

心理健康的行为干预:

知行易径模型

Behavioral Intervention in Mental Health:

Strategies and Skills Learning and Development (SSLD)

A Special Presentation for Tsinghua University Medical School

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什么是知行易径(SSLD)?

What is Strategies and Skills Learning and Development (SSLD)?

- **SSLD**是一套以行为为核心内容的系统学习程序。
Strategies and skills learning and development is a procedure focusing on behavior and performance.
- **SSLD**的首要目标是扩大个体或社会团体的策略和技能库，使他们能够更有效地实现他们生活中的既定目标
The primary objective of SSLD is to expand the repertoire of strategies and skills that individuals and/or social groups have so that they become more effective in attaining their desired goals in life.
- **SSLD**汲取了社会心理学、包括社会认知和社会学习理论的学习心理学的原理
SSLD draws on principles derived from social psychology, psychology of learning, including social cognitive and social learning theories.

其它类似的课程与干预方案

Other Similar Programs and Interventions

- 社交技能训练 **Social Skills Training**
- 社会效能治疗 **Social Effectiveness Therapy**
- 社会能力训练 **Social Competence Training**
- 进取心训练 **Assertiveness Training**
- 生活技能训练 **Life Skills Training**
- 技巧辅导 **Skills Coaching**

SSLD与其他模式不同之处

- 学习者本位，重视学习多于教导或训练

Learner-centered, emphasize learning over training

- 应变思维，因应学习者需求而设计

Contingent thinking, design according to need of learner

- 不单谈技巧、技能，也关注全盘策略

Not limited to the learning of skills, but also pays attention to the development of strategies

- 可以青出于蓝

The learner can develop skills and strategies beyond the trainer's repertoire

SSLD的作用

是一门系统的课程，旨在帮助患者学习新的技能从而使
其能够更有好地执行他们的社会功能（社会效能）。

例如:

- 社交恐怖患者学习建立社交的和亲密的关系
- 长期住院的精神病患者在回归社区后学习适应生活。
- 自闭症（孤独症）的儿童学会与别人的交往与互动
- 抑郁症患者学会提高活动水平
- 人格障碍患者及暴力行为者学会通过亲社会行为实现个人目标

SSLD的应用

Application of SSLD

- 作为药物治疗和/或心理治疗的辅助治疗
As an adjunct to pharmacotherapy and/or psychotherapy
- 作为一个独立的治疗
As an independent treatment
- 帮助患者从现有的治疗和服务项目（如患者引导程序，住院患者的生活技能训练）受益
As a way to help patients benefit from existing treatment and service programs (e.g., patient induction programs, in-patient life-skills training)
- 社区干预，心理健康的促进
Community intervention, mental health promotion

有效的心理干预的目标:

Objectives of effective mental health intervention:

- 消除症状

Removal of symptoms

- 社会功能（如上班、上学、亲职、日常社交、理财等）

Social effectiveness (e.g., full-time employment/ study, parenting role, social life)

- 主观：感觉良好、个人康宁

Subjective well-being

SSLD 可以

1. 用功能行为（技巧性的互动，有效的沟通）取代症状（如退缩，妄想）

Replace symptoms (e.g., withdrawal, delusion) with functional behaviors (skillful interaction, effective communication)

2. 提高社会效能

Improve social effectiveness

3. 提高自我效能，实现个人目标

Improve self-efficacy, attainment of personal goals

基本的理论假设1

Basic Theoretical Premise 1

- 人类绝大多数的行为是有动机和目标的；个人是一个主动的主体
Most human behaviors are motivated and goal-directed; the individual is conceived as an active agent
- 人类行为透过躯体实现，受生物的、认知的和情绪的过程的调节和制约
Human action is embodied and mediated by biological, cognitive, and emotional processes
- 人类行为和外部环境现实是互动的；这是一个相互影响和转化的过程
Human action and external environmental realities interact with each other; and there is a process of mutual influence and transformation

基本的理论假设2

Basic Theoretical Premise 2

- 人类绝大多数的行为是通过学习获得的：一些是在日常的、非正式的场所学会的，一些是通过系统的学习掌握的

Most human behaviours are learned: Some are learned in informal, everyday situations, some are learned through structured programs

