

评估

评估是一个连续并动态地贯穿于危机干预始终的过程；根据当事人的应对能力、危机事件的威胁性程度及当事人的能动性水平，对当事人过去和现在的危机状态作出评估；并就危机工作者需要采取何种类型的干预行动作出判断(参见本图下方关于危机工作者的行动连续体的说明)。

倾听

行动

倾听：专注地聆听、观察、理解当事人，并以共情、真诚、尊重、接纳、价值中立及关心的态度对之作出反应。

行动：根据对当事人的需要及其可利用的环境资源等的评估结果，采用非指导性的、合作的或指导性的方式进行干预。

1. 问题的界定。从当事人的角度探索并界定问题的性质，使用积极的倾听技术如开放式提问等，要同时注意当事人言语的及非言语的信息。

4. 诊察可供选择的方案。帮助当事人探索出他目前可以利用的各种可能的选择方案。同时协助当事人搜寻立即的环境支持、有效的应对机制和积极的思维方式。

2. 确保当事人的安全。从当事人人身安全及心理安全的角度对当事人自杀/杀人的可能性、危机事件的急迫性、当事人能动性丧失的程度及危险的严重性等作出评估。同时要对当事人内部心理事件和外部环境事件作出评估；必要时还应告知当事人，可以用更好的行动方案来代替目前表现出的冲动性的、自我毁灭性的行为。

5. 制订计划。帮助当事人制订出一个切实可行的应急计划，不仅利用外部资源，同时调动当事人内在的应对机制——实际上也就是当事人能够理解并加以执行的具体、明确的各行动步骤。

3. 提供支持。要让当事人知道，危机工作者是他的一个可靠的支持人员。通过措词、语调及身体语言等向当事人证明，自己是以关心、体贴、接纳、无偏见等积极态度在帮助他解决危机。

6. 获得承诺。帮助当事人自己对自己作出承诺，保证以实际行动实施所制订的具体的、积极的行动计划。

危机工作者的行动连续体

非指导性危机干预

合作性危机干预

指导性危机干预



(非指导与合作之间的界限视当事人具体情况而定)

(合作与指导之间的界限视当事人具体情况而定)

当事人具有能动性

当事人具有部分的能动性

当事人丧失能动性

根据对当事人能动性及其丧失程度的有效而真实的评估结果，危机工作者的行动，或者说是对于当事人的介入程度，可以位于这一连续体的任一相应位置。

图 2.1 危机干预的六步骤模型

ASSESSING:

Overarching, continuous, and dynamically ongoing throughout the crisis; evaluating the client's present and past situational crises in terms of the client's ability to cope, personal threat, mobility or immobility, and making a judgment regarding type of action needed by the crisis worker. (See crisis worker's action continuum, below.)

Listening



LISTENING: Attending, observing, understanding, and responding with empathy, genuineness, respect, acceptance, nonjudgment, and caring.

1. *Define the problem.* Explore and define the problem from the client's point of view. Use active listening, including open-ended questions. Attend to both verbal and nonverbal messages of the client.
2. *Ensure client safety.* Assess lethality, criticality, immobility, or seriousness of threat to the client's physical and psychological safety. Assess both the client's internal events and the situation surrounding the client, and, if necessary, ensure that the client is made aware of alternatives to impulsive, self-destructive actions.
3. *Provide support.* Communicate to the client that the crisis worker is a valid support person. Demonstrate (by words, voice, and body language) a caring, positive, nonpossessive, nonjudgmental, acceptant, personal involvement with the client.

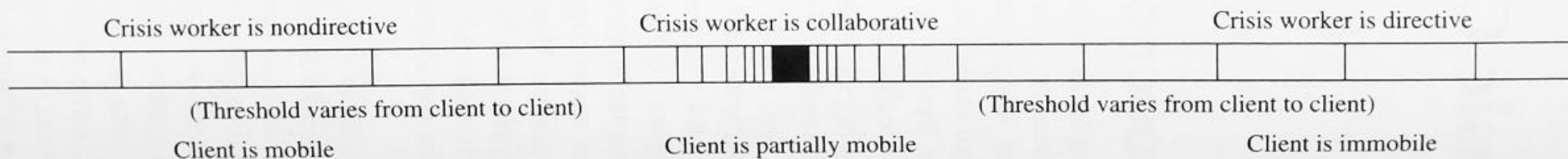
Acting



ACTING: Becoming involved in the intervention at a nondirective, collaborative, or directive level, according to the assessed needs of the client and the availability of environmental supports.

4. *Examine alternatives.* Assist client in exploring the choices he or she has available to him or her now. Facilitate a search for immediate situational supports, coping mechanisms, and positive thinking.
5. *Make plans.* Assist client in developing a realistic short-term plan that identifies additional resources and provides coping mechanisms—definite action steps that the client can own and comprehend.
6. *Obtain commitment.* Help client commit himself or herself to definite, positive action steps that the client can own and realistically accomplish or accept.

Crisis Worker's Action Continuum



The crisis worker's level of action/involvement may be anywhere on the continuum according to a valid and realistic assessment of the client's level of mobility/immobility.

FIGURE 3.1 The Six-Step Model of Crisis Intervention

SOURCE: B. E. Gilliland and R. K. James, Department of Counseling, Educational Psychology, and Research, University of Memphis.

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