry, Psychiatry and Behavioral Sciences Research Center, Mazandaran University of Medical Sciences, Sari, IRAN*

### DEVELOPMENT OF A SELF-REPORTED SCALE FOR ADHD IN CHILDHOOD: DELPHI STUDY AND PRELIMINARY DATA

*S San Nicolás Ph.D.<sup>1</sup>, I Iraurgi Ph.D.<sup>1</sup>, A Estévez Ph.D.<sup>1</sup>, F González Ph.D.<sup>2</sup>, M Rodríguez, Psychologist<sup>3</sup>, Iban Onandia, Psychologist<sup>4</sup>, José Cáceres Ph.D.<sup>1,5</sup>, M Heranz Ph.D.<sup>1,2</sup>, M Urizar, Psychiatrist<sup>2</sup>*

<sup>1</sup>DeustoPsych R+D+I in Psychology and Health, University of Deusto, Bilbao, <sup>2</sup>Osakidetza-Health Department of the Basque Government, <sup>3</sup>Goizberri Psychotherapy Center, <sup>4</sup>AHIDA Association, Bizkaia, <sup>5</sup>Navarra Health Service, Pamplona, SPAIN

### SOCIAL IMPAIRMENTS AND COMORBIDITY IN ADHD SYMPTOMS

*S San Nicolás Phd Candidate, I Iraurgi Phd DeustoPsych R+D+I in Psychology and Health, University of Deusto, Bilbao, SPAIN*

### ΨΥΧΟΔΙΑΓΝΩΣΤΙΚΗ ΠΡΟΣΕΓΓΙΣΗ ΤΗΣ ΕΠΙΘΕΤΙΚΗΣ ΕΠΙΚΙΝΔΥΝΟΤΗΤΑΣ ΚΑΙ Η ΨΥΧΟΛΟΓΙΚΗ ΑΝΑΛΥΣΗ ΤΗΣ ΨΥΧΙΚΗΣ ΚΑΤΑΣΤΑΣΗΣ ΕΝ ΒΡΑΣΜΟΥ ΨΥΧΗΣ (PSYCHODIAGNOSTIC APPROACH TO AGGRESSIVENESS RISK AND PSYCHOLOGICAL ANALYSIS OF THE IMPULSIVE AGGRESSIVE STATE)

*S Menelaou, Clinical Psychologist Mental Health Service of Cyprus, CYPRUS*

### THE USE OF PHOTOGRAPHY IN PSYCHOTHERAPY AND CONFLICT RESOLUTION

*E Hounta Phd Candidate, Prof. A Chatjoulis National Kapodistrian University, Athens, GREECE*

### EATING DISORDERS AND BORDERLINE PERSONALITY CO-OCCUR - TREATMENT

*MD Sinanidou School and Clinical Psychologist/Psychotherapist, Athens, GREECE*

### ΣΥΓΚΡΙΤΙΚΗ ΠΑΡΟΥΣΙΑΣΗ ΤΗΣ ΨΥΧΟΚΟΙΝΩΝΙΚΗΣ ΠΡΟΣΑΡΜΟΓΗΣ ΤΩΝ ΓΥΝΑΙΚΩΝ ΣΤΗ ΔΙΑΡΚΕΙΑ ΤΗΣ ΚΥΗΣΗΣ (COMPARATIVE STUDY OF PSYCHOSOCIAL ADJUSTMENTS MADE BY WOMEN DURING PREGNANCY)

*E Stamatou Phd Candidate, Assoc. Prof. Z Papaligoura Aristotle University of Thessaloniki, GREECE*

### SOMATIZATION DISORDER - TREATMENT

*MD Sinanidou School and Clinical Psychologist/Psychotherapist, Athens, GREECE*

### ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) - MEDICATION AND BEHAVIORAL TREATMENT

*MD Sinanidou School and Clinical Psychologist/Psychotherapist, Athens, GREECE*

### INSOMNIA - CIRCADIAN RHYTHM SLEEP-TREATMENT

*MD Sinanidou School and Clinical Psychologist/Psychotherapist, Athens, GREECE*

ΚΕΘΕΑ ΣΤΡΟΦΗ: ΜΙΑ ΘΕΡΑΠΕΥΤΙΚΗ ΚΟΙΝΟΤΗΤΑ ΓΙΑ ΕΦΗΒΟΥΣ ΧΡΗΣΤΕΣ ΠΟΥ ΜΑΘΑΙΝΟΥΝ ΤΗ ΖΩΗ. ΠΑΡΟΥΣΙΑΣΗ ΤΟΥ ΠΡΟΦΙΛ ΤΩΝ ΕΦΗΒΩΝ ΠΟΥ ΣΥΜΜΕΤΕΙΧΑΝ ΣΤΗ ΘΕΡΑΠΕΥΤΙΚΗ ΚΟΙΝΟΤΗΤΑ ΤΟ 2012 (KETHEA STROFI: A THERAPEUTIC COMMUNITY FOR ADOLESCENTS DRUG USERS WHO LEARN HOW TO LIVE. A PRESENTATION OF THE CHARACTERISTICS OF THE ADOLESCENTS WHO PARTICIPATED IN THE THERAPEUTIC COMMUNITY IN 2012)

*S Zotou, Head of the Research Department of KETHEA STROFI, GREECE*

### ΥΠΗΡΕΣΙΕΣ ΨΥΧΙΚΗΣ ΥΓΕΙΑΣ ΓΙΑ ΠΑΙΔΙΑ ΜΕ ΠΟΛΛΑΠΛΕΣ ΕΙΔΙΚΕΣ ΑΝΑΓΚΕΣ (MENTAL HEALTH SERVICES FOR CHILDREN WITH MULTIPLE DISABILITIES)

*I Kouros, Th. Harisi, D Kotta, M Konsolaki, A.P.P.A.C., GREECE*

### SEX DIFFERENCES IN ASKING FOR COUNSELLING AND PSYCHOLOGICAL SUPPORT FROM A SCIENTIFIC MEDICAL ASSOCIATION - THERAPEUTIC CENTER (A.P.P.A.C.)

*J Kouros, A. Karkani, D. Kotta, M. Konsolaki, A.P.P.A.C., GREECE*

### ANOREXIA NERVOSA: PREVENTION AND TREATMENT AT PRIMARY HEALTH CARE

*E Furlani<sup>1</sup>, T Syriopoulou<sup>2</sup>, E Karachanidi<sup>3</sup>, A Koukouletsos<sup>3</sup>, I Argyri<sup>2</sup>, S Zisimopoulos<sup>2</sup>, V Katsaros<sup>2</sup>*

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### Ο ΙΔΕΑΤΟΣ «ΑΛΛΟΣ» ΚΑΙ Η ΕΘΝΟΚΕΝΤΡΙΚΗ ΔΙΑΠΟΛΙΤΙΣΜΙΚΟΤΗΤΑ (THE IDEAL 'OTHER' AND ETHNOCENTRIC INTERCULTURALISM)

*E Karasavvidou, PhD Literature, Aristotle University of Thessaloniki,*

### GREECE GENETIC MARKERS FOR VITAL EXHAUSTION (EPIDEMIOLOGICAL AND GENETICS STUDY OF PROGRAM WHO "MONICA, SUBPROGRAM "MONICA-PSYCHOSOCIAL")

*V Gafarov<sup>1,2</sup>, Professor; E Gromova<sup>1,2</sup>, Assistant Professor; V Maximov<sup>2,3</sup> Professor; N Judin<sup>3</sup>, Assistant Professor; T Mishakova<sup>3</sup>, Assistant Professor; I Gagulin<sup>1,2</sup>, Assistant Professor; M Voevoda<sup>2,3</sup>, Director*

<sup>1</sup>Collaborative laboratory epidemiology cardiovascular diseases SB RAMS, <sup>2</sup>Institute of Internal Medicine SB RAMS, <sup>3</sup>Institute of Cytology and Genetic RAS, Novosibirsk, RUSSIA

### RELATION OF DEPRESSION WITH ATTITUDE TOWARD THE HEALTH IN FEMALE POPULATION 25-64 YEARS IN RUSSIA: WHO PROGRAM MONICA-PSYCHOSOCIAL STUDY

*VV Gafarov<sup>1,2</sup> MD, Professor, Head of laboratory; DO Panov<sup>1,2</sup>, PhD, Doctor; EA Gromova<sup>1,2</sup>, PhD, MD, Doctor; IV Gagulin<sup>1,2</sup>, Assistant Professor; Av Gafarova<sup>1,2</sup>, PhD, Doctor <sup>1</sup>Collaborative laboratory of cardiovascular diseases epidemiology SB RAMS, Novosibirsk, Russia; <sup>2</sup>FSBI Institute of internal medicine SB RAMS, Novosibirsk, RUSSIA*

### ΜΕΛΕΤΗ ΠΕΡΙΠΤΩΣΗΣ ΕΦΗΒΗΣ ΜΕ ΙΔΕΟΨΥΧΑΝΑΓΚΑΣΤΙΚΗ ΔΙΑΤΑΡΑΧΗ (A CASE STUDY OF AN ADOLESCENT WITH OBSESSIVE-COMPULSIVE DISORDER)

*P Nikiforou, Clinical Psychologist, MSc, PhD(c), GREECE*

### ΠΑΡΟΥΣΙΑΣΗ ΠΕΡΙΠΤΩΣΗΣ ΕΦΗΒΗΣ ΜΕ ΜΕΤΑΙΧΜΙΑΚΗ ΔΙΑΤΑΡΑΧΗ ΠΡΟΣΩΠΙΚΟΤΗΤΑΣ ΚΑΙ ΣΥΝΥΠΑΡΧΟΥΣΑ ΔΙΑΣΧΙΣΤΙΚΗ ΔΙΑΤΑΡΑΧΗ ΤΗΣ ΤΑΥΤΟΤΗΤΑΣ (A CASE STUDY OF AN ADOLESCENT WITH BORDERLINE PERSONALITY DISORDER WITH CO-OCCURENCE OF DISSOCIATIVE IDENTITY DISORDER)

*P Nikiforou, Clinical Psychologist, MSc, PhD(c), GREECE*

### BURNOUT SYNDROME IN THE WORK PLACE FOR TEACHERS OF BASIC EDUCATION IN A PART OF THE PERUVIAN HIGH LANDS

*LN Zarazu, Professor, National Univ Santiago Antunez de Mayolo, Huaraz, PERU*

### EPIDIMIOLOGICAL STUDY OF THE CLINICAL DATA AND MMPI RESULTS OF PERSONS WHO VISITED A.P.P.A.C. FOR THE PERIOD 2009-2012

*Dr J Kouros<sup>1</sup>, M Konsolaki<sup>2</sup>, R Tsochantari<sup>3</sup>*

<sup>1</sup>Director of the A.P.P.A.C., Psychiatrist, Child Psychologist (University of Athens, University of Paris), <sup>2</sup>'Hygia' Hospital of Athens, E.F.T.A., E.P.A. Member; <sup>3</sup>A.P.P.A.C. Psychologist; <sup>3</sup>A.P.P.A.C. Assistant, Athens, GREECE

## SYMPOSIA- ROUND TABLES- WORKSHOPS - BOOK OF ABSTRACTS

### 1) SYMPOSIUM : DOMESTIC VIOLENCE

#### A) 'INTIMATE PARTNER VIOLENCE AND DOMESTIC VIOLENCE IN SAME-SEX RELATIONSHIPS'

**Authors' names:** a) L. ROLLÉ Ph.D., b) A. CALDARERA, c) E. MARINO Ph.D., d) P. BRUSTIA Prof. **Authors' Title(s) - Profession:** a. Psychologist, Psychotherapist, Ph. D., Assistant Professor of Dynamic Psychology, b. Psychologist, Ph.D. Candidate, c. Psychologist, Ph.D., Research Fellow, d. Psychologist, Psychotherapist, Full Professor of Dynamic Psychology, Director of School of Health Psychology.

**Affiliation details:** a. b. c. d. Department of Psychology, University of Turin, ITALY.

When we talk about Domestic Violence (DV) we usually think to a women victim of a man: in our thoughts the husband. In this work our attention will be focused to Same-Sex Couple. What do we know about DV in the SSC? We have for sure less information than that for the heterosexual couple. DV in lesbian and gay relationships has been an under-researched area but in recent years the Scientific Community has increasingly recognized its importance, focusing new studies on this issue. DV occurs at similar rates in SSC as well as in heterosexual couples. DV in homosexual relationships as in heterosexual relationships ranges from physical or sexual violence to psychological, emotional or economic abuse. If the heterosexual DV is a taboo, the homosexual one is more than a taboo. An explanation can be identified in the Minority Stress Model and in the social homophobia. Homophobia leaves the victim alone, and stops him/her from accessing to social support. As Astor said in 1996, this type of violence may be reinforced by the fear that acknowledging it may feed societal homophobia and contribute to prejudice the relationships. DV in SSC and homophobia is interrelated, and it needs to be investigated deeper.

#### B) 'THE REPRESENTATION OF DOMESTIC VIOLENCE IN THREE ITALIAN DAILY NEWSPAPERS'

**Authors' names:** e) L. ROLLÉ Ph.D. f) N. ALLOCCO g) S. FAUDA h) R. FAZZINO i) R. TARANTINO j) A.C.VIGHI k) P. BRUSTIA Prof.

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**Affiliation details:** e. f. g. h. j. k. Department of Psychology, University of Turin, ITALY.

One of the aims of our research was to identify the differences between three Italian daily newspapers in the expression and therefore in the representation of Domestic Violence (DV). The software used for the analysis was T-Lab. We focalized our attention on the years 2002 and 2012 in order to point out the differences that there might be. In 2002, the research on the newspaper "Corriere della Sera" has produced a total of 12 articles; 4 of them were only available in the online version. The keywords we chose were "violence in the couple" and "violence wife". The keyword "stalking", absent in 2002, is one of the most common in 2012 (64 articles). The articles in "La Stampa" (2002) were 43. "Violence husband" and "family violence" are the most encountered keywords, while "domestic violence" is the one that produces fewer results; in 2012, 69 articles occupying full pages. On "La Repubblica" in 2002 the research provided 34 articles, 26 of which were only available in the online version. The first results have shown: an increased number of articles in the year 2012, differences in the ways of defining the DV, articles about the prevention of DV, a new image of the victim.

#### Γ) 'NARCISSISTIC PERSONALITY DISORDER AND CHILD ABUSE. IS THERE A RELATIONSHIP?'

**DG Lyrakos, Clinical Psychologist, Maastricht University, Elpis Care, NETHERLANDS**

The present study makes a preliminary investigation of the association between Narcissistic Personality Disorder and Child Abuse. It examines 10 convicted child abusers in terms of diagnosis and schema modes. Although the sample is too small for definite conclusion, it shows high associations between Narcissistic Disorder and/or Symptomatology, in terms of symptoms and way of thinking.

## 2) SYMPOSIUM : PEOPLE WITH SPECIAL NEEDS AND THERAPIES

Applied Dance Movement Therapy to people with special needs.  
The transforming experience of performance.

**Amanda Kougioufa B.Ed.**, *Dance-movement therapist, President of the GADT*

A tribute to the Dance Movement Therapy work, at an institution for the mentally impaired, where the progressive development of the persons involved is manifested in stage productions, where confidence was gained and competence and mastery was achieved through self expression. When dance, a universal language before and beyond words, is combined with psychological and psychiatric knowledge, it becomes a powerful means of transformation. The combination of creativity and spontaneity is clearly reflected in choreographies, pictures of which will be shown on slides

## 3) ROUND TABLE: PSYCHOSOCIAL CONSEQUENCES OF SEAFARERS' PROFESSION

A) ΠΟΙΕΣ ΟΙ ΨΥΧΟΚΟΙΝΩΝΙΚΕΣ ΕΠΙΠΤΩΣΕΙΣ ΤΟΥ ΕΠΑΓΓΕΛΜΑΤΟΣ ΤΟΥ ΝΑΥΤΙΚΟΥ ΣΤΟΝ ΙΔΙΟ ΚΑΙ ΣΤΗΝ ΟΙΚΟΓΕΝΕΙΑ ΤΟΥ; (WHAT ARE THE PSYCHOSOCIAL CONSEQUENCES OF THE SEAFARERS' PROFESSION TO THEM AND TO THEIR FAMILIES?)

**Th. Tsouti, Ψυχολόγος, UK**

Η ναυτιλία είναι μια από τις μεγαλύτερες βιομηχανίες παγκοσμίως η οποία γνωρίζει συνεχή ανάπτυξη. Η χώρα μας έχει μακρά παράδοση στην ναυτιλία και αποτελεί την νούμερο ένα δύναμη παγκοσμίως. Ένας από τους βασικούς παράγοντες ανάπτυξης που την απαρτίζει είναι ο ίδιος ο ναυτικός. Είναι ένας πολίτης του κόσμου που μας μεταφέρει ιδέες, γνώση και επαφή με άλλους πολιτισμούς και αξίες. Ο ίδιος καλείται να απουσιάζει, συνήθως, μεγάλες περιόδους από την οικογένειά του και τον ευρύτερο κοινωνικό του κύκλο. Επιλέγει έναν τρόπο ζωής που χαρακτηρίζεται από συνεχείς αποχωρισμούς και επανασυνδέσεις και μεταβάσεις από το οικογενειακό και κοινωνικό περιβάλλον που ανήκει στο εργασιακό περιβάλλον του πλοίου. Σύγχρονες έρευνες μας δίνουν πολύτιμες πληροφορίες σχετικά με τις ψυχολογικές επιπτώσεις στον ναυτικό και στην οικογένειά του από τις απαιτήσεις του επαγγελματίου αυτού. Κάποια από τα θέματα που θα μας απασχολήσουν σε αυτή την παρουσίαση είναι το πώς διαμορφώνεται η σχέση του ζευγαριού, ποια είναι η ψευχοσυναιθηματική κατάσταση των συντρόφων και ποια των παιδιών στην οικογένεια.

The shipping industry is one of the largest industries worldwide with a continuous growth. Our country has a long tradition in this industry with a leading position globally. One of the main factors of growth that composes it, is the Seafarer himself. He is a citizen of the world who brings us concepts, knowledge and contact with other cultures and values. He is absent usually for long periods of time from his family and his broader social cycle. The seafarer chooses a lifestyle characterized by continuous separations, reunions and transitions from the family and social environment he belongs to, to the one of the ship's environment. Recent research gives us valuable information about the psychological impacts on the seafarer and his family that derive from the requirements of this profession. Some of the issues considered in this presentation are, how the couple's relationship is formed and what the psychological and emotional state for each of the spouses and the children in the family is.

