

CONTENTS

1	All higher life on this Earth is derived from the cell	7
2	Every organism - including the human body - develops in accordance with its own genetic blue print	7
3	The process of DNA duplication to RNA is called transcription	7
4	The process of proteosynthesis is called translation	8
5	Nerve impulses are driven by electrochemical forces	9
6	Neurotransmitters are divided into neuromediators and neuromodulators	9
7	The neurons and their networks and circuits are developed not only genetically but also through their interaction by means of impulsation	10
8	In response to conditioned reflex training there was a growing amount of and changes in the composition of RNA	10
9	The amount of RNA is increasing during synchronous sleep. The amount of neuronal proteins is rising during paradoxical sleep	12
10	REM-enhancing drugs (Reserpin) improve the students' memory	12
11	Learning and memory are divided into declarative or explicit and non-declarative or implicit	13
12	In terms of permanence, memory can be classified into immediate, short-term and long-term memory	14
13	Learning and the data learned can be divided into intrinsic, endogenous, genetically determined and extrinsic, exogenous information received through external senses	16
14	The new aspects of learning	17
	14.1 Intrinsic normal learning	17
	14.2 Extrinsic normal learning	17
	14.3 Intrinsic pathological learning	17
	14.4 Extrinsic pathological learning	18
15	Self-organizing system, e.g., model according Farley and Clark	18
16	Information from the formator has a dual effect on the elements of the complex	19
17	Hobson and McCarley [1971, 1977] envisaged and experimentally proved the activation of the whole brain during paradoxical sleep	21
18	Jouvet developed exactly that kind of preparation, which should by right be called „Jouvet's cat“	21
19	Some of our epileptic patients exhibited the above listed symptoms of Jouvet's cat; they had nocturnal poriomanic states	22
20	Growing brain becomes organized under the influence of new information	23
21	Four millions of children in USA suffer from serious neuropsychiatric symptoms, who are not unlike the post-traumatic stress syndrome of war veterans	24
22	Maladaptation in the wake of a trauma takes different forms: <i>dissociation</i> and <i>hyperarousal</i>	24
23	The intensity of experience fixation in memory „depends on the frequency of that experience“ (use-dependent internalization of new information)	25
24	Encephaloprogrammopathy is leading to maladaptation	26
25	Attachment behaviour. The concept of the mother-child dyad	27
26	Very good rat mothers spending most of their time with the young and licking them very often tend to have rather quiet and clever offspring	27
27	An information-rich environment is one of the conditions for the development of intelligence	28
28	Emotionally deprived children from early infancy had later serious behaviour problems	28
29	Throughout the „alarm reaction“ there is evidence of sympathetic system activation	29

