

国家“863计划”地震应急项目研究成果  
四川省心理健康教育研究会推荐

# Disaster Psychology:

Mental Education and Crisis Intervention  
for School Adolescents in Disaster Areas

# 灾难心理学

——灾区学校青少年心理教育与危机干预

主 编 宁维卫  
副主编 陈 丽 陈 华



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面对难以预料的灾难，我们仍可以积极应对！

We cannot fail to persevere in face of unpredictable disasters.

——作者（The author）

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# **Disaster Psychology: Mental Education and Crisis Intervention for School Adolescents in Disaster Areas**

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Ma Shuqin, Gao Fei, Ma Yuede

## 前言

汶川“5·12”大地震，日本“3·11”大地震，给人类心灵造成巨大的伤害，也给我们带来深刻的启示。面对不可预知的重大伤害，人类并非仅仅被动承受，仍可以主动应对，最大限度地减少人员伤亡与财产损失。强大的破坏力使我们认识到：为避免更大的灾难，需要未雨绸缪，进一步做好预防灾害的思想与心理准备，增强防灾减灾的能力。

预防灾害需要从教育做起，其中灾害前后的心理教育对灾难应对具有重要的意义，并可丰富新时期学校心理健康教育的内涵。在我国，学校灾难心理教育是灾难应对研究中相对薄弱的环节，亟须加强。

灾难心理教育与灾后心理重建极具实际价值。在制定和实施灾难心理教育规划过程中，要坚持马克思主义唯物辩证法的指导，坚持从科学心理学出发，有步骤、有秩序地实施心理援助与心理健康教育。四川“5·12”大地震以后，在党和政府的正确指导和全国人民的大力支持下，灾区人民自力更生，艰苦奋斗，各项重建工作紧张而有序地开展，其中，心理重建与心理教育对于灾区的重建有着重要的意义和作用。灾后心理重建是建设和谐社会，落实科学发展观的具体体现。科学发展观的核心是以人为本，灾后心理重建的关键在于让受灾群众恢复信心、增强力量、增长才干，在救灾重建中建功立业、锻炼成长。这是一项紧迫而艰巨的任务。

灾难心理教育与灾后心理重建是心理健康教育领域的全新课题，亟须加强相关理论的研究。应通过系统的研究与提炼，创建有中国特色的灾难心理健康教育学术成果，更好地服务于人与社会。新时期灾难心理健康教育需要强化以下观点：

(1) 坚持以人为本的理念。科学发展观，第一要义是发展，核心是以人为本。在灾难心理教育中，以人为本的内涵包括两个方面。首先，要关心人的生存需要，使受灾群众感到安心、顺心和放心，要基于对灾民的责任心与爱，对弱势群体予



以充分的关怀与尊重。其次，要关心人的发展，灾后重建不能“见物不见人”，更要重视人的心理潜力的充分释放，要引导与教育民众增强战胜灾难的信心，以饱满的热情投身于建设美好家园的事业中。

(2) 教育与训练在心理素质培育中的重要作用。个体心理素质主要是经过社会实践逐渐形成与发展的，并受到多方面因素的交互影响。在灾难心理教育中，亟须加强的方面包括合作与互助、意志力与坚韧性、乐观与信心、情绪管理与性格培养等。

(3) 灾难心理教育要有针对性。要有针对性地研究不同群体与个体的心理需求，从多方面系统地探讨灾后心理问题的特征和成因，及其早期干预与援助、中长期教育策略。

(4) 灾后心理援助与心理教育模式不应是单一模式，而应建立一个模式系统，这个模式系统是以“个体—家庭—社区（学校、单位）—社会”四个层面结合构成模式的背景，分层研究适合不同地域、人群、个体的灾后心理教育模式。灾后心理教育模式的构建应充分考虑到模式的综合性、层次性、独特性、系统性和操作性等特点。

(5) 应将灾难心理教育作为重要内容纳入新时期心理健康教育范畴。充分发挥课堂主渠道作用，使学生获得灾难现象、灾难成因、灾难规律的相关知识，为应对未来可能的灾害做好充分心理准备。针对自然灾害的突发性和不可控性，增强学生应对灾害的心理能力。