B) Η ΧΡΗΣΗ ΤΟΥ ΕΡΩΤΗΜΑΤΟΛΟΓΙΟΥ ΑΞΙΟΛΟΓΗΣΗΣ ΤΗΣ ΣΥΜΠΕΡΙΦΟΡΑΣ (MCMI-III) ΣΤΗΝ ΑΞΙΟΛΟΓΗΣΗ ΠΡΟΣΩΠΙΚΟΥ (USE OF BEHAVIOR EVALUATION QUESTIONNAIRE (MCMI-III) FOR PERSONNEL EVALUATION)

**A Golfi, Εργασιακή Ψυχολόγος Hellas EAP, ΔΓ Λυράκος, Κλινικός Ψυχολόγος, Maastricht University, Elpis Care, NETHERLANDS**

Η εξέλιξη των μεθόδων και μέσων αξιολόγησης προσωπικού αποτελεί θέμα που απασχολεί σταθερά την κοινότητα της σύγχρονης εργασιακής/οργανωτικής ψυχολογίας, της Ψυχομετρίας αλλά και της Διοίκησης Ανθρώπινου Δυναμικού. Πολλά εργαλεία έχουν δημιουργηθεί με σκοπό να αξιολογήσουν τους παράγοντες ψυχοκοινωνικών κινδύνων στην εργασία καθώς και εργαλεία που αξιοποιούνται στην επιλογή του προσωπικού ανάλογα με την εργασιακή θέση, τις ικανότητες και το συμπεριφορικό και ψυχολογικό προφίλ των υποψηφίων. Τα εργαλεία αυτά έχουν την τάση είτε να είναι περιορισμένων δυνατοτήτων αναφορικά με τους τομείς αξιολόγησης είτε είναι πολύ μεγάλα, χρονοβόρα και δύσκολα στην συμπλήρωση. Το Ερωτηματολόγιο Αξιολόγησης της Συμπεριφοράς (MCMI-III) είναι ένα εργαλείο σταθμισμένο σε ελληνικό πληθυσμό, σύντομο (175 ερωτήσεις) και με χρόνο συμπλήρωσης 30' περίπου. Η ανάλυση των αποτελεσμάτων της ελληνικής έκδοσης του MCMI-III προσφέρει μια καλή περιγραφή της συμπεριφοράς και του ψυχολογικού προφίλ του ατόμου και μπορεί να αποκτήσει μια αξιόπιστη και έγκυρη «θέση» στα εργαλεία επιλογής και αξιολόγησης της συμπεριφοράς υποψηφίων και εργαζομένων σε έναν οργανισμό.

## 5) WORKSHOP : DANCE THERAPY

**Amanda Kougioufa B.Ed.**, *Dance-movement therapist, President of the GADT*

It is through the senses of our body, that we become aware of our self and the world around us. Touch, sound, sight, smell, taste , kinesthesis(balance, body position) and the combinations of these, inform us of who we are , how, where, when, allowing us to enter into a dialogue with the environment and rediscover parts of ourselves which may lead to a sense of wholeness.

- It is advisable for the participants to wear comfortable clothes.

## 6) WORKSHOP: WORKING WITH PEOPLE WHO SELF-HARM

**Laura Farleigh MA UKCP Reg. BACP Acc.**, *Integrative Arts Psychotherapist Trainer and Group Facilitator*

**Sharon Blacker Dip.Couns. MBACP**, *Psychodynamic Counsellor Trainer and Group Facilitator UNITED KINGDOM*

This workshop will empower participants to give emotional and practical support to people who harm their bodies. It is aimed at: mental health professionals, teachers, health professionals, counsellors, head teachers, nurses, probation officers, youth offender support teams, social workers, social anthropologists, teaching and medical staff in colleges and universities.

A person who harms their own body, wounding the skin and drawing blood, is feeling so helpless and confused that they are unable to find any other way of managing mental anguish and chaos that arises from their unmanageable emotions. This goes far beyond adolescent angst; self-harm shows that the mind has slipped away from its ordinary perspective, losing sight of pain and danger, therefore giving in to an act that will bring an immediate solution to emotional pain. Self Harm modifies a state of mind that would otherwise become unbearable.

During the Workshop there will be time for personal reflection to allow participants to explore their own self-harming tendencies such as smoking, driving too fast, abuse of over the counter medication, which will better equip them to understand and contain self-harm in their clients. Learning methods of the workshop will include an analysis of the primary causes of self-harm, theoretical templates to underpin our thinking. Case studies will be used

to bring theory to practice and therefore increase confidence. Participants will have a space to explore their own reactions and learn practical skills to support people who self-harm.

**The workshop will include:** • Definition of self-harm • How physical pain drowns out emotional distress • Who is at risk? (Including, looking at primary attachment, lack of attuned primary handling, psychosomatic indwelling, environmental insecurity) • Different types of self-harm • Why do people harm themselves? • The brain's response to anxiety • Common responses to self-harm • Clinical study • Participants' case material • Helping the client reduce their unmanageable feelings through the Therapeutic Relationship. • Educating the Client to help them pre-empt and moderate their response of overwhelming feelings when they lose the ability to self-regulate, or the capacity for cognitive reasoning. • Identifying structures for self-support • Resources: books, help-lines, websites  
"Developing an understanding is in itself, containing of anxiety" Bion (1962)

## 7) INTERACTIVE TRAINING WORKSHOP : BUILDING TRUST AND COMMUNICATION

**Dr. A Sotirchou, M.A., Psychologist, Psychotherapist, Counselor**

*Center of Psychological Applications, Athens, GREECE*

The interactive workshop will train participants in techniques that ensure effective communication. In addition the workshop will introduce and train in techniques that are important to the building of trust amongst members of newly formed groups. As a result of such techniques the participants as well as the trainer develop a relationship that ensures the positive outcome of any workshop.

## 8) ROUND TABLE : CLINICAL AND LEGAL ASPECTS OF HOMICIDAL BEHAVIOR IN SCHIZOPHRENIA 'Schizophrenia and homicide'

**Petsas Dimitrios** – *Psychiatrist, Psychiatric Hospital of Attica, Daphni*

**'Issues regarding capacity to stand trial in schizophrenia'**

**Tsopelas Christos** – *Psychiatrist, Psychiatric Hospital of Attica, Daphni*

The psychiatric community has clearly accepted the fact that mental illness alone does not usually lead to violent behavior, unless the patient also has a substance use disorder or history of violence. In spite of that, when a psychiatric patient reaches the point of violent behavior, dramatic acts may occur and peoples' reflex reactions appear in an excessive way. A homicide committed by a patient suffering from schizophrenia is always a reason for reinforcing vicious beliefs related to schizophrenic patients. The relation between schizophrenia and homicide, the necessary preconditions that lead a schizophrenic patient to a life threatening or a life-taking action, along with other basic parameters and issues regarding capacity to stand trial in schizophrenia will be discussed.

## 9) ROUND TABLE: INTENSIVE CARE UNIT SYNDROME

'EARLY DIAGNOSIS AND TREATMENT OF INTENSIVE CARE UNIT SYNDROME'

Έγκαιρη διάγνωση και αντιμετώπιση του συνδρόμου της ΜΕΘ'

**D Petsas**, *Psychiatrist, Psychiatric Hospital of Attica, Daphni*

## 'INTENSIVE CARE UNIT SYNDROME: THERAPEUTIC INTERVENTIONS – PROGNOSIS'

'Σύνδρομο της ΜΕΘ : Θεραπευτικές παρεμβάσεις – πρόγνωση'

**Il Petsa**, *Cardiologist, specializing in Intensive Care Medicine, General Hospital 'G. Gennimatas', Intensive Care Unit*

Η έγκαιρη αναγνώριση του συνδρόμου της ΜΕΘ αποτελεί μια παράμετρο καθοριστική για την πορεία της υγείας του ασθενούς. Παρά, όμως, τα υψηλά ποσοστά εμφάνισης του συνδρόμου, η διάγνωση φαίνεται να μην τίθεται σε μεγάλο ποσοστό των περιπτώσεων αυτών. Η ευρύτητα και η ένταση των συμπτωμάτων, με τα οποία αυτό, συνήθως, εκδηλώνεται, καθιστά αδικαιολόγητη την παράλειψη αυτή. Στα πλαίσια της Διασυνδεδετικής Ψυχιατρικής η συμμετοχή και ο ρόλος του Ψυχιάτρου προς την κατεύθυνση της έγκαιρης διάγνωσης, αλλά και αντιμετώπισης του συνδρόμου της ΜΕΘ, είναι καθοριστικός. Με δεδομένη την αλληλεπίδραση μεταξύ των ψυχιατρικών συμπτωμάτων και αυτών της υποκείμενης σωματικής νόσου, η πρόγνωση συνδέεται άρρηκτα με το βαθμό και την ποιότητα της συνεργασίας μεταξύ των ψυχιάτρων και των ιατρών της ΜΕΘ. Στη στρωγυλιώδη αυτή τράπεζα θα γίνει αναφορά σε παραμέτρους αυτής της εξαιρετικά σημαντικής συνεργασίας, η εξασφάλιση της οποίας δε μπορεί παρά να αποβεί σε όφελος του ίδιου του ασθενούς.

## 10) ROUND TABLE: PROFESSIONAL EXHAUSTION SYNDROME IN INTENSIVE CARE UNIT

i) 'CAUSES AND CONSEQUENCES OF PROFESSIONAL EXHAUSTION SYNDROME IN INTENSIVE CARE UNIT'

Αίτια και συνέπειες της εμφάνισης του συνδρόμου επαγγελματικής εξουθένωσης στις ΜΕΘ'

**Il Petsa**, *Cardiologist, specializing in Intensive Care Medicine General Hospital 'G. Gennimatas', Intensive Care Unit*

ii) 'PREVENTION OR TREATMENT POSSIBILITIES OF PROFESSIONAL EXHAUSTION SYNDROME IN INTENSIVE CARE UNIT'

Δυνατότητες πρόληψης ή αντιμετώπισης του συνδρόμου επαγγελματικής εξουθένωσης στις ΜΕΘ'

**D Petsas**, *Psychiatrist, Psychiatric Hospital of Attica, Daphni*

Σε κάθε επαγγελματικό χώρο - και σίγουρα σε μεγάλο βαθμό στο χώρο της υγείας - η εμφάνιση του συνδρόμου της επαγγελματικής εξουθένωσης είναι από δυνητικά υπαρκτή ως εξαιρετικά πιθανή. Ο χώρος των Μονάδων Εντατικής Θεραπείας, αποτελεί από μόνος του ένα πλαίσιο, στο οποίο αυτό το φαινόμενο δύναται να εκφραστεί, ακόμη και στην πιο ακραία του μορφή. Τα αίτια, που συνδέονται με το ενδεχόμενο αυτό είναι πολλά και σε μεγάλο βαθμό σχετίζονται (άμεσα ή έμμεσα) με τη βαρύτητα της κατάστασης των νοσηλευόμενων. Στη στρωγυλιώδη αυτή Τράπεζα θα γίνει εκτενής αναφορά και περιγραφή αυτών των αιτιών. Θα επιδιωχθεί να τονιστεί η αξία της πρόληψης, θα αναφερθούν και θα συζητηθούν τρόποι, μέσω των οποίων, μπορεί κάτι τέτοιο να καταστεί δυνατό. Θα τονιστεί, επίσης, η μεγάλη σημασία της αντιμετώπισης του συνδρόμου επαγγελματικής εξουθένωσης στη ΜΕΘ, εφ' όσον οι δράσεις πρόληψης έχουν αποτύχει ή δεν έχουν καν υπάρξει, καθώς και των κινδύνων, που προκύπτουν τόσο για τον ίδιο τον επαγγελματία, όσο και για τους θεραπευόμενους, σε περίπτωση υποτίμησης, απαξίωσης ή υποβάθμισης της βαρύτητας του συνδρόμου.

## 11) SYMPOSIUM : WORKING PROBLEMS IN A BIG PSYCHIATRIC HOSPITAL

1) ΨΥΧΙΑΤΡΙΚΗ ΝΟΣΗΛΕΙΑ ΚΑΙ ΒΑΘΜΟΣ ΤΑΥΤΙΣΗΣ ΔΙΑΓΝΩΣΗΣ ΕΙΣΟΔΟΥ ΚΑΙ ΔΙΑΓΝΩΣΗΣ ΕΞΟΔΟΥ - PSYCHIATRIC HOSPITALIZATION AND ACCORDANCE RATE BETWEEN ADMISSION AND DISCHARGE DAY DIAGNOSIS

**Πέτσας Δ.<sup>1</sup> Τάσος Ελ.<sup>2</sup> Παπαθανασίου Γ.<sup>3</sup> Τσώπelas Χρ.<sup>4</sup> Ντούνας Π.<sup>5</sup> Στρωματιά Γ.<sup>6</sup>**

<sup>1</sup> Ψυχίατρος – Επιμελητής Β', 6ο Ψ.Τ.Ε. – Ψ.Ν.Α. Δαφνί <sup>2</sup> Εργοθεραπεύτρια, 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί <sup>3</sup> Ειδικεύομενος Ψυχιατρικής, 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί <sup>4</sup> Ψυχίατρος – Επιμελητής Α', 5ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί <sup>5</sup> Ψυχίατρος – Ψυχίατρος, Επιστημονικός Συνεργάτης 5ου Ψ.Τ.Ε. – Ψ.Ν.Α. Δαφνί <sup>6</sup> Ειδικεύομενη Ψυχιατρικής, 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί

**Εισαγωγή:** κατά τη διάρκεια της ακούσιας εξέτασης ψυχικά ασθενών στο εφημερείο, η ακριβής διαγνωστική προσέγγιση δεν αποτελεί πανάκεια, όμως μπορεί να αποτελεί δείκτη, που να συνδέεται με την ορθή (ή μη ορθή) εκτίμηση περί της αναγκαιότητας στέρσης της ατομικής ελευθερίας.

**Σκοπός:** να καταγράφουμε και να υπολογίσουμε το βαθμό ταύτισης μεταξύ των αρχικών διαγνώσεων (στο εφημερείο) και των τελικών διαγνώσεων (στο Ψυχιατρικό Τμήμα Εισαγωγών

κατά το εξιτήριο), που αφορούν σε ακούσια νοσηλευόμενους ασθενείς.  
**Υλικό – Μέθοδος:** έγινε τυχαίοποιημένος, συγκριτικός έλεγχος μεταξύ των αρχικών και των τελικών διαγνώσεων, σε 80 φακέλους ασθενών, που νοσηλεύθηκαν ακουστικά και έλαβαν εξιτήριο από το 6ο Ψ.Τ.Ε. του Ψ.Ν.Α. Δαφνί στο χρονικό διάστημα μεταξύ Φεβρουαρίου 2012 και Φεβρουαρίου 2013. Χρησιμοποιήθηκε η περιγραφική μέθοδος.  
**Αποτελέσματα:** στους 72 ασθενείς υπήρχε πλήρης ταύτιση όσον αφορά στη διάγνωση ("Ψυχιατρική συνδρομή"), ενώ σε 6 και 2 περιπτώσεις αντίστοιχα υπήρχε μονήρους κατεύθυνσης διαφοροποίηση μεταξύ της αρχικής "σχίζοφρένειας" και της "διαταραχής προσωπικότητας" προς την τελική διάγνωση της "σχίζοφρένειας" διαταραχής".  
**Συμπεράσματα:** υπάρχει σαφώς επιτυχής διαγνωστική προσέγγιση των ακουστικών εξεταζόμενων και στη συνέχεια νοσηλευμένων ασθενών στο εφημερίο του Ψυχιατρικού Νοσοκομείου, κάτι που πιθανώς να συνδέεται είτε με το αυξημένο αίσθημα ευθύνης των ψυχιάτρων που εμπλέκονται στη διαδικασία ενδοχόμενης στέρησης της ελευθερίας, αλλά και προστασίας των ψυχικά ασθενών ατόμων, είτε στη μεγάλη εμπειρία σε ψυχιατρικά περιστατικά μεγάλης βαρύτητας, τα οποία προσέρχονται σε μεγάλο ποσοστό στο ειδικό Νοσοκομείο.

2 Η ΑΠΟΥΣΙΑ ΨΥΧΙΑΤΡΙΚΗΣ ΕΠΑΝΕΞΕΤΑΣΗΣ ΚΑΙ ΔΙΑΓΝΩΣΤΙΚΟΥ ΕΠΑΝΑΠΡΟΣΔΙΟΡΙΣΜΟΥ ΣΕ ΣΥΝΔΥΑΣΜΟ ΜΕ ΜΕΙΟΝΕΚΤΗΜΑΤΑ ΤΟΥ ΣΥΣΤΗΜΑΤΟΣ ΠΑΡΟΧΗΣ ΨΥΧΙΑΤΡΙΚΩΝ ΥΠΗΡΕΣΙΩΝ ΥΓΕΙΑΣ - THE ABSENCE OF PSYCHIATRIC RECONSULTATION AND DIAGNOSTIC REEVALUATION IN COMBINATION WITH THE DISADVANTAGES OF THE PROVIDED PSYCHIATRIC HEALTH SERVICES SYSTEM

**Πέτσας Δ.<sup>1</sup>, Θωμαΐδου Μ.<sup>2</sup>, Αυδίκος Κ.<sup>3</sup>, Τσώπελας Χρ.<sup>4</sup>, Ντούνας Π.<sup>5</sup>, Παπαθανασίου Γ.<sup>6</sup>**  
<sup>1</sup> Ψυχίατρος – Επιμελητής Β', 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί <sup>2</sup> Νοσηλεύτρια Τ.Ε., Προϊσταμένη Οικοτροφείου "ΘΑΛΕΙΑ" – Ψ.Ν.Α. Δαφνί <sup>3</sup> Ειδικευόμενος Ψυχιατρικής, 4ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί <sup>4</sup> Ψυχίατρος – Επιμελητής Α', 5ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί <sup>5</sup> Ψυχίατρος – Ψυχίατρος, Επιστημονικός Συνεργάτης 5ου Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί <sup>6</sup> Ειδικευόμενος Ψυχιατρικής, 4ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί  
Γυναίκα, 78 ετών, προσήλθε στα Εξωτερικά Ιατρεία αναφέροντας χρόνια λήψη χλωροπρωμαζίνης (μέχρι προ τριετίας 300 mg και έκτοτε 100 mg ημερησίως), Λεβοπρομαζίνης 25 mg ημερησίως και Βενζεζόλης υδροχλωρικής 5 mg ημερησίως. Λόγος της επίσκεψης η από καιρού αδυναμία ανεύρεσης του τελευταίου εκ των σκευασμάτων, αίτημα η ενδοχόμενη αντικατάστασή του με άλλο σκεύασμα.

Από το ιστορικό προέκυψε εμφάνιση έντονα (,) καταθλιπτικού και αγχωτικού τύπου συμπτωματολογίας σε ηλικία 40 ετών. Περιγράφονται εκδηλώσεις, που ενδοχόμενα να παραπέμπουν σε συνοδά ιστιορικό στοιχεία. Σχεδόν αποκλειστική η ύπαρξη ψυχοσυστορικών εκδηλώσεων. Η χορήγηση της ανωτέρω αναφερόμενης φαρμακευτικής αγωγής οδήγησε σε ύφεση των συμπτωμάτων σε διάστημα μερικών μηνών. Για τα επόμενα τριάντα οκτώ χρόνια γινόταν λήψη της φαρμακευτικής αγωγής, χωρίς ουσιαστικά να εξεταστεί η ασθενής, τηρούσα μια διαδικασία τυπικής συνταγογράφησης και εν τη απουσία οιασδήποτε συμπτωματολογίας. Πρόσφατα ένας εκ των συνταγογραφούντων (38 χρόνια μετά), υπέδειξε την ανωτέρω αναφερόμενη μείωση της χλωροπρωμαζίνης. Κατά την κλινική εξέταση, η ασθενής δεν εμφάνιζε ενεργό ψυχοπαθολογία, ενώ και η κατάσταση της σωματικής της υγείας ήταν εξαιρετική. Η απουσία συμπτωματολογίας επί δεκαετίες και το πέρασμα της θεραπευόμενης στην τρίτη (65-74) και τέταρτη (75-90), κατά τον Παγκόσμιο Οργανισμό Υγείας, ηλικία, καθιστούσε δεδομένη, αλλά, όπως αποδεικνύεται, όχι και αυτονόητη, την ανάγκη ουσιαστικής επανεξέτασης και επαναπροσδιορισμού της φαρμακευτικής αγωγής, ανεξάρτητα από την όποια (και όποιας ορθότητας) διάγνωση που είχε τεθεί προ 38 ετών. Η έλλειψη πληροφορόφορης και η γενικότερη απουσία κατάλληλης ψυχοεκπαίδευσης των θεραπευόμενων, σε συνδυασμό με τα κενά στην παροχή (ψυχιατρικών υπηρεσιών, είτε αυτά αφορούν σε θεσμικές παραμέτρους, είτε αυτά συνδέονται με το βαθμό ευσυνειδησίας εκάστου εκ των θεραπευτών, μπορεί να οδηγήσουν, σε φαινόμενα σαν τα ανωτέρω, ενώ διανύουμε τη δεύτερη δεκαετία του 21ου αιώνα.