30	Some children respond with dissociative and others with hyperarousal behaviour	31
31	If the new stimuli are utterly traumatizing, pathogenic, then, under their effect, the brain becomes directly reorganized	31
32	The sex-matched amount of psychic complaints rapidly reaches the reverse in adolescence with girls showing a predominance of neuropsychiatric conditions at a ratio of 2 : 1	32
33	The child in the wake of a psychotrauma, is „reformed“, i.e., „psychically reoriented or „reprogrammed“ to a different mode of mentation and response	33
34	There are different factors of individual effect on the specific response to a particular trauma. „Culturogenesis“ or maladaptation in the wake of a major acute or chronic psychotrauma is, in fact, implementation of specific patterns of behaviour, a certain programme repertoire, normal or pathological, in the brain structures	34
35	The fronto-orbital cortex, localized mainly in the right hemisphere, is the site where all experience of the first months and years of life is imprinted or, if you like, implemented	35
36	Proper education has a positive effect on the biological maturation of the child's brain	35
37	Dyadic system is designed to form an interpersonal information channel for the transmission of a reciprocal emotional bond conducive to a favourable psychobiological interrelationship	36
38	The first to mature is the child's right hemisphere, the dominant one for emotional information processing	37
39	„Separation“ is, indeed, the basic concept of the above theories, and it simply means the child's becoming independent of his/her mother. The concept is not unlike Jung's concept of „individuation“	38
40	At about 10 months of age, 90 % of maternal behaviour is believed to be full of care and affectionate play with the child whereas at the age of 13 to 17 months, the mother has to forbid something every nine minutes on average	40
41	The state of shame, while admittedly distressful, is necessary	41
42	Mother-child relationship is based on two important phenomena: a - inborn patterns of behaviour, in particular, on the need for closeness to a protecting person, mostly the mother, b - the mother's affection and constant presence designed to drive away hunger, fear, anxiety, fatigue and solitude	44
43	Ainsworth also designed an interesting test to verify attachment - the strange-situation test	45
44	Secure attachment, insecure resistant attachment, insecure avoidant attachment	46
45	The biological substrate and psychic life is influencing one another	47
46	With regard to man's biopsychological integrity, treatment for neuropsychiatric conditions requires the same procedures, i.e., a biopsychological or medicamentous	49
47	Limbic system comprises cortical structures (archicortex: hippocampus, neocortex: gyrus cinguli, fronto-orbital gyration, area entorhinalis) and subcortical structures (amygdala, hypothalamus, septal nuclei, area adolfactoria)	50
48	A disease is made up of symptoms, these together add up to syndromes, and all that is due to a definite cause - aetiology	51
49	Further classification of psychic life evolution	51
50	Neuroses, attachment disorders and all late effects of psychic traumas	52
51	Psychosis usually has a history of psychic and social trauma (stimulus, provoking moment), but, basically, it is the „software“ that is disordered, i.e., the intrinsic programming as receptor dysfunction	52
52	Classical epilepsy, as a rule, has no history of psychosocial trauma, however, in the absence of this stimulus, there is always pathological „software“ in the form of altered bulbocortical modulation	53
53	Epileptosis is a special syndrome ranging between neurological and psychiatric symptomatology with pathological involvement of all the three categories (stimulus +, software +, hardware +)	53
54	Children and adults alike are driven by their motives, which can be divided into impulses and incentives	54
55	Conflict seen as endogenous frustration constitutes a separate group of frustration.	55

56	Have impulses and incentives analogy in psychoanalytical terms?	55
57	Consciousness is our inner feeling of being aware of oneself and the surrounding world but also our ability to react adequately	56
58	First order programmes representing maturation are determined solely genetically	57
59	Programmes of the 2 nd order provide the groundwork for types of consciousness	58
60	Programmes of the 3 rd order are specifically human programmes of the development of speech and abstract mentation	59
61	The above programmes of the 1 st , 2 nd and 3 rd order are present in humans throughout the lifetime and recur several times a day	60
62	Pathological dissociation of types of consciousness, i.e., programmes of the 2 nd order, again causes some types of epilepsy, mainly of the focal simple and complex types	61
63	Pathological disorders of parts of consciousness, i.e., 3 rd order programmes, are represented by cortical syndromes, i.e., speech disorders or aphasia	62
64	The brain passes de norma through a number of states such as wakefulness, NONREM and REM sleep in order to be able to reassess the facts stored, the „reprocess old information“.	63
65	The brain stem and the limbic system are structures where psychic processes are somatized	64
66	The epileptic focus is an ectopic formator in pathological states	65
67	The epileptic focus is a formator, which develops somatically as a tangible lesion while a secondary focus, e.g., a mirror focus, is just a functional trace	66
68	During epileptic discharges in the AHC, the absolute majority of experiences are emotionally negative	67
69	Information storage in memory and elicitation from memory is associated with a special synchronized rhythm in the EEG curve	69
70	The ontogenesis of noogenesis is individual development of consciousness and its processes from several months of age to the pre-school age	70
71	Dominant, formator, strange attractor, fractal separatrix (epileptic focus, epilepsy, epileptosis, psychosis, states of dissociation)	74
72	Conclusion	76
	List of abbreviations	79
	References	81