基于上述观点，由我负责的“863 计划”分项课题“灾区学校青少年心理健康的影响因素及心理干预适宜技术研究”团队认真总结四川灾后心理援助与心理健康教育的经验，追踪灾后心理健康教育发展的最新动态，最终完成《灾难心理学——灾区学校青少年心理教育与危机干预》一书。全书围绕灾难心理教育、心理援助与心理重建，对学校灾难心理教育的关键概念、理论构想、实践模式等方面进行了阐述，力求在前期实证调研与实践探索的基础上，归纳总结出系统、科学、操作性强的灾难心理教育模式。本书强调本土化理论与实践的探讨，立足理论与实际的结合，针对性和指导性强。

本书是团队合作的结晶，凝聚着成员的辛勤劳作。全书由课题负责人整体规划与修改，具体写作分工如下：第一章由宁维卫、陈丽执笔；第二章第一节由吴



顺领执笔，第二节、第三节由陈华执笔；第三章第一节由何立群执笔，第二节、第三节由杨兴鹏执笔；第四章第一节由蒋洪波执笔，第二节由张涛执笔，第三节由徐建执笔，第四节由刘娣执笔；第五章第一节由马淑琴、董契执笔，第二节由张学伟、高飞执笔；第六章第一节由马岳德执笔，第二节由赵慧执笔，第三节由肖放执笔，第四节由董契执笔。

感谢四川省科技厅对本课题的顺利完成给予的大力支持与帮助；感谢四川省社会科学界联合会对出版本书的关心与支持；感谢西南交通大学党委副书记朱健梅教授对出版本书的鼓励与支持；感谢西南交通大学出版社阳晓社长对本书顺利出版给予的大力支持；感谢四川工程职业技术学院司徒渝院长、四川建筑职业技术学院鲁亚平副院长、四川水利职业技术学院学生处缪勉一处长、张盈盈老师、曾丹老师及西南交通大学应用心理学专业 2008 级心理 1 班唐光蓉、王雅琴、张艺兰、陈炜等同学对问卷调查的帮助。感谢赵慧老师及董契博士对我的协助。感谢费维宝老师出色的翻译工作。

宁维卫

四川省学术和技术带头人

四川省心理健康教育研究会会长

2011 年 4 月

## Preface

“5 · 12” Wenchuan Earthquake and “3 · 11” Japan Earthquake have brought great harm to human minds as well as profound enlightenment to us. In face of unpredictable grave harm, we human beings should not just endure passively. Still we can respond proactively and minimize the loss of both lives and properties. The heavy destructive forces have made us realize that it is necessary for us to provide for rainy days and make further ideological and psychological preparation for disaster prevention in order to enhance the capacity of disaster prevention and mitigation and avoid even greater disasters.

Disaster prevention should begin with disaster education, and the mental education before and after disasters is of great significance to disaster response and can enrich the connotations of the new-period school mental health education. As school disaster mental education in China is the relatively weak link in the research of disaster response, it therefore calls for urgent enhancement.

Disaster mental education and post-disaster psychological rehabilitation are of great practical value. In formulating and executing a disaster mental education program, we should adhere to the guidance of Marxist materialistic dialectics and carry out psychological aid and mental health education on the basis of scientific psychology in a step-by-step and orderly manner. After “5 · 12” Wenchuan Earthquake, correctly guided by the Chinese Communist Party and government and strongly supported by Chinese people across the country, the people in the disaster area are relying on themselves and working hard to carry out all the reconstruction work orderly and efficiently. Evidently, the psychological rehabilitation and mental education have great significance and an important role to play in the reconstruction of the disaster area. The post-disaster psychological rehabilitation is the embodiment of building a harmonious society and implementing the scientific concept of development. As the core of the scientific concept of development consists in the human-oriented approach, the key to the post-disaster psychological rehabilitation lies in confidence recovery, strength build-up, capability enhancement, and making contributions and progress in the process of post-disaster reconstruction. The post-disaster psychological rehabilitation is therefore a pressing and arduous task.