3 ΣΥΧΝΟΤΗΤΑ ΕΦΑΡΜΟΓΗΣ ΤΟΥ ΠΡΟΣΤΑΤΕΥΤΙΚΟΥ ΚΛΙΝΟΣΤΑΤΙΣΜΟΥ ΣΤΑ ΠΛΑΙΣΙΑ ΤΗΣ ΛΕΙΤΟΥΡΓΙΑΣ ΕΝΟΣ ΨΥΧΙΑΤΡΙΚΟΥ ΤΜΗΜΑΤΟΣ ΕΙΣΑΓΩΓΩΝ - THE FREQUENCY OF PRECAUTION MEASURES, AS RESTRAINT, TAKEN IN A PSYCHIATRIC EMERGENCY DEPARTMENT

**Πέτσας Δ.<sup>1</sup>, Παπαθανασίου Γ.<sup>2</sup>, Τάσου Ελ.<sup>3</sup>, Στρωματιά Γ.<sup>4</sup>, Τσώπελας Χρ.<sup>5</sup>, Ντούνας Π.<sup>6</sup>**  
<sup>1</sup> Ψυχίατρος – Επιμελητής Β', 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί <sup>2</sup> Ειδικευόμενος Ψυχιατρικής, 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί <sup>3</sup> Εργοθεραπεύτρια, 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί <sup>4</sup> Ειδικευόμενος Ψυχιατρικής, 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί <sup>5</sup> Ψυχίατρος – Επιμελητής Α', 5ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί <sup>6</sup> Ψυχίατρος – Ψυχίατρος, Επιστημονικός Συνεργάτης 5ου Ψ.Τ.Ε. – Ψ.Ν.Α. Δαφνί

**Εισαγωγή:** το ζήτημα του προστατευτικού κλινοστατισμού έχει γίνει αντικείμενο εκμετάλλευσης τόσο από το κίνημα της αντιψυχιατρικής, όσο και από κάποιους επαγγελματίες ψυχικής υγείας (από όλους τους κλάδους), που επιδιώκουν το διαχωρισμό (σχάση - splitting) των επαγγελματιών, με κριτήριο τη χρήση αυτού του μέτρου.  
**Σκοπός:** να καταδειχθεί αν – και σε τι βαθμό – ισχύουν οι αναφορές για υπέρμετρη χρήση του προστατευτικού κλινοστατισμού ("ένας στους τρεις είναι δεμένους") σε ψυχιατρικά Τμήματα.  
**Υλικό – Μέθοδος:** έγινε καταγραφή του αριθμού των περιπτώσεων, που χρειάστηκε να τεθεί κάποιος ασθενής υπό προστατευτικό κλινοστατισμό στο 6ο Ψ.Τ.Ε. του Ψ.Ν.Α. Δαφνί για το χρονικό διάστημα μεταξύ 1-3-2012 και 31-12-2012. Χρησιμοποιήθηκε η περιγραφική μέθοδος.

**Αποτελέσματα:** σε περίοδο 10 (δέκα) μηνών κρίθηκε αναγκαία η χρήση του προστατευτικού κλινοστατισμού 130 φορές ακριβώς, δηλαδή 10 φορές/μήνα, ήτοι 0,33 φορές ημερησίως, ποσοστό κατά 30-40 φορές μικρότερο από όσα κατά καιρούς αναφέρονται από πολλούς, χωρίς συγκεκριμένα στοιχεία.  
**Συμπεράσματα:** η αυθαίρετη χρήση "υψηλών ποσοστών χρήσης του προστατευτικού κλινοστατισμού", που δεν ανταποκρίνονται στην πραγματικότητα, θέτουν ποικιλοτρόπως σε κίνδυνο τις όποιες προσπάθειες γίνονται με στόχο την προστασία των ψυχικά ασθενών και εκθέτουν αδικαιολόγητα επαγγελματίες ψυχικής υγείας. Είναι, όμως, σίγουρο ότι τα ποσοστά αυτά πρέπει να καταγράφονται και να αξιολογούνται συγκριτικά συνεχώς, ως ενδεικτικά στοιχεία ελέγχου του γενικότερου ψυχιατρικά επιτελούμενου έργου.

4 ΧΟΡΗΓΗΣΗ ΨΥΧΙΑΤΡΙΚΩΝ ΓΝΩΜΑΤΕΥΣΕΩΝ : Ο ΚΙΝΔΥΝΟΣ ΜΕΤΑΤΡΟΠΗΣ ΜΙΑ ΑΥΣΤΗΡΑ ΠΡΟΛΗΠΤΙΚΗΣ ΙΑΤΡΙΚΗΣ ΠΡΑΞΗΣ ΣΕ ΓΡΑΦΕΙΟΚΡΑΤΙΚΗ ΔΙΑΔΙΚΑΣΙΑ - PROVIDING PSYCHIATRIC HEALTH CERTIFICATES : THE RISK OF TRANSFORMING A STRICTLY MEDICAL PREVENTIVE ACT IN BUREAUCRATIC PROCEDURE

**Πέτσας Δ.<sup>1</sup>, Αυδίκος Κ.<sup>2</sup>, Θωμαΐδου Μ.<sup>3</sup>, Γούτσου Ι.<sup>4</sup>, Τσώπελας Χρ.<sup>5</sup>, Ντούνας Π.<sup>6</sup>**  
<sup>1</sup> Ψυχίατρος – Επιμελητής Β', 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί <sup>2</sup> Ειδικευόμενος Ψυχιατρικής, 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί <sup>3</sup> Νοσηλεύτρια Τ.Ε., Προϊσταμένη Οικοτροφείου "ΘΑΛΕΙΑ" – Ψ.Ν.Α. Δαφνί <sup>4</sup> Ειδικευόμενος Ψυχιατρικής, 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί <sup>5</sup> Ψυχίατρος – Επιμελητής Α', 5ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί <sup>6</sup> Ψυχίατρος – Ψυχίατρος, Επιστημονικός Συνεργάτης 5ου Ψ.Τ.Ε. – Ψ.Ν.Α. Δαφνί

**Εισαγωγή:** η χορήγηση ψυχιατρικής γνωμάτευσης αποτελεί για τον ψυχίατρο μέρος μια συνολικής διαδικασίας ουσιαστικής και πλήρους εξέτασης ενός ατόμου, αλλά από τους μη ειδικούς, ακόμη και επαγγελματίες υγείας, θεωρείται, συχνά, μια τυπική, ολιγόλεπτη διαδικασία.  
**Σκοπός:** να καταγράψουμε τη συχνότητα εμφάνισης πολιτών, που ζητούν στα Εξωτερικά Ιατρεία να τους χορηγηθεί ψυχιατρική γνωμάτευση άμεσα και χωρίς ουσιαστική εξέταση  
**Υλικό – Μέθοδος:** έγινε καταγραφή των ανωτέρω περιστατικών (μόνο όσων ζητούσαν άμεσα τη γνωμάτευση) για το χρονικό διάστημα μεταξύ 1-1-2012 και 31-12-2012. Χρησιμοποιήθηκε η περιγραφική μέθοδος.  
**Αποτελέσματα:** καταγράφησαν 32 τέτοια περιστατικά (28 άνδρες, 4 γυναίκες), εκ των οποίων μόνο 6 ήταν προγραμματισμένα ραντεβού, με τους υπόλοιπους να προσέρχονται ειδικά

προγράμματος. Στο σύνολο τους αρνήθηκαν τη λήψη αναλυτικού ιστορικού, τη συμμετοχή σε κάποιο ψυχομετρικό τεστ ή σε όποια άλλη διαδικασία, πλην της άμεσης λήψης της γνωμάτευσης.  
**Συμπεράσματα:** με δεδομένη την πίεση, που ασκείται από τους ενδιαφερόμενους, υφίσταται σημαντικός κίνδυνος να χορηγηθούν ψυχιατρικές γνωματεύσεις, που να πιστοποιούν ως ψυχικά υγιή, άτομα ψυχικής πάσχοντα, με προφανείς τους παρεπόμενους κινδύνους από τη χρήση αυτών των γνωματεύσεων. Είναι σαφές ότι ο ψυχίατρος οφείλει να εξασφαλίζει την προστασία του κοινωνικού συνόλου, αλλά, είναι επίσης, απαραίτητο και να εγγυάται την ασφάλεια, όσων καλούνται να επιτελέσουν το έργο αυτό.

5 ΑΠΟ ΤΗΝ ΚΟΙΝΟΤΗΤΑ ΣΤΟ ΨΥΧΙΑΤΡΙΕΙΟ : ΑΠΛΗ ΕΠΙΣΤΡΟΦΗ Η ΚΑΤΑΣΤΡΟΦΙΚΗ ΠΑΛΙΝΔΡΟΜΗΣΗ ; - FROM THE COMMUNITY TO THE ASYLUM : A SIMPLE RETURN OR A DISASTROUS INVOLUTION ?

**Πέτσας Δ.<sup>1</sup>, Στρωματιά Γ.<sup>2</sup>, Γούτσου Ι.<sup>3</sup>, Τσώπελας Χρ.<sup>4</sup>, Ντούνας Π.<sup>5</sup>, Αυδίκος Κ.<sup>6</sup>**  
<sup>1</sup> Ψυχίατρος – Επιμελητής Β', 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί <sup>2</sup> Ειδικευόμενος Ψυχιατρικής, 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί <sup>3</sup> Ειδικευόμενος Ψυχιατρικής, 6ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί <sup>4</sup> Ψυχίατρος – Επιμελητής Α', 5ο Ψ.Τ.Ε. – Ψ.Ν.Α., Δαφνί <sup>5</sup> Ψυχίατρος – Ψυχίατρος, Επιστημονικός Συνεργάτης 5ου Ψ.Τ.Ε. – Ψ.Ν.Α. Δαφνί <sup>6</sup> Ειδικευόμενος Ψυχιατρικής, 6ο Ψ.Τ.Ε. – Ψυχιατρικό Νοσοκομείο Αττικής, Δαφνί  
**Εισαγωγή:** οι παλινοδίες σε σχέση με την πορεία της Ψυχιατρικής Μεταρρύθμισης στην Ελλάδα, σε συνδυασμό με την οικονομική ύφεση, οδήγησαν μοιραία στην εμφάνιση πολλών σεναρίων, μεταξύ των οποίων και αυτό του κλεισίματος των εξωνοσοκομειακών στεγαστικών δομών και της επιστροφής των ασθενών στο ψυχιατρείο.  
**Σκοπός:** η καταγραφή της θέσης των νοίκων των δομών σε σχέση με το ενδοχόμενο επιστροφής τους στα ψυχιατρεία.  
**Υλικό – Μέθοδος:** σε 42 ασθενείς τριών δομών του Ψ.Ν.Α. Δαφνί τέθηκε ερώτημα με δυνατότητα επιλογής μίας εκ των πέντε απαντήσεων σε σχέση με το ενδοχόμενο επιστροφής τους στο Ψυχιατρείο.  
**Αποτελέσματα:** 8 νοίκιοι (ποσοστό 19,04%) απάντησαν "σε καμία περίπτωση", 18 (42,86%) "θα προτιμούσα να μη γυρίσω", 8 (19,04%) "μού είναι αδιάφορο", 6 (14,3%) "θα προτιμούσα να γυρίσω", 2 (4,76%) "θέλω οπωσδήποτε να γυρίσω".  
**Συμπεράσματα:** παρά το μικρό δείγμα, εκφράστηκε σαφώς η τάση παραμονής των ψυχικά ασθενών – νοίκων στην κοινότητα. Καταγράφηκε σε κάποιο βαθμό και εμμείωση το επιπεδωμένο συναίσθημα κάποιων ασθενών, αλλά και η σημασία του ρόλου του ιδρύματος για κάποιους ασθενών, είτε αυτό συνδέεται με το στοιχείο της ιδρυματοποίησης, είτε με παράγοντες, που καθιστούν το μοντέλο του κέντρου μια ουσιαστική εναλλακτική στο μοντέλο της διασποράς.

12) SYMPOSIUM : EARLY CHILDHOOD PROBLEMS (Group a)  
**Chair: T. Sidiropoulou**  
1. BETWEEN BODY AND MIND: THE PLEASURE OF READING  
**M Sidiropoulou, PhD cand. Social Anthropology**  
The meaning of pleasure in reading is often on the margin, under the powerful symbolism and social representations culturally associated with books. In this research reading is seen as comprehensive meaning and the use of the books as plural concept. Through the navigation of the book pages, between bodily and intellectual processes of reading, underground streams -sometimes strong sometimes less- have been detected. These lead the discussion in a rhetoric of pleasure. This area, highlighted by the «readers» of research, characterized by assertions and power relations.

2. THE 'PEDAGOGICAL MODEL' OF EVALUATION OF SCHOOL READINESS AND THE IMPORTANCE OF THE EXTENSION OF SCHOOLING IN KINDERGARTEN  
**E Mousena, Ph.D. Education Policy, Preschool Advisor**  
Children in preschool age are confronted with a series of transitions, for which the evaluation of results are positive or less positive. The increased scientific and political interest in early childhood education and care simultaneously poses the challenge for coordination of programs and services provided with regards to the rest of the school system. In an effort to reduce the difficulties of the transition of children from Kindergarten to Primary School, the school readiness assessment is a useful measure. This paper presents the basic principles, the institutional framework and procedures for assessing school readiness in an effort to implement a "pedagogic model" that can guarantee positive results.

3. INTRODUCING PERSONA DOLLS TO THE PRE-SCHOOL CLASSROOM  
**S Dimitriadi, Lecturer, Dept. of Early Childhood Education, T.E.I. of Athens, S Kollara, Early Years Teacher, M Michali, Early Years Teacher**  
**S. Dimitriadi, S. Kollara, M. Michali**  
Persona Dolls is a powerful and innovative educational tool to tackle exclusion due to discrimination in pre-school education, as well as in the first two grades of primary education. It has been used with success in a lot of countries in almost all continents. The present research conducted in Greece, is only a part of a wider research project and describes how this tool was introduced to Greek student-teachers and the training they received. It also describes how these trained-student teachers implemented the Persona Doll approach in their early years classroom and the impact that this had on both the children and the adults in their environment, i.e. teachers, parents and directors. The approach to research followed was a qualitative one and the methodology was child-centred, while the evidence was collected by means of triangulation of data. Due to sensitivity of research topic, all necessary measures were taken in order to stay in line with the ethical issues in early childhood research. The research findings indeed confirmed the positive outcomes that have been identified in other international studies regarding the implementation of the approach. Moreover, it became evident that although this educational tool has been designed for trained professionals, it can equally and effectively be used by trained student-teachers.

4. OBJECT PLAY AS A MEANS OF COMMUNICATION BETWEEN THE CHILD AND THE ADULT  
**M Nanouri, Master of Art Infant Mental Health, Teacher of Early Childhood Education, F Nanouri, Med Psychology, E Vourla, Med Education, Teacher of Early Childhood Education**  
Play is an activity that starts spontaneously from infancy. It takes different forms over the life span of the child, depending on the accomplishments on an emotional, cognitive, kinetic and social level. Parallely, play constitutes one of the most important activities that contribute to the organization of self, as well as to cognitive and emotional development (Papadopoulou, 1999).  
In my dissertation I will be looking at how play becomes a means of communication between the child and the adult. The questions that will be explored are around how does the infant and toddler present with the object (materialistic) play? How does the infant and toddler present with the object play and the adult (mother- educator)? How the child presents when playing alone and when playing with an adult? Moreover, in my dissertation, I would like to add my role, my role as an educator since this master's enabled my professional and a professional and helped me view things from a different perspective.  
Play is the everyday tool of my work. I am an educator for preschool age children and the last five years I have been working in a kindergarten. Play for me is the first means of creating a contact with children of this age. The importance of play in the development of the child

and in its relation to his parents I believe could be utilized by professional educators of preschool age, during their contact with the children and the families. This in its own way could inform and sensitize the parents around different aspect of a child's play. In this aspect, the exploration of this theme I believe will contribute in the sensitization of both parents and professionals in order to comprehend, value, and respond to the challenges a child's play might present with.

The child develops significantly through play activities. The child in play works with concepts that are independent from the ordinary objects and the use they represent. Thus, a very interesting contradiction is created, where the child intertwines real acts with real objects. Winnicott in his theory of play explains that the infant and the object are incorporated in each other. The infant's opinion about the object is subjective and the mother must prepare the infant to attain what it is ready to discover. The mother or the motherly figure restores the object the infant has denied and in its turn it comes back to be accepted again. More specifically, the mother (or part of the mother) is in an in between stance of being that which the infant has the ability to discover and (alternatively) being her own self that is waiting to be discovered. If the mother plays her role well for a big enough period of time, then the infant has the experience of its magical dominance 'omnipotence' (Winnicott, 1962).

#### 5. EXPLORING THE NARRATIVE SKILLS OF YOUNGER CHILDREN

**T Sidiropoulou**, Assistant Professor of Psychopedagogics, Early childhood Dept., Technological Educational Institution (TEI) of Athens,

**A Poulakida**, MEd Education, Research Fellow, Early Childhood Education (E.C.E.) Dept., TEI of Athens,

**M Christidou**, Speech Therapist

Our study examines the degree that gender and cultural factors influence the preschooler's narrative skills. The methodological frame combines the qualitative content analysis of the children's narrations and the use of quantitative approaches in several narrative fields. The results have pedagogical extensions, which highlight the meaning of the narrations either the children are listeners or participants. The organisation and interpretation of the children's narrative experiences concern the interest of Psychologists. They study the contribution of narrative experiences in the cognitive development of a child and also their utilization as a connection between individual and collective procedures.

Group b

**Chair: C. Tsaoula**

#### 1. THE AREA OF A DAYCARE CENTER, AS A MEAN OF WELCOMING THE CHILD AND ITS FAMILY: RESEARCH IN THE MUNICIPALITY OF RHODES

**Zerva Maria**, Professor of Scientific Applications- Early Childhood Education Dept. TEI of Athens

**Atsiknouda Despina**, Teacher of Early Childhood Education

**Makrogika Maria-Evangelia**, Teacher of Early Childhood Education

The educational space plays a very significant role, not only to the educational process, but also to the infant's smooth transition from its family to the school environment. Therefore, we considered that it would be worthy to deepen the value of a certain space and its organization during this period, which is particularly demanding.

The purpose of our study was to describe the welcome space in preschool institutions, during the adjustment period of those children who would attend there for the very first time, as well as their families. In this very space, is where the institution reflects its pedagogical purpose, philosophy and ways of organization.

In order to collect our data, a protocol was made and used, which was filled in by the researchers, by visiting and observing 17 daycare centers of the municipality of Rhodes (urban, suburban, rural areas of the island).

The data were about the building infrastructure of the entrance (security, requirements, equipment). Moreover, they were about the search of educational interventions, which aim to the visitor's approach to the preschool services (friendly welcome space, view of the pedagogical work) and the possible existence of elements that would create a "negative" perspective.

Evaluating the spaces in our sample, we can see that although there is care for organizing them (arranging, cleanness, balance of colors used), in most cases, they appear to have a certain limitation or even absence of those elements needed to show that, these are spaces destined to children and that the educational programs are performed according to their needs, interests and demands.

#### 2. PRESCHOOL CHILDREN'S OPINIONS ABOUT MODERN FAIRY TALES

**M Schiza**, Msc Education, Research Fellow, Early Childhood Dept. TEI of Athens, **I Kioussi**, Teacher of Early Childhood Education, M Kaplaneli, Teacher of Early Childhood Education

The wolf is stereotypically supposed to be aggressive and evil in most fairy tales. Throughout our study we tried to find out whether the stereotype of the evil wolf may be changed. The children easily identify with the "good character" of stories. Today authors highlight new social messages to children and transform the bad wolf into a benevolent and sympathetic hero.