- 就实现目标而言，人类行为的有效性不同
- Human behaviors vary in their effectiveness with regard to the attainment of goals

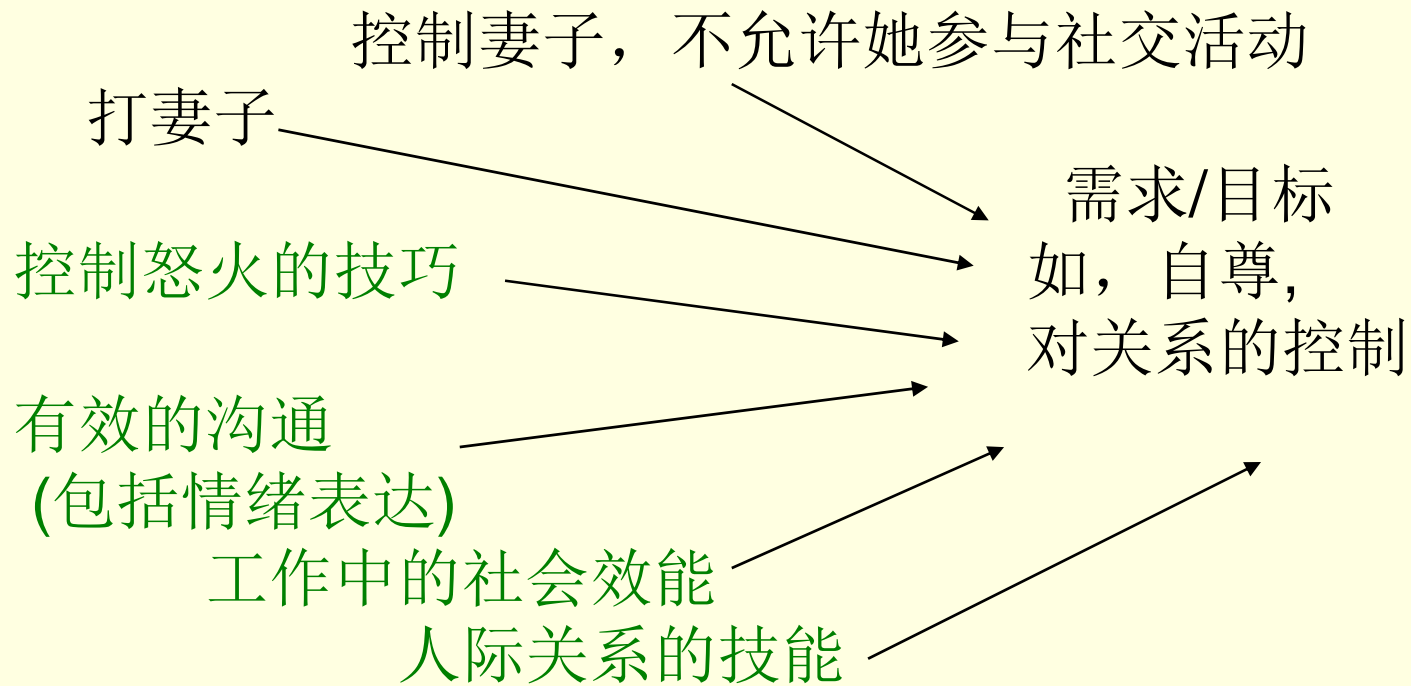
基本的理论假设3

Basic Theoretical Premise 3

- 不良/问题行为试图通过无效或不当的方式达到目标
Problematic behaviours are attempts to attain goals by ineffective or socially inappropriate means
- 学会新的有效的策略和技能能够取代以前的无效的或不适的行为
The mastery of new strategies and skills that are effective can lead to displacement of formerly learned ones that are ineffective or inappropriate