Disaster mental education and post-disaster psychological rehabilitation are the brand-new research subjects in the field of mental health education that urgently call for the enhancement of the relevant theoretical research. To serve the people and society better, academic achievements in disaster mental health education with Chinese characteristics should be accomplished through systematic research and refinement. The disaster mental health education for the new period should emphasize the following ideas:

(1) Adhere to the human-oriented philosophy. The scientific concept of development takes development as its fundamental theme and human-orientedness as its core. In the domain of disaster mental education, human-orientedness encompasses two aspects. The first aspect is to meet people's survival needs, help the people in the disaster area live in peace, satisfaction and assurance, and offer the vulnerable groups adequate care and respect out of the sense of responsibility and love toward the disaster victims. The second aspect is to care about people's development. In the process of post-disaster reconstruction, more attention should be paid to the complete tapping of people's psychological potential instead of just paying attention to the material reconstruction. We should assist and guide the people to strengthen their confidence in overcoming disasters and plunge themselves into the construction of a better homeland with full enthusiasm.

(2) The important role played by education and training in psychological diathesis cultivation. An individual's psychological diathesis is formed and developed gradually through social practice, and influenced interactively by various factors. The aspects of disaster mental education calling for urgent enhancement include cooperation and mutual assistance, willpower and tenacity, optimism and confidence, emotion management and character cultivation, etc.

(3) Disaster mental education should be characterized by pertinence. Specifically, the psychological needs of different groups and individuals should be studied with pertinence. Besides, the characteristics and contributing factors of post-disaster psychological problems, the early intervention and aid, and mid-term and long-term education strategies should be studied systematically from different perspectives.

(4) The mode of post-disaster psychological aid and mental education should be a mode system instead of a single mode. This mode system is a mode background composed of four tiers: "individual—family—community (schools, organizations)—

society”, aiming at studying in a stratified manner the post-disaster mental education modes that suit different regions, groups, and individuals. The construction of post-disaster mental education mode should put into thorough consideration the characteristics of the mode, such as comprehensiveness, hierarchy, uniqueness, systematicness, and operability.

(5) The disaster mental education should be subsumed under the new-period mental health education as its important integral part. We should put class teaching—the main channel into full play to impart to students relevant knowledge, such as disaster phenomena, disaster causes, and disaster laws, in order to get them well prepared psychologically for possible future disasters. We should especially enhance students’ psychological resilience against rapid-onset and uncontrollable disasters.

Based on the above views, the research team undertaking the branch research project of 863 Program (863 HTRDP) under my charge “A Research on the Factors Affecting the Mental Health of School Adolescents in Disaster Areas and Appropriate Psychological Intervention Techniques”, summarized conscientiously Sichuan’s experience of post-disaster psychological aid and mental health education, traced the latest tendency of the development of post-disaster mental health education, and finally accomplished the book, *Disaster Psychology: Mental Education and Crisis Intervention for School Adolescents in Disaster Areas*. Centered on disaster mental education, psychological aid and psychological rehabilitation, the book expounded on the key concepts, theoretical ideas, and practice modes of school disaster mental education, and extracted a systematic, scientific and highly operable mode of disaster mental education from the early empirical research and practice. Laying emphasis on the exploration of the localized theory and practice, and based on the combination of theory and practice, the present book is clearly targeted and operable.

This book is the crystallization of teamwork and the condensation of team members’ hard working. The overall planning and revision of the book is undertaken by the project leader, and the specific division of writing is as follows: Chapter 1 is written by Ning Weiwei and Chen Li. Section 1 of Chapter 2 by Wu Shunling. Section 2 and 3 of Chapter 2 by Chen Hua. Section 1 of Chapter 3 by He Liqun. Section 2 and 3 of Chapter 3 by Yang Xingpeng. Section 1 of Chapter 4 by Jiang Hongbo. Section 2 of Chapter 4 by Zhang Tao. Section 3 of Chapter 4 by Xu Jian. Section 4 of Chapter 4 by Liu Di. Section 1 of Chapter



5 by Ma Shuqin and Dong Jie. Section 2 of Chapter 5 by Zhang Xuewei and Gao Fei. Section 1 of Chapter 6 by Ma Yuede. Section 2 of Chapter 6 by Zhao Hui. Section 3 of Chapter 6 by Xiao Fang. Section 4 of Chapter 6 by Dong Jie.

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**Ning Weiwei**

An Academic and Technological Leader of Sichuan Province

The Chairman of Mental Health Education Society of Sichuan Province

April 2011



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