### LECTURES - ANNOUNCEMENTS

#### 1) 'BRAIN MECHANISMS OF CREATIVITY: POSSIBLE WAY FOR ENHANCING COGNITIVE ABILITY AND SOCIAL-BEHAVIORAL REHABILITATION'

**Rodionov A.**, Starchenko M., Pinina O.

**Rodionov A.** - Mr., Doctoral candidate, Psychophysiological, Psychologist

**Starchenko M.** - Ms. PhD, Psychologist

**Pinina O.** - Mrs., Student

Rodionov A., Starchenko M. - Researchers in Neurophysiology of consciousness and thinking Research Group, N.P. Bechtereva Institute of Human Brain Russian academy of sciences, Saint Petersburg, RUSSIA

Pinina O. - Student in Laboratory of physiological brain states, N.P. Bechtereva Institute of Human Brain Russian academy of sciences, Saint Petersburg, RUSSIA

It is known that creativity and intelligence are connected with one another up to a particular level (IQ of 120), after which they may be considered as two independent domains. This fact taken together with results of modern neuroimaging studies leads to the assumption that creative and intellectual processes may occur in the brain as a systems of distinct, common and to some extent overlapped mechanisms.

In this presentation the authors summarize their experience from the application of different EEG methodologies (spectral analysis, ERS/ERD, ICA, sLORETA) as well as standardized psychological inventory in the study of actor's creativity and divergent thinking from both neural and psychological perspectives.

It was shown that the actors exhibited higher level of creativity (Guilford test) and more advanced language and memory skills. Comparing these results with results of EEG studies we argue that the actors have ability better adapt their mechanisms of attention to suit not only the creative but also uncreative task demands.

Our findings provided a background for better understanding the decrease of fluency and originality (Guilford test) in children with expressive and receptive language disorders in comparison with

Traditional authors created unnecessary fear and they didn't defend animal rights. In the first stage wolf's characteristics were eliminated through the text of six traditional and modern tales. Then children's behavior was observed. An observation protocol was completed thirty six times after the observation of children's behaviour. Specifically they were observed while they were listening to their preschool teacher read the different fairy tales. According to the results the evil wolf might be reversed to a good wolf and children tend to feel sympathetic towards him. The big bad wolf doesn't take centre stage anymore. This time round it's a good little wolf's time to shine and to diminish traditional stereotypes.

#### 3. THE TRAINING AND FURTHER EDUCATION OF PRESCHOOL EDUCATORS IN HEALTH PROMOTION ISSUES

**1. V. Salonides** (1) Teacher of Early Childhood Education, MSc Applied Public Health

**2. R. Iatrou** (2) Teacher of Early Childhood Education

**3. Z. Varouchas** (2) Teacher of Early Childhood Education

The training and lifelong learning of preschool educators are key factors in determining the attitude of young children. The present dissertation aims to investigate the knowledge of preschool teachers and administrators working in nurseries, on matters relating to health promotion. The contribution of this study is the identification of the various weaknesses that can be found in kindergartens in terms of health promotion and the consequent provision of information to policy makers in order to heal these inefficiencies.

The empirical study approach was adopted since it is the most appropriate method to collect primary data at a specific point in time. A structured questionnaire was, moreover, used as a tool for collecting primary data, since that methodological approach was considered as the most appropriate for achieving the purpose and the objectives of the study.

According to the empirical results the training and lifelong learning of preschool teachers are lacking in some areas of health promotion and the level of further education is not consistent with the current scientific climate. The empirical results lead to interesting observations and consequent proposals to improve the level of compliance with health rules at nurseries. More specifically, the present study suggests the enhancement of the staff with specific and practical knowledge, the training of employees on issues relating with health promotion using the principles of experiential learning and the enhancement of group cooperation involving different divisions and services.

Keywords: health promotion, day nursery, preschool educator, educational program, training and education.

#### 4. EXPERIENCE IN PUBLIC AND PRIVATE SPHERE ON EPISTEMOLOGICAL AND POLITICAL LEVEL. A FEMINIST APPROACH

**Sidiropoulou Maria** (Phd cand. Social Anthropology University of the Aegean)

**Polyvaka Evagelia** (MPhil in Education A.P.Th)

The paper covers a theoretical epistemological discussion about the shift in research areas that have recently been «validated» by research. Under this light new comprehensive research areas of research, like experience, everyday life, private sphere and reflection have emerged. This shift with feminist origins has critical and wide implications for contemporary research in social sciences.

#### 5. THOUGHTS AND EMOTIONS OF STUDENTS INVOLVED IN THE EVALUATION OF THEIR STUDIES AND OF THEMSELVES THROUGH THEIR PORTFOLIOS

**C Tsaoula**, Lecturer, Department of Early Childhood Education, Technological Educational Institute of Athens, E Vagi-Spyrou, Advisor of Pre-School Education, Ministry of Education, Greece

Within the educational community, the discourse on the evaluation of the contributors in education -based on their accomplished work- started rather late in Greece but has carried on intensively since. Simultaneously, there is intense research concern relating to other forms of evaluation that focus on the person receiving educational knowledge. Our endeavour today is to attempt a first assessment of the findings according to a form of evaluation that we have been using for five years as teachers in tertiary education in the context of our workshop courses.

This is a survey conducted on a sample of 150 students and concerns their impressions and the degree of their personal involvement through a non-formal/alternative form of evaluation. During the six-month workshop course they experienced the development and accomplishment of their own tool of evaluation, the student portfolio in electronic format which is thought more compatible and friendlier with the expressive ways of young people. The survey aims at detecting the thoughts and feelings of the students in a form of evaluation characterized as authentic. We tried through content analysis of a short written narration by them to explore its main features, their perception of creativity and their ability to draw conclusions with deliberate, systematic use of previous experience, the adoption, in other words, of a reflective practice in areas of their learning.

The first findings showed both the positive evaluation of the particular experience as well as individual difficulties of the students regarding their ability to distinguish the creative part of the experience from its reflective perception.

normal children and may be used for developing new approaches for behavioral rehabilitation.

#### 2) 'P300 SUBCOMPONENTS IN PATIENTS WITH SCHIZOPHRENIA AND OBSESSIVE-COMPULSIVE DISORDER'

**Pronina M., Poliakov Y., Ponomarev V., Müller A., Kropotov J.**

MSc M. V. Pronina; MD, PhD Y.I. Poliakov; PhD V. A. Ponomarev; Director A. Müller; Professor J. D. Kropotov

**Pronina M.**, junior researcher, Laboratory of Neurobiology for Action Programming, N.P. Bechtereva Institute of the Human Brain of Russian Academy of Sciences, Saint Petersburg, RUSSIA.

**Poliakov Y.**, Director of the Department of Psychoneurology, Clinic of Bechtereva Institute of the Human Brain of Russian Academy of Sciences, Saint Petersburg, RUSSIA, senior researcher, Laboratory of Neurobiology for Action Programming, Bechtereva Institute of the Human Brain of Russian Academy of Sciences, Saint Petersburg, RUSSIA

**Ponomarev V.**, senior researcher, Laboratory of Neurobiology for Action Programming, Bechtereva Institute of the Human Brain of Russian Academy of Sciences, Saint Petersburg, RUSSIA

**Müller A.**, Director of Praxis für Kinder: Organisation und Entwicklung, Chur, SWITZERLAND, CEO Brain and Trauma Foundation, SWITZERLAND

**Kropotov J.**, Director of the Laboratory of Neurobiology for Action Programming, Bechtereva Institute of the Human Brain of Russian Academy of Sciences, Saint Petersburg, RUSSIA, Professor, The Norwegian University of Science and Technology (NTNU), Trondheim, NORWAY

Symptoms of obsessive-compulsive disorder (OCD) and schizophrenia point on disturbances in executive system. Analysis of P300 components for event-related potentials (ERPs) is used to study functioning of this brain system.

The aim of the study was to determine differences of P300 subcomponents for ERPs in Go-NoGo test from patients with OCD and schizophrenia compare to control group.

Subjects were 70 schizophrenia patients and 13 patients with OCD in age from 18 to 42. Test consisted of pairs for visual stimuli: animal-animal (Go), animal-plant (NoGo), plant-plant (Ignore) and plant-human (Novel), presenting in random order. Probe Novel was accompanied by sound. Participants were instructed to press the button as quickly as possible only after Go probes. Four independent

components (ICs) corresponding to P300 subcomponents of conservative ERPs were pick out from the 19-channel EEG data. Topographies were determined by means of sLORETA. We found significant decrease in amplitude of all analyzed components in patients with schizophrenia and only one component diminishing in OCD patients. Obtained results are in coincidence with the idea of stronger brain dysfunction in schizophrenia than in OCD and provide the possibility of using method of ICs for diagnostics of these disorders. Supported by NSC-5405.2012.4 and RGNF 11-06-00214a

### 3) 'BURNOUT AND SOCIODEMOGRAPHIC - ORGANIZATIONAL FACTORS IN HEALTH PROFESSIONALS'

**Prof. R Yslado PhD, R Atoche, B Cermeño, D Rodríguez, J Sánchez**

*Universidad Nacional Santiago Antunez De Mayolo, PERU*

We aimed to identify, demographic and organizational factors related to Burnout Syndrome in health care at hospitals and clinics, located in Huari, Pomabamba and Sihuas, Ancash, Peru. We evaluated 76 health care professionals, ages 20 -59, both sexes, including physicians, registered nurses, midwives, dentists, psychologists, pharmacists, who completed the questionnaire «Burnout Syndrome in health care professionals of DIRES Ancash.2012» and Maslach Burnout Inventory - MBI (1997). We found that 57.9% of health care professionals had early stage Burnout Syndrome, 14.5% had intermediate stage and 27.6%, had final stage (high level of chronic job stress). There was a significant difference between the three percentages ( $p < 0.05$ ). There was a statistically significant relationship ( $p < 0.05$ ) between sociodemographic (lack of home owner - ship) and organizational factors, such as (contradictory orders from the boss; lack of, emotional and instrumental support among co-workers; and limited recreational activities, vacation time and days off, with the final stage of Burnout Syndrome. This study partially confirmed the general and the specific hypotheses. Further studies should evaluate if - interventions on these factors may reduce Burnout in health care workers.

**Keywords:** Burnout syndrome, sociodemographic factors, organizational factors, health care professionals.

### 4) 'INTELLIGENCE TEST REVISIONS - PROFIT FOR PATIENTS?'

**M Vanhanen, Neuropsychologist/PhD**

*Niuvanniemi Hospital, Kuopio, FINLAND*

Clinical psychologists need adequate tools for evaluating patients general intelligence level or to obtain a detailed analysis of cognitive functions. Widely applied methods for this purpose are different versions of the Wechsler's Intelligence test that have been revised with increasing frequency, suggesting a rapid progression in the science and development of intelligence testing. As an example, the adult version of American version of WAIS (1955) has been revised in 1981 (WAIS-R), 1997 (WAIS-III) and in 2008 (WAIS-IV). The justification for revising these tests has been established with outdated normative data and with suggested changes in the factor structure of intelligence. However, there is scientific evidence that shifts in normative data has not taken place over the past years. If the already established versions are still valid supported by large amounts of published scientific literature, what is the actual benefit for patients of a revised test? Revision of the assessment methods should be based on scientific work showing their improved validity and reliability compared to the established version before they are released. Since this is not performed on a wider scale, are we using our patients as guinea-pigs without their consent? Pros and cons of frequently occurring test revisions are discussed.

### 5) 'CONTEMPORARY NEUROSCIENCES AND PSYCHOTHERAPY'

**P Jevremovic, Senior Lecturer, G Vulevic, Psychologist**

*Faculty of Philosophy, Beograd, SERBIA*

Contemporary developmental neurosciences emphasize the importance of body-brain-environment interaction for the development of mental phenomena and mental structures. Research into this area confirmed the thesis of those psychoanalytic schools who claim that the cohesive self is developed through internalization of the function of primary object, its capacity to recognize and regulate various affective and biological states during early development. An extensive research survey made by Schore suggests that the quality of the relationship with the caretaker influences the development of orbitofrontal cortex region which is primarily involved in adaptive interpersonal and moral behavior affect regulation, affect control, the capacity for mentalization and the development of autobiographical self. Right cerebral hemisphere contains an affective-configuration representational system which encodes the experiences of early interactions with the primary object. These experiences, which remain recorded at the level of implicit memory, influence subject's behavior and their perception of the world. Although right hemisphere development finishes until near the age of two, it could be reconstructed during psychotherapeutic process owing to its anatomic and biochemical features. These findings suggest that the relationship with the therapist is an important factor of psychological change which consequently urges re-evaluation of the biological approach to patient treatment.

**Key words:** neurosciences, psychotherapy, mentalization, orbitofrontal region

### 6) 'STATUS POST MENINGITIS AND ENCEPHALITIS? 20 YEARS AFTER INFECTION - PSYCHIATRIC CONSEQUENCES'

**SD Kaludjerovic PhD/Medical Neurologist/Psychiatrist**

*Day Care Hospital, Belgrade, SERBIA*

Infections of CNS are very severe disorders, if not treated can lead to death. Nowadays we still noticed presence of them. In our study, we traced neurological and psychiatric problems of 30 patients, age 35+ \_5, both sex, had survived meningitis 80% and encephalitis 20% in their early adolescence. 12 to 14. In Day care hospital they came because Headache(cephalea), Panic attacks, depression, Anxiety, Control eeg Compulsive behaviour, irritability Emotional instability If necessary, CT brain were observed. before study 80% patients got antiepileptics and analgetics.

**AIMS:** Find out are existing significance and link between infection of CNS (type bacterial or viral, duration, seizures if had happen) and psychiatric disorders 20 years after method Follow up study 30 patients, during one year, treated in Day care hospital, EEG controlled. CT brain if necessary, For measure depression used beck, Montgomery A scales For measure panic PAIS (3 subscales).

**RESULTS:** 20 years after infection CNS notices than just 20% visible eeg abnormalities, no seizures but 10% got AE 50% got as panic attacks, felt better after clonazepam 20% got as depression, recovered on ascitalopram. 10% got as emotional instability, on th.

**CONCLUSION:** Evaluated study showed that duration of CNS infection and seizures in anamnesis, after 20 years consequent in irritability eeg as well as behaviour problems so needed th. Bacterial infectious (pneumococcus, enterococcus) linked in depression mild. As difference viral infections more linked in anxiety and panic, and emotional instability.

### 7) 'NEUROPSYCHIATRIC EVALUATION OF TRAUMATIC BRAIN INJURY'

**Dr. Akhilesh Jain, Specialist Gr-I (Psychiatry)HOD, Dept. of Psychiatry, Jaipur, INDIA**

### 8) 'THE INFLUENCE OF COMMUNICATION STYLE ON PARENTS AUTHORITY STYLE'

**Assoc. Prof. R Urea PhD Bucharest University, ROMANIA**

The role of the parents and their influences among children is an issue that raised intense interdisciplinary researches. Each parent has a unique way of communication with his child which is called the communication style and it is an important feature of human personality. Each parent through the communication style shape the children's personality and manifests different level of authority in the family.

This paper tries to reveal the influences that are manifest between the communication style and authority style: the wider goal is to elaborate special counseling programs address to parents for improving child- parent relationships.

We did our research on 60 parents, from urban environment, aged 35-52, 48.9% men and 51.1% women. We used as methods: Questionnaire SC (Analysis of Communication Style) and Questionnaire PA. ( Parents Authority Style Analysis)

The conclusions that came through allow us to see at parents the influences of the different communication style on their authority style.

**Key words:** social communication style, family, authority style.

### 9) 'A STUDY OF ADOLESCENT DEPRESSION IN RELATION TO COGNITIVE DISTORTION AND PARENTAL BONDING IN INDIA'

**S. Acharya, Consultant**

*National institute of public co operation and child development, New Delhi, INDIA*

Adolescent is a remarkable developmental period because of the in condolence of transitions and challenges that occur during this period of development. The objective of the study was to examine the contribution of parent-child relationship and cognitive distortions towards adolescent depressive symptoms. For this purpose total of 150 late adolescent boys were drawn through random sampling from Colleges and University Comports in the age range 18-19 in New Delhi. Reynolds Adolescent Depression Scale (William Reynolds, 2002) was applied to find out the severity of depressive symptoms in Parental bonding Instrument (Parker, Tupling and Brown, 1979) was used to assess the distorted or negative cognition. Parental bonding Instrument (Parker, Tupling and Brown, 1979) was applied to assess the children's perceptions of parent-child relationship in terms of parental behaviors and attitudes. Stepwise multiple regression analysis was applied to study the contribution of the predictor various variables of cognitive distortions (self criticism, self blame, helplessness, care and father overprotection) towards the criterion total depression scores. It was revealed that self-criticism ( $B=0.60$ ), helplessness ( $B=0.34$ ), pre-occupation with danger ( $B=0.22$ ), and Self Blame ( $B=0.14$ ) were, positively contributing at adolescent depression. Father Overprotection ( $B=0.10$ ) is positively contributing to depression in adolescent boys and Father care Dimension of parent child relationship is contributing negatively towards adolescent depression ( $B=0.10$ ).

### 10) 'THE NEURO-COGNITIVE PSYCHOLOGICAL THERAPY OF O.C.D.: NON- PHARMACOLOGICAL APPROACH'

**Ass. Prof. H. Alsheikh, Ph.D. Psychologist, SAUDI ARABIA**

**Background.** - Obsessive compulsive disorder (OCD) is a highly debilitating neuropsychiatric condition with estimated lifetime prevalence of 2-3% more than twice that of schizophrenia. (Chamberlain, S.R., et al 2005). Brain scan of OCD people have shown that they have different patterns of brain activity than people without OCD and the different functioning of circuitry within a certain part of the brain, the striatum, may cause the disorder. Some studies found dopaminergic hyper function in prefrontal cortex and serotonergic hypofunction in the basal ganglia glutamate dysregulation has also been the subject of recent research also its role in the disorder's etiology.

**Method.** - In the present study, a comprehensive neuro cognitive psychological test battery (NCPTB) was administered to patients with OCD and matched healthy control subjects. by using Neuro-cognitive psychological programme some functions (motor functioning, attention, language, memory, response inhibition, alternation learning, disinhibition, impulsivity, and temporolimbic symptoms executive control, vision, emotion, sensory function) improved.

**Results.** - OCD patients demonstrated improvement performance on tests of executive function and verbal fluency, dysexecutive symptoms, memory, response inhibition, alternation learning, disinhibition, impulsivity, and temporolimbic symptoms.

**Conclusion.** - Findings are consistent with the contention that brain is modified and plastic, we could use the neuro cognitive psychology to remedial and enrichment our functions.

### 11) 'BEYOND THEORIES AND METHODS: PRESERVATION AND FORMATION OF AN EVOLVING PROFESSIONAL SELF DURING THE KNOWLEDGE ECONOMY THROUGH A SECOND-ORDER STANCE'

**Parmenidou A.V. BA (Hons) in Psychology, MMedSci in Psychiatry, University of Sheffield UK, Member of the British Psychological Society and the European Family Therapy Association, Greece**

**Background:** We live through an era of revolutionary economic change - much more revolutionary than most realize. The beginning of the 21st century will be identified as the digital age and the reinvention of economic and social structures as a consequence. Objective: The purpose of this study is to explore the personal and professional development of therapists and counselors over their career life span in order to demonstrate their professional competence and evolution. The 2nd-order thinking is thought to be a viable framework for systemic change not only in family therapy but in other contexts as well. We aim to identify the professional and personal prerequisites that will facilitate unity in inner plurality the necessary move towards a second-order position respecting a cybernetic epistemology. Method: By introducing regulatory focus as a distinct motivational principle towards emotional and cognitive differentiation and guidelines for future cross-cultural research adopting this paradigm shift, the personal pillars of excellence and the efficacy of psychological services we demonstrate how this transition to professional training could lead to better integration, individuality and integrity. Conclusion: Undoubtedly the developmental process undergone by most therapists and supervisors starts with a first-order stance. Reaching a second-order therapy and supervision is likely to be a slow process that would depend on the individual's professional and personal experiences, crises, self-reflection and work on his or her own growth.