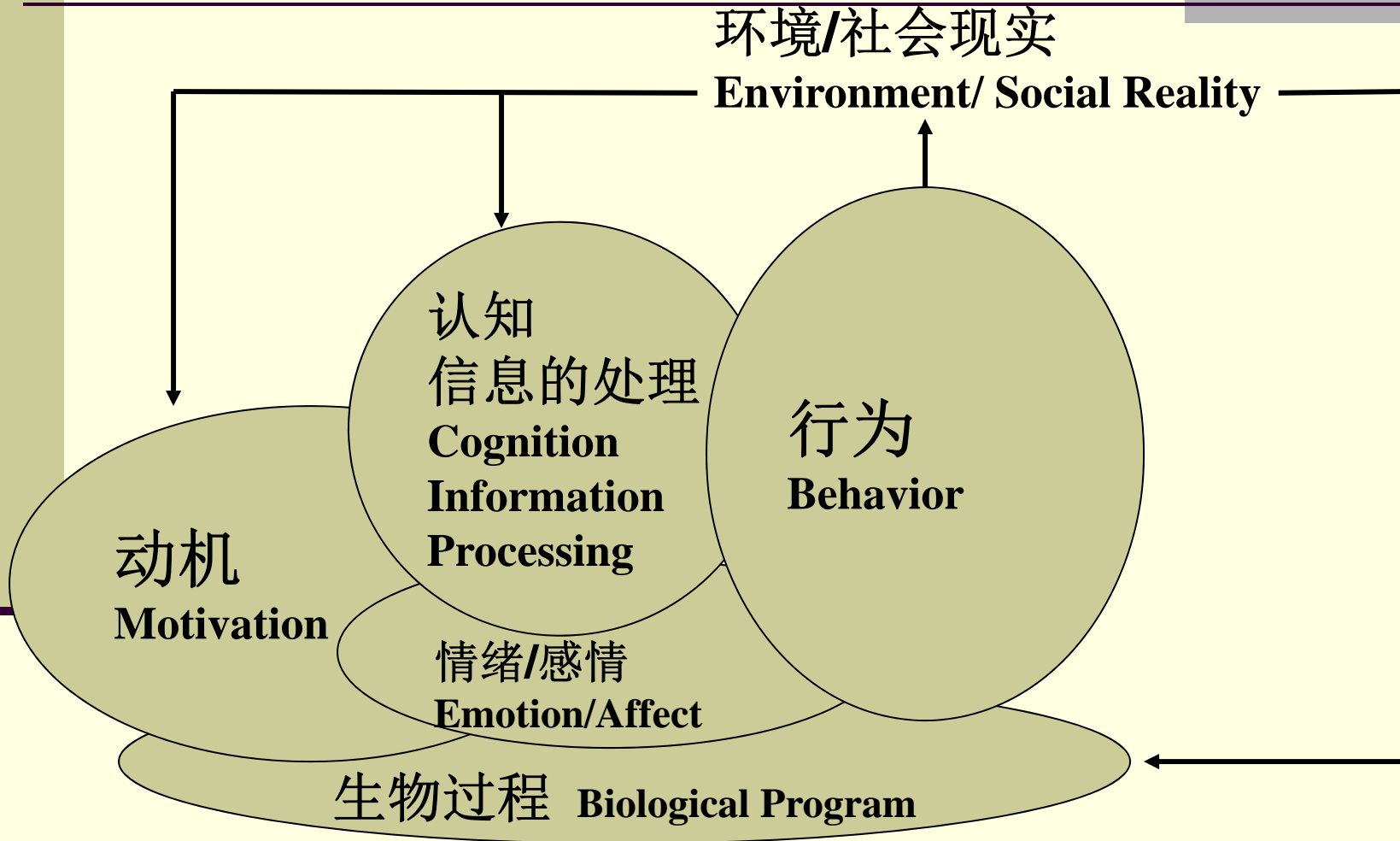
例如:一个虐待妻子的丈夫

行为策略



人类行为和社会环境

Human Behavior and the Social Environment



问题即行为短缺

Problems or Issues as Behavioral Deficit

- 许多心理问题表现为不能有效或适宜地满足个人需求的行为

Most mental health problems are manifested as behaviors that are either ineffective or inappropriate for meeting personal needs (symptoms)

- 问题不是需求，而是行为

It is the behavior, not the need, that is problematic

- 新的有效的和适宜的行为（技能和策略）将会代替不良或失功能行为

New behaviors that are effective and appropriate (skills and strategies) will replace dysfunctional ones

问题即行为短缺

Problems or Issues as Behavioral Deficit

- 行为技巧和策略能够系统地学习

Behavioral skills and strategies can be learned systematically

- 体能技巧（例如：滑雪、体操）学习比喻：

The (motor) skills learning metaphor:

- 学能/潜质的差异 Aptitude, differential strengths
- 经验学习 Experiential learning
- 熟练和练习 Proficiency and practice
- 技能和表现 Skills and performance

例:患者自述妄想性思想

Example: Patient reporting delusional thought

常规精神病学: 症状/功能不良

Conventional Psychiatry: Symptom/Dysfunction Orientation

- 精神分裂症性障碍的症状

Symptomatic of schizophrenic disorder

- 现实扭曲

Distortion of reality

例:对患者自述妄想性思想的 SSLD 功能分析

Example: SSLD Functional Analysis of Patient reporting delusional thought

- 透过语言表达缓解焦虑（寻求安慰，自我保护的需要）
Verbalization: releases anxiety (comfort, self-protection needs)
- 妄想的建构: Construction of delusion
 - 一种应对不可抗拒情境的方法（认知需要）
A way to make sense of overwhelming situations (cognitive need)
 - 保护自我免受心理威胁和损失（安全，自尊的需要）
Protects the self from psychological threat and damage (safety, self-esteem needs)
- 报告妄想性思维: 告诉别人自己需要帮助的一个途径（社会的、归属的需要）
Reporting delusional thought: A way to tell others that one needs help (social, affiliation needs)

技能学习和行为改变

Skills Learning and Behavioral Change

1. 问题翻译: 把问题重构为需求和目标

Problem translation: reformulate problems and issues into needs and goals

2. 开发和设计目标导向的技能和策略

Generating and designing goal-directed skills and strategies

- 技能，策略，表现

- **Skills, Strategies, Performance**

技能学习和行为改变

Skills Learning and Behavioral Change

- 3 通过系统的学习观察和象征性的调解
Systematic learning through Observation or symbolic mediation

4. 模仿，角色扮演，演习，及反馈
Simulation, role play, rehearsal, and feedback
 - 4Rs: 现实生活练习（Real-life (*in vivo*) practice），报告（report back），回顾（review），及改良（refinement）

5. 评估 Evaluation

通过集体创造新的技能

New Skills through Collaborative Creation

- 大脑风暴 Brainstorming
 - 界定标准/条件 Specify criteria/conditions
 - 识别技能的要素 Identify skill components
 - 渐进主义 Incrementalism

- 模仿和演习 Simulation and rehearsal

- 修正和改良 Modification and refinement

社会技能的学习和发展 (SSLD)

可以广泛应用于不同的精神卫生领域

- 个体的咨询和心理治疗
- 配偶/伴侣和家庭的咨询和治疗
- 团体咨询和心理治疗
- 心理健康教育的干预
- 教育，学习和训练
- 社区/公共机构
- 通过更好的医患关系改善临床疗效
- 团体发展：领导，团队建设
- 社区心理健康：社区教育、培训程序 (e. g., 精神分裂症患者的自务群体，在学校的反欺凌训练，对受虐妇女的进取心训练，等)

学习和发展对训练和指导

Learning and Development versus Training and Coaching

- 强调学习而不是训练或指导，我们关注的重点是学习者而不是培训者

By emphasizing learning rather than training or coaching, we are focusing on the learner instead of on the trainer.

- 关键不是训练者要教什么，而是学习者需要学习什么

The key point is not what the trainer is trying to offer or teach, but what the learner needs to learn.

- 我们相信有时候可以不通过教导就能学习；学习者可以超出训练者的知识和技能

We believe that learning can sometimes happen without teaching; and the learner can go beyond the trainer's knowledge and skill.

- 需要关注学习过程及技能是怎样发展的

Attention should therefore be paid to the learning process and how skills are developed.

成套的程序对应变的技能学习

成套的 (Packaged Program)

- 事先设计的，固定的同一程序(e.g., 进取心训练); 假设能适用于每个患者
- 假设相似的问题的常规需求
- 结构化、手册化的，易于学习和实施
- 通用的技能组件
- 通常在群体中

应变的 (Contingent)

- 根据患者的需求和特定的情境而定的
- 强调个体的需求和个性
- 要求个性化的问题重构
- 共通的和个性化的技能
- 适用于个体或群体