### 12) 'COGNITIVE SCHEMA THERAPY FOR DYSTHYMIA FROM SPOUSE ABUSE: A CASE STUDY'

**DG Lyrakos, Clinical Psychologist, Maastricht University, Elpis Care, NETHERLANDS**

The present case study examines the therapy of a 42 years old woman, who was, mainly psychologically, but also physically and sexually abused by her husband. This case study presents the psychometric evaluation of the patient with the PAI and MCMI-III, the schemas and the schema modes produced, the main therapeutic aspects followed and the exposure that the patient had with her abuser.

### 13) 'THE CONCEPT AND PRACTICE OF SPIRIT POSSESSION WITHIN THE CONTEXT OF PSYCHIATRY'

**A Ali MD Northampton General Hospital, UK**

This piece of literature attempts to explore the notion of spirit possession and how it affects the realm of psychiatry. Possession is a belief that an individual has been entered by an alien spirit or other para-human force, the possessor subsequently controls the possessed or changes their actions or identity. This topic is of great importance, because despite its wide prevalence it is often dismissed by most health care professionals as mere superstition, unworthy of discussion even when the patient suffering holds such beliefs. Possession state is a diagnostic entity in the International Classification of Disease -10 and the Diagnostic Statistical Manual IV. It has been argued that possession is a culture bound syndrome, this being said the manifestation of such a phenomenon varies among cultures whilst the foundational motif is the same. Notions of good health and disease remain largely influenced by religious beliefs. This is especially true in some parts of the world. Religions associated with spirit possession include; Christianity, Islam, Judaism, Buddhism and Southeast Asian and African religions. The following explores spirit possession in Islamic and Jewish cultures. Both these Abrahamic faiths are monotheistic and share numerous beliefs. In order to understand the possession phenomenon one must adopt all perspectives, these include psychopathological, sociological and anthropological. There have been many theories proposed in an attempt to give meaning to possession. The following work discusses these theories and later makes clear why such discussions are imperative even if empirical evidence cannot justify such a notion.

14) THE 'RACIALIZED' OTHER: INTOLERANCE AND POLITICAL EQUALITY IN BRAZIL AND THE UNITED KINGDOM'

**Prof. JA Fantini**, Department of Psychology, Federal University of Sao Carlos, BRAZIL

The implementation of Affirmative Action (Political Equality) in various spheres of Brazilian society, including in the university, and mainly implemented through a system of racial 'quotas', have confronted cultural myths such as 'Brazilian cordiality' or 'racial democracy'. Affirmative Action is currently the subject of intense debate in Brazilian society, not only amongst intellectuals, academics and politicians, but amongst many sections of the population, including young students interested in entering the public universities. Conversely, in the United Kingdom, affirmative action or reverse discrimination, i.e. choosing someone solely on the grounds of their gender or racial group and not on their abilities, is illegal under UK anti-discrimination law. This perspective changes not only the legal status of such actions, but implies a change in perspectives towards modes of 'racializing the other'.

15) 'DO IT YOURSELF HEALTH': TEACHING CHILDREN HOW TO MAKE HEALTHIER LIFESTYLE CHOICES ON THEIR OWN'

**Chair: Assoc. Prof. H Vrailas Bateman**, in cooperation with the Development and Community Research Group (DCRG)

Helen Vrailas Bateman with the Development and Community Research Group (DCRG), Helen Vrailas Bateman, Associate Professor and Chair, Psychology Department, Sewanee: The University of the South, Sewanee, Tennessee USA, The Development and Community Research Group (DCRG), Undergraduate students, Psychology Department, Sewanee: The University of the South, Sewanee, Tennessee USA

Childhood obesity is becoming a problem of great concern in the United States and in other industrialized nations. Childhood obesity can lead to a greater risk of developing a variety of health problems. Childhood obesity can also lead to the development of psychological problems such as low self-esteem and depression. The Healthy Bodies and Healthy Minds program is an after-school program whose goals are to address the problem of childhood obesity by helping school-age children understand the importance of good nutrition and exercise thus empowering children to make choices that support a healthier lifestyle.

One hundred and twenty school-age children participated in the "Do It Yourself Health" project in which children are taught how to make daily choices of simple fun exercises and child-friendly snacks. Assessment included written pre and post measures.

Results suggest that while there is evidence of retention of information by children, some factors seem to have a negative impact on post-test performance. Such factors include large class size (n>55) and individual differences in students' ability levels. These findings suggest that the growth and popularity of the program—while desirable—entails several implementation challenges that need to be addressed such as creating smaller activity groups.

16) PROBLEMS OF COMMUNICATION AMONG ALCOHOLIC YOUNG PEOPLE: POWER, AMBIGUITY AND SUBMISSION'

**Prof. M Tosi**, Department of Clinical Sociology, University St Pio, Rome, ITALY

The paper describes the ambiguity of alcohol use, especially in Italy, amongst young people. This ambiguity is determined by the fact that alcohol is considered mainly as an instrument of social gathering and celebration. In the family prevail the nutritional and communication values and the positive use of alcohol in special occasions, in the peer group the use of alcohol mainly expresses a sense of belonging, a way to be released from adults and determine more strength in the group. Thus we can point out a first ambiguity of these communications: who can drink? How much? In what occasions? Is drinking a 'good' thing or not?

17) ΟΜΑΔΕΣ BALINT: ΕΝΑΣ ΤΡΟΠΟΣ ΠΑΡΕΜΒΑΣΗΣ ΓΙΑ ΤΗΝ ΠΡΟΛΗΨΗ ΤΗΣ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΕΞΟΥΘΕΝΩΣΗΣ (BURNOUT) ΚΑΙ ΤΗΝ ΕΝΔΥΝΑΜΩΣΗ ΤΗΣ ΕΡΓΑΣΙΑΚΗΣ ΙΚΑΝΟΠΟΙΗΣΗΣ ΤΩΝ ΘΕΡΑΠΕΥΤΩΝ (BALINT GROUPS: INTERVENTION FOR AVOIDING BURNOUT AND INCREASING JOB SATISFACTION FOR THERAPISTS)

**E Tsahega<sup>1</sup>, M Djalina<sup>2</sup>**

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Οι ομάδες Balint λειτουργούν από το 2004 στην Ψυχιατρική Κλινική του Γ.Ν.Α. "Γ. Γεννηματάς" με πρωτοβουλία και καθοδήγηση της Μ. Διαλλινά, ψυχιάτρου-ψυχοθεραπεύτριας. Έχουν βοηθήσει 80 ειδικόμενους ψυχιάτρους, ψυχολόγους και ψυχοθεραπευτές να σχετιστούν καλύτερα με τους ασθενείς τους. Μέσα από την παρουσίαση περιπτώσεων, οι συμμετέχοντες εστιάζονται στις δυσκολίες που συναντούν με τον θεραπευόμενο, διερευνούν τα έντονα συναισθήματα που αναδύονται στη σχέση τους μαζί του και εισάγονται σε βασικές ψυχοδυναμικές έννοιες όπως η μεταβίβαση, αντιμεταβίβαση και οι μηχανισμοί άμυνας. Η ομάδα δίνει την ευκαιρία στα μέλη της α) να μοιράζονται τα συναισθήματα και τις αντιλήψεις τους για την αρρώστια, την αναπηρία και το θάνατο, β) να κατανοούν τις συναισθηματικές αντιδράσεις τους, όπως παντοδυναμία, αβηθητικότητα, ανεπάρκεια απομάκρυνση από τον ασθενή, γ) να αναζητούν ενσυναίσθητους τρόπους αντιμετώπισης δύσκολων περιπτώσεων, δ) να μειώνεται το άγχος τους και να αυξάνεται η αυτοεκτίμησή τους. Η ομάδα συμβάλλει επίσης στην ενίσχυση της επικοινωνίας και αλληλοϋποστήριξης μεταξύ των μελών, γεγονός που ελαχιστοποιεί την αίσθηση απομόνωσης που προκαλεί η εξουθένωση. Οι θεραπευτές ενθαρρύνονται να συνειδητοποιήσουν πως οι προσωπικές τους πεποιθήσεις, ψυχισμός και εμπειρίες υφιστάμενοι στη σχέση τους με τον ασθενή, και κυρίως πώς να τις επεξεργάζονται. Η ομάδα συμβάλλει στην αύξηση αυτογνωσίας και ενόρασης του θεραπευτή με αποτέλεσμα τη βελτίωσή του σαν άτομο και σαν θεραπευτή.

18) Η ΑΠΟΤΕΛΕΣΜΑΤΙΚΟΤΗΤΑ ΤΗΣ ΨΥΧΟΘΕΡΑΠΕΙΑΣ ΣΤΟΥΣ ΣΥΓΓΕΝΕΙΣ ΤΩΝ ΑΣΘΕΝΩΝ ΜΕ ΣΚΛΗΡΥΝΣΗ ΚΑΤΑ ΠΛΑΚΑΣ (EFFECTIVENESS OF PSYCHOTHERAPY ON RELATIVES OF MULTIPLE SCLEROSIS PATIENTS)

**Ελένη Τσαγιάνη**, Κλινική Ψυχολόγος-Ψυχοθεραπεύτρια

**Γρηγόρης Παναγόπουλος**, Νευρολόγος, Διευθυντής Νευρολογικού Τμήματος Γ.Ν.Α. «Γ. Γεννηματάς»

Η ΣΚΠ επιδρά αρνητικά στις λειτουργίες και την επικοινωνία ολόκληρης της οικογένειας. Οι συγγενείς νοιώθουν τους ίδιους φόβους και το ίδιο αίσθημα αβεβαιότητας με τους ασθενείς. Νοιώθουν εξουθένωση, θυμό, άγχος, τύψεις για τη δική τους υγεία και κατάθλιψη. Αναφέρουν έλλειψη κοινωνικής ζωής και υποστήριξης από συγγενείς και φίλους, άγχος για το μέλλον των ασθενών, σύζυγος και οικονομικά προβλήματα, κόραση και αίσθηση φορτίου από την υπερπροστατευτική ανάληψη ευθυνών τους. Ειδικότερα διερευνώνται οι ψυχικές διαταραχές που εμφανίζουν οι σύζυγοι, τα παιδιά, οι γονείς και τα αδέρφια των ασθενών. Η ψυχοθεραπεία, σε ατομική ή ομαδική βάση, αποβλέπει στην εξεύρεση τρόπων αντιμετώπισης του άγχους και της κατάθλιψης που βιώνουν οι συγγενείς ώστε η νόσος να επηρεάσει όσο το δυνατόν λιγότερο τη ζωή τους. Προτείνονται τρόποι θετικής προσαρμογής της οικογένειας, όπως η ανοιχτή επικοινωνία μεταξύ των μελών της και ο περιορισμός της κοινωνικής απομόνωσης της.

19) PSYCHOSOCIAL INTERVENTION IN CASES OF MOBBIING DURING THE PERIOD OF ECONOMIC CRISIS - ΨΥΧΟΚΟΙΝΩΝΙΚΗ ΠΑΡΕΜΒΑΣΗ ΣΕ ΠΕΡΙΠΤΩΣΕΙΣ ΗΘΙΚΗΣ ΕΡΓΑΣΙΑΚΗΣ ΠΑΡΕΝΟΧΛΗΣΗΣ ΣΕ ΠΕΡΙΟΔΟ ΚΡΙΣΗΣ

**M. Konstantinidis**, Msw, Social Worker, PhD Candidate Univ. of Buenos Aires, Counsel Hellenic Center for Disease Control & Prevention (HCDCP), Ministry of Health, Athens.

**K. Kontos**, Social Worker, Graduate of Technological Education Institute of Athens, Athens.

**Μέθοδος**: Συμμετείχαν επτά επιθεωρητές εργασίας και υγειονομικοί επιθεωρητές του Σ.Ε.Π.Ε

στην Αθήνα και μια εργαζόμενη που υπέστη ηθική παρενόχληση. Επιλέχθηκαν μέθοδοι συλλογής δεδομένων (ημιδομημένες συνεντεύξεις, αφηγηματική συνέντευξη) από την ποιτική παράδοση της κοινωνικής έρευνας. Οι συνεντεύξεις πραγματοποιήθηκαν την περίοδο Φεβρουαρίου-Απριλίου 2012.

**Αποτελέσματα**: Από την ανάλυση περιεχομένου των δεδομένων προέκυψε, ότι το Σ.Ε.Π.Ε. παρουσιάζεται ως ανίσχυρο στην αντιμετώπιση του φαινομένου λόγω της αναρραξίας λειτουργικού νομοθετικού πλαισίου, ενώ η ιατρική και ψυχοκοινωνική παρέμβαση, σε συνεργασία με τις επιθεωρήσεις, κρίθηκε πολύ σημαντική. Οι επιπτώσεις της παρενόχλησης στην ψυχική και σωματική υγεία είναι ιδιαίτερα σοβαρές. Σε αυτές καταγράφονται επίσης, η αναστάτωση των κοινωνικών σχέσεων των ατόμων και η διατάραξη της επαγγελματικής τους πορείας.

**Συμπεράσματα**: Κρίνονται απαραίτητα: α. η νομοθετική ρύθμιση για την προστασία και αντιμετώπιση του φαινομένου, β. η μελέτη και ανάδειξη των παραγόντων κινδύνου για την ψυχική υγεία των εργαζομένων, γ. η εκπαίδευση των ειδικών επαγγελματιών για την ανίχνευση και αντιμετώπιση των περιπτώσεων εργασιακής παρενόχλησης, κα.

20) Η ΠΙΣΤΗ, ΤΟ ΕΛΛΕΙΜΜΑ ΚΑΙ ΤΟ ΧΡΕΟΣ ΣΤΟ ΔΗΜΟΣΙΟ ΤΟΜΕΑ. ΠΟΛΙΤΙΚΗ ΚΑΙ ΔΗΜΟΣΙΟΝΟΜΙΚΗ ΠΡΟΣΕΓΓΙΣΗ-ΕΥΡΩΠΑΪΚΗ ΚΡΙΣΗ (FAITH, DEFICIT AND THE DEBT IN THE PUBLIC SECTOR. A POLITICAL AND FINANCIAL APPROACH-EUROPEAN CRISIS)

**E Valkanos**, Assistant Prof; G Mardas, Lecturer of Social Politics; Th.V Mardas, Social Politics Scientist, Macedonia University, GREECE

In general, credit is the financial system to facilitate transfer of capital from those who own it to those who can use it in expectation of profit, and to pay for them over an extended time period.

The government budget is a financial statement of the government's planned revenues and expenditures for the fiscal year. Governments use budgets to control and record their fiscal affairs. The operation of a budgeted deficit is a tool of fiscal policy to enable government to influence the level of aggregate demand and employment in the economy and society. Keynes argued that government should intervene deliberately im-balancing its budget in order to inject additional aggregate demand into a depressed economy and society. There are two main ways of restoring balance of payments equilibrium, should an imbalance occur: a) external price adjustments and b) internal price and income adjustments.

But we must examine the causes of a credit or debit balance before we can judge whether the situation as a whole is favorable or unfavorable to the country. The public loan is the borrowing of a sum of money by one government or other public organization from another. The debt is an essential part of all modern, capitalist economies. Finally, the desirability of a governmental budget or a balance of payments deficit or surplus depends upon a. the events causing them (i.e. social, financial, sociological etc), and b. their persistence through time. JEL Classification: (A13, A14, F01,F02)

**Key words**: credit, public loan, public debt, financial policy, crisis

21) 'THE EFFECT OF MINIATURE LEARNING ON SELF-EFFICACY OF CHILDREN WITH LEARNING DISABILITIES (10-14 YEARS OLD)'

**Elham Toghian Chaharsooghi**, Ali Zade Mohammadi, Elahe Rahimian and Samin Javazadeh Zahedani

**Introduction and aims**: Visual art is an essential component in the total educational plan for students with a learning disability (Warren, 1993). The purpose of the present study was to explore the effect of study of miniature on self efficacy of children with nonverbal learning disability (NLD).

**Methods**: 20 children with NLD (10-14 years) were selected from Yousef Abad center and randomly were implementing in experimental and control groups. The experimental group took part in ten sessions of miniature with 45-60 min, while the control group was put on a waiting list. All participants completed the Sherer test (pre-test, mid-test, and post-test).

**Results**: The results of ANCOVA based on repeated measure revealed that Persian miniature had a significant effect on self efficacy (P<0/05).

**Discussion**: A feeling of self-worth is a critical part of the learning process; Self-confidence and creativity is effective in all levels of learning (harris, 2008). According to Staff (2009) a paintbrush, a costume, a drum or paper, scissors and glue can be new tools for self-expression that boost confidence while providing opportunities for learning and practice. The findings of this study showed that simplify and enhance of paintings were effective in learning and self-efficacy of children with learning disabilities.

**Keywords**: Miniature, Self efficacy, Nonverbal learning disability

22) 'SLEEP DISTURBANCES IN YOUNG ADULTS'

**Prof MS Venetikou MD, MSc, DipEndo, PhD, Endocrinologist, Neuroendocrinologist<sup>1</sup>, P Singirdou RGN<sup>2</sup>, V Notara RGN, MSc<sup>2</sup>, P Sotirapoulou RGN<sup>2</sup>**

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**Introduction** Sleep is important in everyday life. People usually need 6-8 hours sleep per day in order to function properly. Neuropsychologic studies though, reveal that human sleep can be easily disturbed and insomnia is a common complain.

**Aims/Methods** We studied the sleep quality of our students using the established Athens Insomnia Scale, evaluated in the Aeginition Hospital of Athens. Our initial sample included 100 students, 46 men and 54 women.

**Results** According to our initial data 64,8% of the females and 65% of the males suffer from some kind of insomnia. 18% of the population studied mentioned that their sleep was initiated very quickly, 47% thought it was slightly delayed, 26% delayed enough and 9% very delayed. During sleep, awakenings were estimated. About 52% mentioned no problem, 34% slight problem, 34% average problem and severe problem was presented by 2%. About 42% of those asked were awakened at the appropriate time in the morning, 41% slightly earlier, 15% quite earlier and about 2% a lot earlier. Students rated their sleep as adequate (44%), rather inadequate (39%), inadequate enough (14%), and very inadequate (3%). Sleep quality was rated as good (by 36%), average (by 58%), not good (by 6%) and bad (by 0%). Next morning well being was reported normal by 18%, slightly low by 71%, quite low by 10% and very low by 3%. Next day functioning was estimated as full by 31%, slightly decreased by 57%, quite decreased by 10% and very decreased or absent by 2%. 63% mentioned no next day drowsiness, 57% slight next day drowsiness, 10% average drowsiness and very intense drowsiness was reported by 2%. Our data were compared with the data reported by older adults in the literature.

**Conclusion/Discussion** Quite significant disturbances in sleep patterns were reported by the young students, although it appears that sleep problems become worse as the age progresses. An overview of sleep physiology and pathophysiology is also presented focusing especially in sleep disorders.

23) 'GROWTH HORMONE USE AND ABUSE'

**Prof MS Venetikou MD, MSc, DipEndo, PhD, Endocrinologist, Neuroendocrinologist<sup>1</sup>, P Singirdou RGN<sup>2</sup>, V Notara RGN, MSc<sup>2</sup>, P Sotirapoulou RGN<sup>2</sup>**

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**Introduction** Growth hormone (GH) is an invaluable treatment for children of short stature. It is though well known that GH is abused due to its lipolytic effects not only by people involved in sports but also by many who erroneously believe in its psychological effects as well.

**Aims/Methods** We developed a questionnaire in order to investigate the young adults' knowledge about this subject. One hundred students answered the questions (48 women and 52 men).

**Results** Most of the people were aware that GH is used clinically to help people with GH deficiency

grow up. They also knew that GH is abused in order to improve body image and performance. 60% knew that this was due to its anabolic action and increase in performance but quite an important percentage (20%) insisted on its psychological uplifting effects. 50% of the males and the same percentage of the females were persuaded that using GH in non clinical grounds was erroneous. 15-20% were not convinced about this. People seem not to know that the GH use is under control and restrictions. Aspects were divided about psychological improvement in man after using GH. About 40% believe that the use of GH can lead to psychological and physical dependence. In fact they could not tell what the psychological improvement was in abusing GH.

**Conclusion/Discussion** We conclude that even educated adults do not know the exact indications, effects, and dangers of GH uses and also have a very vague idea of the benefits of GH abuse. Besides, they also have a very vague idea of what exactly are its psychological actions if any. Education of the public is important and is obviously lacking. In the current presentation, GH physiology, pathophysiology and clinical indications are also reviewed.

#### 24) THE RELATIONSHIP BETWEEN GENERAL MEASURES OF PSYCHOLOGICAL DISTRESS IN REFUGEE CHILDREN AND RESETTLEMENT TIME IN THE HOST COUNTRY: THE AFGHAN COMMUNITY IN GREECE.

**E. TSAPAROPOULOU**

*MSc Student King's College of London/Institute of Psychiatry*

**Aims:** The aim of this study was to determine the relationship between general measures of psychological distress in Afghan refugee children and resettlement time in the host country. **Methods:** The study was carried out in the Afghani Community in the center of Athens in Greece. A sample of 70 families (140 participants) from the Afghan Community in Greece was randomly selected using the registration book of the Community. Both parent and child filled in the appropriate version (Dari version) of the Strength and Difficulties Questionnaire (SDQ). Pearson product-moment correlation coefficient and Multiple Regression statistical analyses were used for this research. **Findings:** The most important finding in this study was the dominant role of school attendance and parental participation in the labour market characterized as protective factors that may contribute to positive outcomes in refugee children resettled in the receiving country.

**Conclusion:** These baseline findings could be a useful guide for educating mental health professionals and teachers to recognize and detect "arising" mental health disorders in young refugees which may require specific assessment and treatment strategies. Additionally, further research regarding the area of resilient factors and the process of resettlement is needed.

#### 25) THE EFFECTS OF EMPLOYMENT ON THE POSTPARTUM PERIOD: A NEW MODEL OF THE EMPLOYED MOTHER'S MATERNAL ADAPTATION

**M Okocha**

*St George's University London Medical Programme, University of Nicosia, CYPRUS*

A somewhat neglected field within the literature there are only a few key models that help outline maternal adaptation to employment. With changes in the gender balance of the global workforce, it does not come as a surprise that new mothers now make a substantial proportion of the labor force in the western world. On average a new mother can return to work just 10 weeks after delivery, however postpartum complications can last up to 7 months. Combined with incomplete recovery, domestic work and employment, developing a maternal role can be incredibly difficult for these new mothers.

The concept of adaptation is first described in Sister Roy's adaptation model (Roy 1989). She defines adaptation as the period in which a person responds to environmental role change, such as coping with a stimulus. Greenhaus and Beutell (1985) first described the effects of employment on mothers and in 1989 Frankenhauser's biopsychological transaction model proposed a neurochemical explanation for these effects. McCubbin (1996) and Grice (2007), describe the effects of family and time in relation to a mother's employment. What all these models show, is that there are many theories to explain the variation in ability of employed mothers to adapt, however a lack of collaboration between models seems to leave them all with shortcomings.

Employment interacts with all aspects of the mother's ability to develop into her maternal role. Using a literature review and a case report, I will try and persuade the audience to adopt a proposed new visual model incorporating all aspects of maternal adaptation.

#### 26) The Effectiveness of C.A.R.E. Module in Improving Knowledge of Primary Caregivers Of Children with Autism on Physical Care

**JT Yu, PD Villenas, ZP Yap, DKP Yumul, XIL Yuson, RJM Yutangco** University of Santo Tomas, College of Nursing, Pasig City, PHILIPPINES

**Authors:** VILLENAS, Patricia D., YAP, Zenel P., YU, Justine T., YUMUL, Dmitri Kurt P., YUSON, Xyra Ianne L., YUTANGCO, Roquito Jose M.

**Introduction:** Autism is one of the most common developmental disorders that severely disrupt the normal developmental process. An overriding goal for all children with Autism is to function independently on physical care. This study is focused on increasing the knowledge of primary caregivers of preschool children with Autism regarding proper physical care, through the use of C.A.R.E (Creating A Responsive Environment) module "Alagang dapat, Alagang Sapat".

**Methodology:** A Quasi-experimental non-equivalent control group design was utilized to evaluate the effectiveness of C.A.R.E module through a pre-test and post-test method. The 22 subjects from three institutions were divided equally into control and experimental groups. The pre-test was given to both groups prior to the 7-day intervention. Only the experimental group was supplemented with the C.A.R.E module. The post-test was given to both groups thereafter. The scores of the control and experimental groups were compared using Paired T-test.

**Results:** The pre-test and post-test scores of the control group did not show any significant difference. The pre-test and post-test scores of the experimental group, on the other hand, were significantly higher than the control group.

**Conclusion:** The C.A.R.E module was proven to be effective in improving knowledge of primary caregivers of preschool children with Autism on physical care.

#### 27) Growing up with a brother or sister with autism spectrum disorders.

**Author:** Georgia Pavlopoulou PhD Candidate university of London, Institute of Education

The study will address the following research questions:

1. What is it like to grow up with a child with autism? a. What have been the experiences of siblings in living with a brother or sister with autism spectrum disorders? b. What is it like to interact with a sibling with autism? c. What is the siblings' understanding of autism? d. What kinds of supports might be helpful? e. What kinds of supports might be available? f. What kind of support is not helpful or not available and why? The underlying concern of the current study is how as professionals we may address the needs not only of the child with autism but also the needs of the typically developed sibling which lives with the child with autism. Recently researchers have called for more reports of siblings' accounts of their experiences growing up in families with siblings with autism and also highlighted the need to further investigate the experience of siblings of children with autism, using qualitative methodology. By employing a human scientific approach hopefully this research will help me gain more insight into the phenomenology of experience on sibling relationship in order to develop new policies, recommend new types of family support services and clinical planning that will engage siblings of children with autism in a proactive, non pathological way under the notion of family centered intervention.

#### 28) Ways to improve reticent play behavior in children with high functioning autism

**E Kalyva, V Tsakiris**, *International Faculty of the University of Sheffield, UK*

*City College, Thessaloniki, GREECE*

Most children with high functioning autism experience problems with their reticent play behavior that can lead to further social skills deficits. The aim of this study was to examine the effectiveness of three interventions on changing the reticent play behaviors of children with high functioning autism. The participants were 30 children aged 4-6 years old (23 boys and 7 girls) who were diagnosed with high functioning autism from the local educational authority. They were randomly assigned to one of the following intervention groups: circle of friends, social stories, and peer video modeling with 10 children per group. Each intervention lasted approximately 3 months and there was a follow-up 3 months later. It was found that all interventions brought about some changes, with the circle of friends being the most effective. More specifically, at post-intervention and at follow-up children with high functioning autism engaged in more onlooker play and passive watching, while they wandered off less and they were also less lonely and unoccupied. The findings are discussed in relation to suggestions for interventions to target social skills deficits.

#### ΨΥΧΟΜΕΤΡΙΚΟ ΤΕΣΤ ΑΝΙΧΝΕΥΣΗΣ ΔΙΑΤΑΡΑΧΩΝ ΟΠΤΙΚΗΣ ΑΝΤΙΛΗΨΗΣ ΓΙΑ ΠΑΙΔΙΑ ΠΡΟΣΧΟΛΙΚΗΣ ΗΛΙΚΙΑΣ»

**Στέφανος Γ. Κούτρης, Δρ Ειδικής Αγωγής, Επιστημονικός συνεργάτης ΕΡΕΘΑ**

**Περίληψη:** Η οπτική αντίληψη είναι μία από τις πιο βασικές ανθρώπινες λειτουργίες (Gronfeldt, 1989), και αφορά στη νοηματοδότηση των πληροφοριών που προσλαμβάνονται διαμέσου των αισθητηρίων οργάνων του σώματος (Green 1999) και καθίστανται γνωστά-αναγνωρίζονται ως αντικείμενα και γεγονότα. Η διαταραχή της οπτικής επεξεργασίας αναφέρεται στην ελλειμματική ικανότητα κατανόησης των πληροφοριών που λαμβάνονται δια μέσου των οφθαλμών.

Η παρούσα ερευνητική εργασία αφορά στη στάθμιση ψυχομετρικού εργαλείου με σκοπό την ανίχνευση των διαταραχών της οπτικής αντίληψης σε παιδιά προσχολικής ηλικίας, λαμβάνοντας υπόψη τη διεθνή σχετική βιβλιογραφία και τα σταθμισμένα σύγχρονα τεστ οπτικής αντίληψης. Το ψυχομετρικό κριτήριο που κατασκευάσαμε περιλαμβάνει 8 υπο-τεστ, τα οποία εξετάζουν τους παρακάτω τομείς της οπτικής αντίληψης: οπτικοκινητικός συντονισμός (3 δοκιμασίες), οπτική μνήμη (3 δοκιμασίες), οπτική διάκριση (10 δοκιμασίες), αντιγραφή σχημάτων (10 δοκιμασίες), αντίληψη της θέσης στο χώρο (8 δοκιμασίες), διάκριση χρωμάτων (5 δοκιμασίες), διάκριση σχημάτων-γραμμάτων (5 δοκιμασίες) και οπτικός εγκλεισμός (5 δοκιμασίες).

Το τεστ χορηγείται ατομικά με παιγνιώδη και ευχάριστο τρόπο και η διάρκειά του είναι 20 λεπτά. Το δείγμα της στάθμισης αποτέλεσαν 900 νήπια από νηπιαγωγεία της Αττικής και της Θεσσαλίας ενώ προηγήθηκαν δύο προερευνητικές φάσεις.

Σύμφωνα με τη στατιστική επεξεργασία, το τεστ παρουσιάζει καλή αξιοπιστία εσωτερικής συνοχής, καλή εγκυρότητα εννοιολογικής κατασκευής και περιεχομένου, καθώς και καλή εγκυρότητα κριτηρίου.

**Λέξεις-κλειδιά:** οπτική διάκριση, διαταραχή οπτικής αντίληψης, πρώιμη ανίχνευση

#### Η ΤΕΧΝΗ ΩΣ ΜΕΣΟ ΚΑΙ ΜΕΘΟΔΟΣ ΣΤΗΝ ΚΑΙΝΙΚΗ ΨΥΧΟΠΑΘΟΛΟΓΙΑ.

**Σοφία Π. Μιχαλοπούλου, Κλινική Ψυχοπαθολόγος-Εικαστική Ψυχοθεραπεύτρια**

Η κλινική ψυχοπαθολογία και η τέχνη θα συναντηθούν μέσα σε ένα επιστημονικό έργο με μοναδικό στόχο την αλληλεπίδραση και κύριο άξονα την διερεύνηση και την αποτελεσματικότητα αυτής της σύζευξης. Η Τέχνη ως ανθρώπινη δημιουργία και με βάση την πνευματική κατανόηση, την επεξεργασία και ανάπλαση, κοινών εμπειριών της καθημερινής ζωής σε σχέση με το κοινωνικό, πολιτισμικό, ιστορικό και γεωγραφικό πλαίσιο στο οποίο διέπνεται,

είναι ο τόπος όπου θα ασχοληθεί διαγνωστικά με την ψυχοπαθολογία και παρεμβατικά με την αντιμετώπιση / θεραπεία των ψυχικών διαταραχών. Η τέχνη θα λειτουργήσει ως το μέσο, της παρατήρησης και της εκφοράς του συμπτώματος? Η τέχνη μπορεί να είναι μια προτεινόμενη μέθοδος αναλυτικής – ψυχοθεραπευτικής διαδικασίας όπου πραγματώνεται η επεξεργασία και η αλλαγή της αποκλίνουσας συμπεριφοράς? Στόχος μας είναι να παρατηρήσουμε την λειτουργία της εικαστικής θεραπείας όπου χρησιμοποιείται η ελεύθερη έκφραση μέσα από τις εικαστικές τέχνες με την ανάλογη θεραπευτική απόσταση και την πλήρη διασφάλιση του επιστημονικού πλαισίου.

Η θεραπεία μέσω των εικαστικών (art therapy) προέρχεται από δύο κυρίως τομείς: την εικαστική τέχνη και την ψυχολογία και σημαίνει τη χρήση των εικαστικών με θεραπευτικό σκοπό. Σε μία τέτοια είδους θεραπεία ο θεραπευτής ζητάει από τον ασθενή να εκφράσει τα συναισθήματα, τα όνειρα και τα εσωτερικά του βιώματα μέσω ποικίλων καλλιτεχνικών μέσων. Το έργο τέχνης που δημιουργεί θεωρείται αναπάρσταση του αντικειμενικού κόσμου, αλλά το άτομο που δημιουργεί το έργο προβάλλει πάνω του τμήματα του εαυτού του και του αντικειμένου. Η σχέση που αναπτύσσεται είναι τριαδική, δηλαδή θεραπευτής-θεραπευόμενος-εικόνα. Η θεραπεία μέσω των εικαστικών μπορεί να είναι ατομική ή ομαδική, βασισμένη στις υποκειμενικές ανάγκες του ασθενούς και καθοδηγούμενη από τον θεραπευτή δίνοντας ασκήσεις με συγκεκριμένη θεματική. Η Art-Therapy (ή αλλιώς Εικαστική Ψυχοθεραπεία ή Ψυχοθεραπεία μέσω Τέχνης) βασίζεται στη δύναμη της καλλιτεχνικής έκφρασης και χρησιμοποιεί διάφορες μορφές τέχνης ως μέσο επικοινωνίας, όπως η ζωγραφική, ο πηλός, το κολλάζ, η φωτογραφία, η δημιουργική συγγραφή, η μουσική και η θεατρική αναπάρσταση. Σε αντίθεση με την ψυχοθεραπεία που βασίζεται μόνο στο λόγο, η Θεραπευτική προσέγγιση μέσω από την τέχνη αναγνωρίζει τις καλλιτεχνικές διεργασίες και τους συνειρμούς σαν καθρέφτες των συναισθημάτων, της προσωπικότητας και των δυσκολιών του κάθε ανθρώπου. Η τέχνη με αυτό τον τρόπο αποτελεί τον καταλύτη, δηλαδή το βοηθητικό εργαλείο, που ενισχύει τη δυνατότητα του ανθρώπου να εκφραστεί. Μέσα από την πλούσια βιβλιογραφία θα κάνουμε ένα ταξίδι πληροφοριών γνώσης και ενημέρωσης, για τις ψυχικές διαταραχές και στην συνέχεια δια μέσου της τέχνης θα επιχειρήσουμε να εντοπίσουμε να μελετήσουμε και να παρέμβουμε για την ενδεχόμενη αντιμετώπιση τους, έχοντας μια εικόνα ολοκληρωμένη μέσα από τις κλινικές παρατηρήσεις της επιστημονικής έρευνας.

#### «ΤΟ ΧΑΜΟΓΕΛΟ ΤΟΥ ΠΑΙΔΙΟΥ. ΔΙΑΔΡΑΣΤΙΚΟ ΕΚΠΑΙΔΕΥΤΙΚΟ ΕΡΓΑΛΕΙΟ ΓΙΑ ΤΗΝ ΑΝΤΙΜΕΤΩΠΙΣΗ ΤΟΥ ΣΧΟΛΙΚΟΥ ΕΚΦΟΒΙΣΜΟΥ»

**Αλεβίζος Στέφανος** Ψυχολόγος «Το Χαμόγελο του Παιδιού»

Το διάστημα από το Νοέμβριο του 2011 έως και το Μάιο του 2012 Το Χαμόγελο του Παιδιού συντόνισε το ευρωπαϊκό πρόγραμμα e-abc με στόχο την διερεύνηση και διαχείριση του φαινομένου του σχολικού εκφοβισμού. Στα πλαίσια αυτού του προγράμματος δημιουργήθηκε και το «Διαδραστικό Εκπαιδευτικό Εργαλείο για την Αντιμετώπιση του Σχολικού Εκφοβισμού» το οποίο είναι διαθέσιμο μέσω της ιστοσελίδας [www.e-abc.eu](http://www.e-abc.eu). Το συγκεκριμένο cross media εκπαιδευτικό εργαλείο μπορούν να το χρησιμοποιήσουν οι εκπαιδευτικοί και να αφηρυσθούν συναισθηματικά τους μαθητές και τις μαθήτριες αναφορικά με το παιδί που εκφοβίζει, με το παιδί που εκφοβίζεται και με το παιδί που παρατηρεί. Μέσα από το εργαλείο οι μαθητές και οι μαθήτριες μπορούν να επιλέξουν είτε την ιστορία του εκφοβισμού μέσα στο σχολικό περιβάλλον είτε την ιστορία του εκφοβισμού μέσα από το διαδίκτυο. Στη συνέχεια μπορούν να επέξουν τον χαρακτήρα από την οπτική του οποίου θα παρακολουθήσουν στην ιστορία και τελικά να επέμβουν στην εξέλιξη και λήξη της ιστορίας.

#### SOCIAL MEDIA ΚΑΙ ΣΧΕΣΕΙΣ: Η ΕΠΙΔΡΑΣΗ ΤΩΝ ΙΣΤΟΤΟΠΩΝ ΚΟΙΝΩΝΙΚΗΣ ΔΙΚΤΥΩΣΗΣ (SOCIAL NETWORKING SITES) ΣΤΙΣ ΣΧΕΣΕΙΣ ΤΩΝ ΕΤΕΡΟΦΥΛΩΝ ΖΕΥΓΑΡΙΩΝ. ΤΟ ΠΑΡΑΔΕΙΓΜΑ ΤΟΥ FACEBOOK. (SOCIAL MEDIA AND RELATIONS: THE INFLUENCE OF SOCIAL NETWORKING SITES ON RELATIONSHIPS OF HETEROSEXUAL COUPLES. THE EXAMPLE OF FACEBOOK.)

**Alexia Kalogeropoulou, PhD cand. National and Kapodistrian University of Athens (Prof. Athena Chatzouli)**

Social networking sites are growing rapidly in the past ten years, especially with the emergence of Facebook, which changed the nature of social relations. Drawing on the findings of recent international literature and specialized research, we examine the positive and negative effects of Facebook on relationships of heterosexual couples, taking into account the peculiarities of the communication of this particular social networking site.

## POSTERS

1) 'Ο ΙΔΕΑΤΟΣ «ΑΛΛΟΣ» ΚΑΙ Η ΕΘΝΟΚΕΝΤΡΙΚΗ ΔΙΑΠΟΛΙΤΙΜΟΚΟΤΗΤΑ (THE IDEAL 'OTHER' AND ETHNOCENTRIC INTERCULTURALISM)

**E Karasavvidou, PhD Literature, Aristotle University of Thessaloniki, GREECE**

Η μελέτη μας μονοπολιτισμικής κοινωνίας σε πολυπολιτισμική (ιδίως όταν συνεχίζεται σε εποχή κρίσης) κυοφορεί πλήθος διεργασιών στο κοινωνικό, οικονομικό και πολιτιστικό πεδίο, που σχετίζονται με την απόρριψη ή την αποδοχή αναπτύσσων στρατηγικές δυσκολίες εκ των πραγμάτων προσαρμογής ή φροβικής δυσπροσαρμογής.

Μια τέτοια μετάβαση, και μάλλον σε ελάχιστο ιστορικό χρόνο, συνέβη στην Ελλάδα κυρίως από την δεκαετία του '90 κι έπειτα, όταν όχι μόνο η έννοια του «άλλου» (με προεξάρθρωση στην έννοια του μετανάστη) έπρεπε καταργηθεί να συνδεθεί με πληθυσμούς που υποδεχόμεσαν και όχι που «εξάγαμε», αλλά και η (κυρίαρχη) αντίληψη του ατομικού και συλλογικού μας «εαυτού» έπρεπε να τρέξει σε μια βαθιά επαναστασιακή διαπραγματεύση.

Στην ανακίνηση μας αναφερόμαστε σε μια εμβληματική στρατηγική -που εντοπίσαμε σε πολυετή διδακτορική μελέτη- και ισχυριζόμαστε ότι την ερμήνευσε το πολιτισμικό φαντασιακό μας ώστε να προσαρμοστεί σε μια εποχή πολυπολιτισμικής μετάβασης. Η στρατηγική αυτή αποτελώντας «διάμεσο» ανάμεσα στην ασφάλεια του μονοπολιτισμικού μας κόσμου και στις ανασφάλειες μιας πολυπολιτισμικής πραγματικότητας, προσκόδα και μη θύγει ο συλλογικός ναρκισισμός μας, είτε αφορά έναν «εγγενή ανθρωπισμό» είτε την «πολιτισμική πρωτοκαθεδρία» μας. Βασίζεται, έτσι, σε έναν «πολιτισμικό συναφί άλλων» (την ομοδοξία, όχι μουσουλμάνο, μικροαστό οικογενειάρχη όχι κοινωνικό ακτιβιστή κλπ) που μπορεί να γίνει πιο εύκολα αποδεκτός, αλλά και στην επανειληβή των «δικίων μας» πολιτισμικών προτύπων και πολιτισμικών εκφράσεων ως των ανώτερων ουσιαστικά ανθρώπινων «καθολικότητων». Αποτελεί, έτσι, μονοπολιτισμική έκφραση μιας δύσπεκτης πολυπολιτισμικότητας. Μία, με άλλα λόγια, εθνοκεντρική διαπολιτισμικότητα. Ο εντοπισμός και η απόδοξη/αξιολόγηση αυτής της λειτουργίας στην παρούσα συγκυρία ενδέχεται να αποτελέσει ένα ακόμη εργαλείο στην κατεύθυνση μιας αντιφασιστικής παιδείας.

2) EFFECTS OF ROUTINE SPIRITUALITY PRACTICE ON MENTAL HEALTH OF OLDER POPULATION IN 3 YEAR OLD AGE HOMES IN KOLKATA, INDIA<sup>1</sup>

**Dr. D Pan, Consultant Psychiatrist, Dr. A Mallik, Dr. S Chakraborty**

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**INTRODUCTION:** Spirituality Practice has long been in vogue in different parts of the world. There have been several studies demonstrating its beneficial effects on mind and body. This study is an attempt to determine its impact on mental well being.

**AIM:** To assess the effectiveness of Spirituality Practice on Mental Health of a Geriatric Population selected from 3 different old age homes.

**METHODS:** Study Type Observational Mode Study Period From 01.09.2012 to 30.11.2012 . Country of Recruitment India. Study Domain Mental Health of an Elderly group of population after exposure to spirituality practice. Participant - Inclusion Criteria 60 Geriatric Inmates, 20 each from 3 different old age homes in North Kolkata, India.

1. Age 65 yrs. - 75 yrs. 2. Gender - 30 Male & 30 Female (10 each from 3 Centers). 3. Existence of an Informed Consent of each participant of the study. Participant - Exclusion Criteria

1. Blindness / Deafness. 2. Dementia (excluded by MMSE screen, although old age related Minimal Cognitive Impairment-MCI could not be excluded. 3. Any Psychological /Neurological problem by detailed thorough examination. 4. Any prior H/O regular spirituality practice

**Intervention:** 3 old age homes were selected randomly in the northern part of the city of Kolkata, India. 30 Male inmates, 10 each from each Center and 30 Female inmates, again 10 each from each Center were selected, meeting the inclusion and exclusion criteria.

Trained Spirituality practitioner was introduced who advocated daily Spirituality practices in the form of Yoga, Meditation and regular Prayers. The chosen participants were served with religious books in consistency with their own personal religious beliefs. Periodic Assessment was done at 0, 6 weeks & 12 weeks from the date of commencement of the study, using WEMWBS (Warwick - Edinburgh Mental Well-being Scale).

**RESULT:** The baseline WEMWBS score improved considerably after third assessment in about 70% of the participants which is quite significant because none of the participant had been regular follower of spirituality practices in their lives before being enrolled into the present study. Statistically there was overall marginal increase in WEMWBS score among the female participants, male candidates over and above the increase in score although the significance of which is beyond the purview of the present study.

**DISCUSSION:** It is an well established fact that spiritual practice helps in mental well being. The present study reinforces this belief. Routine and regular spiritual practices, even if pursued at a later age in life, can have a demonstrable positive effect on mental well being. So it could be concluded with reasonable certainty that in a society stiffened with stress, spirituality should be a regular practice.

3) PSYCHIATRIC SYMPTOMS OF INTERNET GAME ADDICTION PATIENTS IN THE CHILD AND ADOLESCENT PSYCHIATRIC CLINIC<sup>1</sup>

**Eun-Jeong Oh<sup>1</sup>, Soo-Young Bhang<sup>2</sup>, Joon-Ho Ahn<sup>3</sup>, Soon-Ho Choi<sup>3</sup>, Mi-Ran Hwang<sup>3</sup>, Sam-Wook Choi<sup>2</sup> and Hae-Kook Lee<sup>2</sup>.**

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**Introduction and Aims:** The prevalence of internet game use among children and adolescents has been increased in the recent years. Internet addiction has been found to cause various psychiatric symptoms and psychological problems. But there are a few studies about psychiatric symptoms along with internet addiction in Korea. The aim of this study was to examine the association between problematic internet game use and psychiatric symptoms in a sample of the Child and Adolescent Psychiatric Clinic, Ulsan University Hospital.

**Methods:** We analyzed data from 447 subjects who first visit the Child and Adolescent Psychiatric Clinic of the Ulsan University Hospital. Self-report Questionnaire consisted of demographic characteristics, AHI(Adolescent Happiness Index), BDI, BAI, K-ARS(Korean ADHD Rating Scale-parent version) and K-scale(Korean Internet Addiction Self-scale). The level of Internet addiction was categorized as either high-risk( $\geq 108$ ; group 3), potential risk( $95$  to  $107$ ; group 2), or no risk( $\leq 94$ , group 1) based on the total score. Data were analyzed using SPSS version 17.0 and one-way ANOVA and multiple logistic regression method were used.

**Results:** Thirteen adolescents met the criteria for high risk group of internet game addiction. In the high risk group, 10 were male and 3 were female adolescents. There was a mean difference among group 3(high risk) $<1$ (no risk), 2(potential risk) in AHI; whereas group 3(high risk) $>1$ (no risk), 2(potential risk) in BDI, BAI, inattention, hyperactivity/impulsivity and K-ARS score. With multiple logistic regression analysis, K-scale was significantly related with male sex, BDI, ARS-hyperactivity/impulsivity score.

**Discussions:** We conclude that having male sex, happiness and depressive symptoms is associated with the risk of developing internet use disorders. Identification of psychiatric comorbidities may be useful in facilitating rational development of therapeutic and preventive strategies.

4) PSYCHOLOGICAL ENVIRONMENT IN LATIN AMERICAN<sup>1</sup>

**PAM Chavez** *Department of Psychology, Central University of Ecuador, ECUADOR*

The characteristic of this branch of psychology is the study of the relationship of their environment and the impact of that environment on their behavior; to talk about the SER, we refer to all biotic elements of nature and its relation to abiotic water, air, earth, fire, as part of living things, man, as an individual and your relationship with your partner, family, community, society, environment is the nature, the elements and built by this Being as affecting behavior. This approach is relevant to the study of the structure of daily life, which addresses issues such as the effects of the environments in which we live and work, the environmental requirements of the crush and noise, the spatial dimension in interpersonal relationships, as feature of the physical environment or to a related problem.

In Latin America is of great interest to the study and research of environmental and ecological raised for specific situations, such as the emergence of environmental conflicts by mining, oil and forestry, but also the impact of external movements about the quality of life in the planet, the risks of destruction and involvement such as high levels of water pollution, air and soil of which we are victims daily. In practice outlining procedures are to contribute effectively to that, being part of the problem, we are also part of the solution, with viable answers to help improve the quality of life on the planet.

Think globally and act locally, from different professional approaches considering the differences between cultural and ecological environments, with their behavioral changes.

5) A REVIEW OF STRATEGIES FOR MANAGEMENT OF BEHAVIORAL AND PSYCHOLOGICAL SYMPTOMS OF DEMENTIA<sup>1</sup>

**P Mansoori, Researcher** *Department of Psychiatry, Psychiatry and Behavioral Sciences Research Center, Mazandaran University of Medical Sciences, Sari, IRAN*

**Introduction:** Behavioral and psychological symptoms of dementia (BPSD) represent a group of non-cognitive symptoms and behaviors occurring in patients with dementia. They mainly include agitation, psychosis, and mood disorders. The treatment of BPSD is one of the main therapeutic challenges, with  $>90\%$  of demented individuals experiencing at least one of the symptoms through the course of their illness.

**Aims/Methods:** A comprehensive literature review on current treatments of BPSD was performed in order to recommend the best strategies for management of BPSD.

**Results:** No pharmacological therapy is approved by the FDA for the treatment of BPSD. A variety of medications are used for BPSD as their off-label indication, such as antipsychotics, antidepressants, Acetylcholinesterase Inhibitors, antiepileptics which at best have a modest efficacy while having a high risk in demented patients. There is emerging evidence that a variety of non-pharmacological interventions are significantly effective for improving BPSD.

**Discussion:** clinicians must approach BPSD on a case-by-case basis. Due to the growing number of elderly population in the world which will be followed by an increase in the population of demented patients there is an urgent need for further investigation to find effective treatments for troublesome consequences of this disease, including BPSD.

6) DEVELOPMENT OF A SELF-REPORTED SCALE FOR ADHD IN CHILDHOOD: DELPHI STUDY AND PRELIMINARY DATA<sup>1</sup>

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**Introduction and aims:** Although several psychometric instruments are widespread used to assess ADHD symptoms in childhood, none of them is designed to be completed by children themselves. The purpose of this study is to develop a self reported scale specifically designed to assess ADHD symptoms and signs (EA-TDAH). **Methods:** A preliminary scale was generated based on DSM-IV criteria for ADHD and related signs. The Delphi technique was used due to analyze content and apparent validity. A pilot study was conducted using a normative sample compound by 384 children and adolescents aged nine to 17 (51.7%, males). Participants also completed Rescorla and Achenbach's YSR, chosen as gold standard criteria for validation. Results: The EA-TDAH scale was rated by experts as clinically useful. According to YSR's DSM correspondences, participants were classified as possible ADHD cases (19.4%) and not ADHD cases. As expected, it was the first group that showed higher ratings in the new scale. Regarding psychometric properties it showed an adequate internal consistency ( $\alpha=.87$ ) and an acceptable structural validity (three factor components: Inattention, Hyperactivity and Mixed symptoms related to ADHD). **Discussion:** Although further investigation with clinical samples is needed, EA-TDAH seems to be an adequate scale for assessing ADHD symptoms and signs.

7) SOCIAL IMPAIRMENTS AND COMORBIDITY IN ADHD SYMPTOMS<sup>1</sup>

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**Introduction and aims:** Children and adolescents diagnosed with ADHD commonly present impairments in social functioning, probably as which may be a consequence of the core dimensions of the disorder. These behaviors can lead to rejection by peers and may trigger symptoms of anxiety, depression, and withdrawal. The aim of this study is to analyze whether the inattentive characteristics are also associated to impairments in socialization and, subsequently, to anxiety and depression symptoms. **Methods:** A normative sample of 382 children and adolescents (51.6%, males) with ages between nine and 17 was analyzed. The Achenbach and Rescorla's Young Self Report was applied to participants in order to assess clinical and social characteristics. Self reported number of close friends, relationship with peers, and clinical variables anxiety-depression, withdrawal-depression, and social problems were considered. Results: According to YSR's DSM correspondences, participants were valued as possible ADHD cases (19.4%) and not ADHD cases. T-test for mean differences showed significant differences in number of close friends ( $t=2.03$ ), anxiety-depression ( $t=-6.54$ ), withdrawal-depression ( $t=-4.56$ ), and social problems ( $t=-6.22$ ). Significant and positive correlations were found between clinical variables. **Discussion:** Results suggest that children and adolescents who show inattentive characteristics are more likely to present social problems and anxiety-depression symptoms.

8) ΨΥΧΟΔΙΑΓΝΩΣΤΙΚΗ ΠΡΟΣΕΓΓΙΣΗ ΤΗΣ ΕΠΙΘΕΤΙΚΗΣ ΕΠΙΚΙΝΔΥΝΟΤΗΤΑΣ ΚΑΙ Η ΨΥΧΟΛΟΓΙΚΗ ΑΝΑΛΥΣΗ ΤΗΣ ΨΥΧΙΚΗΣ ΚΑΤΑΣΤΑΣΗΣ ΕΝ ΒΡΑΣΜΟΥ ΨΥΧΗΣ (PSYCHODIAGNOSTIC APPROACH TO AGGRESSIVENESS RISK AND PSYCHOLOGICAL ANALYSIS OF THE IMPULSIVE AGGRESSIVE STATE)<sup>1</sup>

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**Abstract:** Historically, aggressiveness and aggressive dangerousness, is a problem which has been studied excessively and thoroughly by experts due to the particularity of the problem. The psychodiagnostic approach in evaluation, exploration and prognosis of aggressive behavior, as well as safety prediction, are all elements from which we can analyse the expression of the dangerousness, as an emotional state of affection.

The mental state in anger as an aggressive reaction has particularly interested the specialists in the juridical field. The particularity of this mental state is such that presents more than one form. Out of anger and in anger are more of legal terms, defined for the nature of the crime. From a psychological and psychiatric point of you, in anger (affect) as a form of emotional reaction and state, encloses many elements, which can provide answers for the dynamic of this state.

9) THE USE OF PHOTOGRAPHY IN PSYCHOTHERAPY AND CONFLICT RESOLUTION<sup>1</sup>

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Στην παρούσα εργασία κατ' αρχήν γίνεται μια εισαγωγική παρουσίαση του θέματος που αφορά στη χρήση της φωτογραφίας στην ψυχοθεραπεία αλλά και στην επίλυση ενδοπροσωπικών και διαπροσωπικών συγκρούσεων. Πιο συγκεκριμένα παρουσιάζεται ένα μοντέλο επίλυσης δια-προσωπικών συγκρούσεων με τη χρήση της φωτογραφίας μέσα από την ομάδα, όπου η φωτογραφία παίζει το ρόλο του διαμεσολαβητή. Αντλώντας από το γεγονός ότι η φωτογραφία χρησιμοποιήθηκε για πρώτη φορά στην ψυχιατρική το 1856 από τον Dr. Hugh Diamond, καθώς και το ότι σήμερα γίνεται χρήση της φωτογραφίας ευρέως στην ψυχοθεραπεία υπό τον όρο φωτοθεραπεία, γίνεται συζήτηση για τα πλεονεκτήματα μιας τέτοιας διαδικασίας. Ελέγχεται το γεγονός ανάδυσης συναισθημάτων κατά τη διαδικασία αλλά και η αλλαγή αντίληψης όσον αφορά την διαφορικότητα του άλλου. Καθώς η φωτογραφία χρησιμοποιείται ως ένα μέσο που διεγείρει και επιτρέπει την ελεύθερη ροή του νοού, ώστε να διευκολυνθεί η θεραπευτική διαδικασία, παρατηρούνται επιπλέον συμπεριφορές, όπως η ανάδυση και συζήτηση υπαρξιακών ζητημάτων. Τέλος, υποστηρίζεται ότι τέτοιου είδους διαδικασίες είναι απαραίτητες και αρκετά βοηθητικές, ιδιαίτερα σε άτομα που αντιμετωπίζουν δυσκολίες στην έκφραση ή τη λεκτική επικοινωνία.

10) EATING DISORDERS AND BORDERLINE PERSONALITY CO-OCCUR - TREATMENT<sup>1</sup>

**MD Sinanidou, School and Clinical Psychologist/Psychotherapist, Athens, GREECE**

11) SOMATIZATION DISORDER - TREATMENT<sup>1</sup>

**MD Sinanidou** *School and Clinical Psychologist/Psychotherapist, Athens, GREECE*

Somatization disorder is characterized by multiple physical complaints (eg, pain; GI, sexual, and neurologic symptoms) over several years that cannot be explained fully by a physical disorder. Symptoms usually begin before age 30 and are not intentionally produced or feigned. Diagnosis is based on his tory after excluding physical disorders. Treatment focuses on establishing a consistent, supportive physician-patient relationship that avoids exposing the patient to unnecessary diagnostic testing and therapies. Somatization disorder is often familial, although the etiology is unknown. Somatization disorder occurs more often in women. Male relatives of affected women have an increased risk of antisocial personality and substance-related disorders. Specific diagnostic criteria include the following: Onset of multiple physical symptoms before age 30. Symptoms occurring over several years. Treatment seeking or impaired functioning.

Pain affecting  $\geq 4$  body parts.  $\geq 2$  GI symptoms other than pain (eg, nausea, bloating, food intolerance).  $\geq 1$  sexual or reproductive symptom other than pain (eg, sexual indifference, erectile dysfunction).  $\geq 1$  neurologic symptom other than pain (eg, weakness, imbalance, loss of sensation). The diagnosis is supported by the dramatic nature of the complaints and the patient's sometimes exhibitionist, dependent, and suicidal behavior. Treatment is usually difficult. Drug treatment of concurrent mental disorders (eg, depression) may help. Psychotherapy, particularly cognitive-behavioral therapy, may also help.

## 12) ΣΥΓΚΡΙΤΙΚΗ ΠΑΡΟΥΣΙΑΣΗ ΤΗΣ ΨΥΧΟΚΟΙΝΩΝΙΚΗΣ ΠΡΟΣΑΡΜΟΓΗΣ ΤΟΝ ΓΥΝΑΙΚΩΝ ΣΤΗ ΔΙΑΡΚΕΙΑ ΤΗΣ ΚΥΗΣΗΣ (COMPARATIVE STUDY OF PSYCHOSOCIAL ADJUSTMENTS MADE BY WOMEN DURING PREGNANCY)

**Ευρυλία Σταματιού<sup>1</sup> & Ζαΐρα Παπαληγούρα<sup>2</sup>**

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**ΕΙΣΑΓΩΓΗ & ΣΤΟΧΟΣ:** Η ψυχο-συναισθηματική κατάσταση των γυναικών κατά την εγκυμοσύνη αποτελεί παράγοντα μείζονος σημασίας για το βίωμα της μητρότητας καθώς και την υγεία, ευημερία και ανάπτυξη του παιδιού. Στην παρούσα ανακοίνωση παρουσιάζεται μέρος των αποτελεσμάτων μιας ευρύτερης μελέτης που αφορά στην ψυχο-κοινωνική προσαρμογή των γυναικών κατά την περιγεννητική περίοδο. Συγκεκριμένα, μελετήθηκαν: α) τα επίπεδα κατάθλιψης και άγχους των εγκύων στη διάρκεια των τριών τριμήνων της κύησης και β) οι επιδράσεις μεταβλητών (δημογραφικών, προγραμματισμού της κύησης, ατομική και οικογενειακή ιστορία) στην εμφάνιση υψηλών επιπέδων συμπτωματολογίας.

**ΜΕΘΟΔΟΣ:** Το δείγμα αποτέλεσαν 138 γυναίκες ηλικίας 20-43 ετών ( $M=30.14$ ,  $SD=4.306$ ), στην περιοχή της Θεσσαλονίκης. Τα εργαλεία που χορηγήθηκαν είναι: ένα ερωτηματολόγιο για κοινωνικο-δημογραφικά στοιχεία και μαιευτικό, ιατρικό και ψυχιατρικό ιστορικό, η Κλίμακα Επιλόχειας Κατάθλιψης του Εδιμβούργου (Edinburgh Postnatal Depression Scale, EPDS) και το Ερωτηματολόγιο Άγχους Εξαρτώμενου από την Κατάσταση ή την Προσωπικότητα του Spielberger (State-Trait Anxiety Inventory, STAI).

**ΑΠΟΤΕΛΕΣΜΑΤΑ:** Ενα σημαντικό ποσοστό γυναικών παρουσιάζουν ανησυχητικά υψηλά επίπεδα συμπτωμάτων καθ' όλη τη διάρκεια της κύησης, με ιδιαίτερες επιβαρυνόμενα να εμφανίζονται το 1ο και το 3ο τρίμηνο. Η εικόνα μεταβάλλεται σημαντικά ανάλογα με την οικογενειακή κατάσταση, το εκπαιδευτικό επίπεδο, τον προγραμματισμό της κύησης και το ατομικό ιστορικό των εγκύων.

**ΣΥΜΠΕΡΑΣΜΑΤΑ:** Τα αποτελέσματα της παρούσας εργασίας παρουσιάζουν μια ιδιαίτερη ανησυχητική κατάσταση, ενισχύοντας την ανάγκη για έγκαιρη και έγκυρη ανίχνευση των γυναικών που χρήζουν άμεσής στήριξης ήδη από την αρχή της κύησης και το σχεδιασμό προληπτικών προγραμμάτων.

## 13) 'ΚΕΘΕΑ ΣΤΡΟΦΗ: ΜΙΑ ΘΕΡΑΠΕΥΤΙΚΗ ΚΟΙΝΟΤΗΤΑ ΓΙΑ ΕΦΗΒΟΥΣ ΧΡΗΣΤΕΣ ΠΟΥ ΜΑΘΑΙΝΟΥΝ ΤΗ ΖΩΗ. ΠΑΡΟΥΣΙΑΣΗ ΤΟΥ ΠΡΟΦΙΛ ΤΩΝ ΕΦΗΒΩΝ ΠΟΥ ΣΥΜΜΕΤΕΙΧΑΝ ΣΤΗ ΘΕΡΑΠΕΥΤΙΚΗ ΚΟΙΝΟΤΗΤΑ ΤΟ 2012 (ΚΕΤΗΕΑ ΣΤΡΟΦΗ: A THERAPEUTIC COMMUNITY FOR ADOLESCENTS DRUG USERS WHO LEARN HOW TO LIVE. A PRESENTATION OF THE CHARACTERISTICS OF THE ADOLESCENTS WHO PARTICIPATED IN THE THERAPEUTIC COMMUNITY IN 2012)

**S Zotou, Head of the Research Department of ΚΕΤΗΕΑ ΣΤΡΟΦΗ, GREECE**

ΤΟ ΚΕΘΕΑ ΣΤΡΟΦΗ είναι το πρώτο θεραπευτικό πρόγραμμα για έφηβους χρήστες ουσιών, το οποίο λειτουργεί στη Αθήνα από το 1988. Παρέχει εντατική εξωτερική φροντίδα σε έφηβους και νεαρούς ενήλικες που αντιμετωπίζουν πρόβλημα κατάχρησης ή εξάρτησης και, συνήθως, έχουν εγκαταλείψει το σχολείο και έχουν παραβατική συμπεριφορά. Η απεξάρτηση των εφήβων, συντελείται μέσα από ένα πρόγραμμα ποικίλων ψυχοκοινωνικών δραστηριοτήτων, αξιοποιώντας κυρίως τις αρχές του μοντέλου των Θεραπευτικών Κοινοτήτων, που προάγουν τη ζωή και ενισχύουν την ενεργή συμμετοχή των μελών στην θεραπεία, με θεραπευτικές, εκπαιδευτικές, ψυχαγωγικές και αθλητικές δραστηριότητες, ενθαρρύνοντας παράλληλα την ανάληψη πρωτοβουλιών από τους ίδιους με στόχο την ενίσχυση της αυτοεκτίμησης και αυτοπεποίθησής τους.

Η μελέτη του προφίλ των εφήβων που προσεγγίζουν το ΚΕΘΕΑ ΣΤΡΟΦΗ αποτελεί ένα μέσο καταγραφής των αναγκών των εφήβων χρηστών. Στόχος της παρουσίας αυτής είναι η ανάδειξη των ιδιαίτερων χαρακτηριστικών των εφήβων που συμμετείχαν στη θεραπευτική κοινότητα του προγράμματος κατά το έτος 2012. Η διερεύνηση του προφίλ πραγματοποιήθηκε με το ερωτηματολόγιο First Treatment Demand Indicator, το οποίο χορηγείται στους εφήβους κατά την πρώτη τους επαφή με το πλαίσιο. Τα αποτελέσματα δείχνουν τις ιδιαίτερες ανάγκες των εφήβων, το οικογενειακό τους ιστορικό καθώς και τη πορεία τους στη χρήση.

## 14) 'ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) - MEDICATION AND BEHAVIORAL TREATMENT'

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ADHD is a problem with inattentiveness, over-activity, impulsivity, or a combination. For these problems to be diagnosed as ADHD, they must be out of the normal range for a child's age and development. ADHD is the most commonly diagnosed behavioral disorder of childhood. It affects about 3 - 5% of school aged children. ADHD is diagnosed much more often in boys than in girls. ADHD may run in families, but it is not clear exactly what causes it. Whatever the cause may be, it seems to be set in motion early in life as the brain is developing. Imaging studies suggest that the brains of children with ADHD are different from those of other children. Depression, lack of sleep, learning disabilities, tic disorders, and behavior problems may be confused with, or appear with ADHD. The symptoms of ADHD fall into three groups: Lack of attention (inattentiveness)-Hyperactivity-Impulsive behavior (impulsivity). Children should have at least 6 attention symptoms or 6 hyperactivity/impulsivity symptoms, with some symptoms present before age 7. The symptoms must be present for at least 6 months, seen in two or more settings, and not caused by another problem. The symptoms must be severe enough to cause significant difficulties in many settings, including home, school, and in relationships with peers. A combination of medication and behavioral treatment works best. There are several different types of ADHD medications that may be used alone or in combination.

## 15) 'INSOMNIA - CIRCADIAN RHYTHM SLEEP-TREATMENT'

**MD Sinanidou, School and Clinical Psychologist/Psychotherapist, Athens, GREECE**

## 16) 'ANOREXIA NERVOSA: PREVENTION AND TREATMENT AT PRIMARY HEALTH CARE'

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**Introduction & Aims:** Anorexia nervosa is a feeding behavior's disorder in relation to weight control that substantially harms physical and psychosomatic health. Highlighting Primary Health Care's (PHC) contribution at disorder's prevention and treatment, through a teenage girl's case description, is this study's aim.

**Methods:** Thorough personal and familial history, clinical evaluation, laboratory tests (blood, biochemical serological), radiological test, electrocardiogram were done.

**Results:** 14years-old girl appears reduced for her age weight & height (46kg, 1.65m), along with body loss ~10kg during last month. No menstrual disturbances mentioned. The teenager appeared behavioral disorders, insufficient feeding lately (mainly yogurts and fruits), extremely dealing with her appearance and difficulty in interpersonal (with peers) relationships. Intense family problems are referred (recent parental separation). Physical examination: underweight, muffled heart sounds, no other pathological signs. B.P: 108-67mmHg, EKG: sinus rhythm, pulses: 60/min, T3: 71.14 ng/dl (normal ranges: n.r: 80-180), T4: 5.35 μg/dl (n.r: 5-14.5), FT3: 1.95pg/ml (n.r: 2.48-5.1), FT4: 8.89pg/ml (n.r: 9-16.7), TSH: 1.72 μU/ml (n.r: 0.3-5). The relevant bradycardia as well as hypothyroidism were attributed to patient's malnutrition. Laboratory & radiological tests: within normal limits.

The patient was referred to a Secondary Care Center and underwent a psychiatric evaluation: teenager with elements of adaption's reaction and depression-like feeling without perception's disorders- and b. social worker's evaluation: patient improperly fed in an effort to manipulate her familial environment. The girl was referred to a Tertiary Center and was evaluated by child psychiatrist who diagnosed anorexia nervosa with depression's coexistence. She received treatment and reacted positively.

**Discussion:** Early action and recognition of disease's first signs as well as quick combined treatment's start by PHC's carriers have positive results in reducing disease's impact.

## 17) 'GENETIC MARKERS FOR VITAL EXHAUSTION (EPIDEMIOLOGICAL AND GENETICS STUDY OF PROGRAM WHO "MONICA, SUBPROGRAM "MONICA-PSYCHOSOCIAL")'

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Introduction. Vital exhaustion (VE) can be caused by the abnormal dopamine synthesis.

**Aim:** To study associations between vital exhaustion (VE) and VNTR polymorphism in the DRD4 and DAT genes.

**Methods:** as part of the WHO program «MONICA» in 1994 surveyed a random representative sample of men aged 25-64 years (628 men). We used MONICA's scale for estimation of VE. Genotyping of VNTR polymorphisms studied gene DRD4, DAT was conducted according to published methods: gene DRD4 (Lichter JB et al., 1993; Schmidt D. et al., 2001), gene DAT (Mitchell RJ et al., 2000; Kang M. et al., 1999; Stöber G. et al., 1998). Statistical analysis was used software package of SPSS 11.5. Chi square ( $\chi^2$ ) statistic was used to investigate whether distributions of categorical variables differed from one another in between the groups.

**Results:** The level of VE in a population of men aged 25-64 years was ~ 66.8%. With a VE significantly associated genotype, allele containing 7 dopamine receptor gene subtype 4 (DRD4) ( $\chi^2=4.848$   $u=1$   $p<0.05$ ) and genotype 9/9 VNTR gene dopamine transporter protein DAT ( $OR=7.4$   $95\%CI$  2.4-22.6;  $\chi^2=16.238$   $u=1$   $p<0.0001$ ).

**Discussion:** In the population of men aged 25-64 VE were significantly associated with specific polymorphisms VNTR gene DRD4, DAT.

Keywords: vital exhaustion, the gene DRD4, a gene DAT

## 18) 'RELATION OF DEPRESSION WITH ATTITUDE TOWARD THE HEALTH IN FEMALE POPULATION 25-64 YEARS IN RUSSIA: WHO PROGRAM MONICA-PSYCHOSOCIAL STUDY'

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**The aim:** To study the relationship of depression (D) as cardiovascular risk factor and awareness and attitude towards the health in female population of 25-64 years in Russia.

**Methods:** Under the third screening of the WHO «MONICA-psychosocial» (MOPSY) program random representative sample of women aged 25-64 years ( $n=870$ ) were surveyed in Novosibirsk. D was measured at the baseline examination by means of test "MMPI".

**Results:** The prevalence of depression (D) in the female population was 55.2%; major D was 12%. Positive self-rated health estimation decreased in women with major D. 100% women with major D had health complaints but 80% of them believe their healthcare is not enough ( $\chi^2=17.69$   $df=4$   $p<0.01$ ). Women with major D significantly extended negative behavioral habits: smoking and unsuccessful attempts to give it up, low physical activity, they were less likely to follow a diet. Major D associated with high job strain and family stress, 70% of those had increased number of serious conflicts in the family during the year ( $p<0.05$ ).

**Discussion:** Major D related to poor self-rated health, low level of awareness, unhealthy lifestyle and high levels of job and family stress.

## 19) 'ΜΕΛΕΤΗ ΠΕΡΙΠΤΩΣΗΣ ΕΦΗΒΗΣ ΜΕ ΙΔΕΟΨΥΧΑΝΑΓΚΑΣΤΙΚΗ ΔΙΑΤΑΡΑΧΗ (A CASE STUDY OF AN ADOLESCENT WITH OBSESSIVE-COMPULSIVE DISORDER)'

**P Nikiforou, Clinical Psychologist, MSc, PhD(c), GREECE**

Η 14D στα παιδιά και στους εφήβους αποτελεί μια πιο συχνή διαταραχή από ότι είχε θεωρηθεί στο παρελθόν. Η κατανόηση της διαταραχής έχει αυξηθεί σημαντικά τα τελευταία χρόνια κυρίως λόγω της κλινικής και ερευνητικής σημασίας που δόθηκε.

Παρουσιάζεται ατομική περίπτωση έφηβης 14 ετών, η οποία προσήλθε σε θεραπεία συνοδευόμενη από τους γονείς της. Κύριο αίτημα των γονέων ήταν η αντιμετώπιση του έντονου άγχους που βίωνε η έφηβη συνοδευόμενο από ιδεοληψίες μολυσσης και ψυχαναγκασμούς πλυσίματος των χεριών με αποτέλεσμα να καταφεύγει σε τακτικό πλύσιμο/απολύμανση διάφορων σημείων του σώματος και του χώρου που θεωρούσε εστία μόλυνσης. Οι εν λόγω ιδεοληψίες προκαλούσαν έντονη δυσφορία, με αποτέλεσμα να εμφανίζει αποφευκτική συμπεριφορά σε πληθώρα συνθηκών. Επιπλέον διαπιστώθηκαν ελλείμματα στις συναισθηματικές και κοινωνικές δεξιότητες, κοινωνική απόσυρση, δυσκολίες στη συγκέντρωση, έκπτωση στη σχολική επίδοση και στις κοινωνικές δραστηριότητες της έφηβης.

Βάση της λήψης οικογενειακού ιστορικού, η μητέρα ανέφερε έντονη ανησυχία για τη εξελικτική πορεία της κατάστασης καθώς η έφηβη παρουσίαζε εζική δερματίτιδα και αυξημένη κατανάλωση σαπουνιού/οινοπνευμασίου με αποτέλεσμα να υπάρχουν συχνοί καβγάδες στην οικογένεια και σημαντικές οικονομικές επιπτώσεις (π.χ. υψηλό λογαριασμοί νερού, σημαντική αύξηση ρούχων για πλύσιμο).

Περιγράφονται συνοπτικά οι κύριες ψυχοθεραπευτικές τεχνικές (συμβουλευτικό-υποστηρικτικό και γνωστικό-συμπεριφοριστικό τύπου) που χρησιμοποιήθηκαν στις ατομικές συνεδρίες και στη συμβουλευτική γονέων.

Η συγκεκριμένη περίπτωση είναι ενδιαφέρουσα καθώς διαφαίνεται η σημασία της έγκαιρης και σωστής διάγνωσης, η συμβολή της καλά εδραιωμένης θεραπευτικής σχέσης και η αποτελεσματικότητα της γνωστικής-συμπεριφοριστικής θεραπείας ως μονοθεραπείας (χωρίς τη λήψη φαρμακευτικής αγωγής).

## 20) 'ΠΑΡΟΥΣΙΑΣΗ ΠΕΡΙΠΤΩΣΗΣ ΕΦΗΒΗΣ ΜΕ ΜΕΤΑΙΧΜΙΑΚΗ ΔΙΑΤΑΡΑΧΗ ΠΡΟΣΩΠΙΚΟΤΗΤΑΣ ΚΑΙ ΣΥΝΥΠΑΡΧΟΥΣΑ ΔΙΑΣΧΙΣΤΙΚΗ ΔΙΑΤΑΡΑΧΗ ΤΗΣ ΤΑΥΤΟΤΗΤΑΣ (A CASE STUDY OF AN ADOLESCENT WITH BORDERLINE PERSONALITY DISORDER WITH CO-OCCURRENCE OF DISSOCIATIVE IDENTITY DISORDER)'

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Παρουσιάζεται ατομική περίπτωση έφηβης, 16 ετών, που τα τελευταία χρόνια ζει σε ανάδοχη οικογένεια λόγω απώλειας της επιμέλειας από τους βιολογικούς γονείς. Η ανάδοχη οικογένεια προσήλθε με κύριο αίτημα τη συμβουλευτική και ψυχοθεραπεία της έφηβης η οποία παρουσίαζε αρχικά τα ακόλουθα συμπτώματα: συνεχής προσπάθεια να αποφύγει φανταστική/πραγματική εγκατάληψη συνοδευόμενη από επαναλαμβανόμενος αυτο-τραυματισμούς, ασταθές και έντονος διαπροσωπικές σχέσεις με εναλλαγές μεταξύ ακραίων περιπτώσεων εξιδανίκευσης και υπτίμησης των «σημαντικών άλλων», έντονη ανάγκη επικέντρωσης της προσοχής των άλλων, παρορμητικότητα, έντονο άγχος και χρόνια αισθητά κενού και μοναξιάς. Τα παραπάνω συμπτώματα συνοδεύονταν από τη συνύπαρξη δύο ξεχωριστών προσωπικότητων μέσα στην ίδια την έφηβη. Οι προσωπικότητες αυτές ήταν συνήθως διαφορετικές και εξέφραζαν αντίθετες πλευρές της ταυτότητας της. Η έφηβη είχε επίγνωση των διαφορετικών προσωπικότητων και κάποιες φορές προσέρχονταν στη θεραπευτική συνεδρία άλλως σαν «Πηνελόπη» και άλλως σαν «Ελένη» (ονόματα διαφορετικών προσωπικότητων).

Από το οικογενειακό ιστορικό διαπιστώθηκε σοβαρή ψυχική νόσος στη μητέρα, ιστορικό σωματικής και σεξουαλικής κακοποίησης, ασταθής και ασυνεπής οικογενειακή φροντίδα με αποτέλεσμα την απώλεια της επιμέλειας της έφηβης από τους βιολογικούς γονείς.

Το θεραπευτικό πλάνο περιλάμβανε ατομικές συνεδρίες με την έφηβη σε εβδομαδιαία βάση και συμβουλευτική οικογένειας στην ανάδοχη οικογένεια. Γίνεταν συνοπτική παρουσίαση του οικογενειακού ιστορικού, των ψυχοθεραπευτικών τεχνικών που χρησιμοποιήθηκαν αλλά και της έκβασης της ψυχοθεραπείας.

## 21) 'BURNOUT SYNDROME IN THE WORK PLACE FOR TEACHERS OF BASIC EDUCATION IN A PART OF THE PERUVIAN HIGH LANDS'

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**Abstract:** The objective of this study was to describe the Burnout Syndrome in the work place and its associated factors and consequences. The study was transversal with a sample of 414 teachers from public elementary schools located at The Callejon de Huaylas, Ancash-Peru. The data collection included The Maslach Burnout Inventory (MBI) for educators. The sample selection was randomly done. Results: 7% of the teachers presented the syndrome in the work place and 56% presented one or two signs of burnout. The emotionally fatigued, the depersonalization and the low personal achievement were average. The risk factors included were: holding other jobs, teaching a lot of classes, being in a relationship, and working far away from home. Thus, they did not participate in developmental workshops, and lacked professional satisfaction. There were protection factors: To live in the same town were the work place was, to have tenure, and to work in a country side school. The consequences of the syndrome were: Lack of pride with their work and the desire to leave the teaching profession. Therefore, it is necessary to enhance the studies regarding the mental health of the Peruvian teachers in order to provide programs of promotion, prevention and rehabilitation.