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插上知识的翅膀，成为**国际化护理人才**；
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CGFNS 应试指导丛书

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考试

考点解析·精神卫生分册

◎主 编 唐云翔

上海科学技术出版社



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前 言

当前,护士人力资源严重缺乏已成为许多发达国家的普遍现象。据估计,美国到 2010 年将有 11.4 万个注册护士职位空缺,到 2020 年短缺量将达到 50 万人;其他一些发达国家如英国、澳大利亚、新西兰、加拿大、新加坡等,也将面临同样的问题。因此,这些国家纷纷将引进护士人才的触角延伸到发展中国家,而中国随着近年来高等护理教育事业的蓬勃发展,已成为护士人力资源最丰富的国家之一。国内就业难度的逐步升高与国外丰厚的薪金和良好的就业环境形成强烈对比。通过 CGFNS(Commission on Graduates of Foreign Nursing Schools)资格考试,即美国海外护士资格认证考试,获得 CGFNS 证书,成为广大中国护士获得移民工作签证、开拓国外就业市场的重要手段,使护士出国不再是梦想。自 2003 年我国引进 CGFNS 考试以来,各地 CGFNS 培训机构如雨后春笋般涌现,这对于推动中国护理教育国际化,提高中国护理人才在职培训水平具有很大促进作用,也推动了高校护理教学、教材的改革;但是由于信息局限、教材缺乏、语言障碍以及护理思维方式等差异,使 CGFNS 培训收效甚微,对于多数迫切希望早日出国的护士而言,该考试仍是一道较难逾越的鸿沟。

基于此,在上海科学技术出版社的倡导下,第二军医大学护理系借助与美国麻省大学护理学院、英国兰开夏大学、澳大利亚大学的广泛合作关系,组织了一批专业知识扎实、临床经验丰富、英语综合能力强、到欧美国家做过访问学者或进修的中青年师资担任该丛书主编和副主编,所有编著人员均为医学硕士或以上学历且接受过 CGFNS 培训。丛书旨在通过系统、全面的 CGFNS 考试考点知识解析和模拟训练,帮助广大中国护士顺利获得 CGFNS 证书,同时帮助广大在职护士提高专业英语知识,增强临床应变能力,转变护理思维模式,掌握国外护理发展趋势。

该丛书是一套系列丛书,按内容分册,包括 CGFNS 考试常用词汇介绍、内外妇儿及精神疾病的知识点解析、CGFNS 考试概况和应试技巧以及模拟考题训练。丛书有三大特点:一是中英文同步介绍,便于读者阅读和记忆;二是以考点解析为主,提纲挈领,便于读者深入理解问题;三是重点明晰,在每章开头即交代需重点掌握和了解的内容,便于读者抓住重点。在编写过程中,编者始终围绕美国护士该掌握哪些知识、在临床中该以什么为重点,充分考虑文化

2 前 言

差异在护理工作中的重要性,并将其体现在知识点解析和问题举例中,使护士在掌握专业知识的基础上,对美国的多元文化和护患沟通有更进一步的了解。

该丛书是护理人从护理的角度出发,为提高护士国际化水平而编著的,它不仅弥补了目前国内 CGFNS 考试培训市场教材的空缺,对于进一步规范 CGFNS 考试培训也有一定的导向作用。随着外资医院的涌现,国际化护士在中国也具有较强的竞争力,因此,该丛书不仅可作为准备参加 CGFNS 考试护士的参考书,也适用于广大临床护士和护理教育工作者阅读,以提高国际化职业竞争力,提升护士的社会地位。所有参编人员竭诚希望丛书能成为广大护士的良师益友,走进大家的读书时间。

由于 CGFNS 考试在国内刚刚起步,而编者水平有限,故书中不足之处在所难免。恳请广大读者和同行不吝指正,以期更加完善和提高,在此一并表示谢忱。

周兰姝 王志红

2009 年 5 月

编写说明

精神科护理内容在 CGFNS 考试中占有相当大比重。历年 CGFNS 考试,国内学员都会反映这部分试题回答起来难度颇大。之所以会出现这种情况,一个重要原因是精神科患者的护理,不仅与疾病,更与患病的“人”,以及患者生活的人文环境有关。国内外的巨大文化差异,使得国内的学员在解答这部分习题时会有较大困难。为此,我们特编写本书,希望能够帮助有志于此的护理人员更多地了解国外的相关知识。在编写过程中,我们对国内外精神卫生教材进行了对比,重点介绍了国内护理教育中易被忽略的部分,而对国内外教育中共性的问题不做过多叙述。

全书共 12 章,内容涉及生长发育理论、器质性脑综合征、成瘾、阿尔茨海默病、精神分裂症、情感障碍、人格障碍、躯体变形障碍、虐待、丧失、悲哀与死亡、心理治疗与护患关系等。其中,生长发育理论、虐待、躯体变形障碍、丧失、悲哀与死亡、心理治疗与护患关系等内容在国内教科书中涉及较少,这也是广大考生在考试中普遍觉得比较吃力的地方。而器质性脑综合征、成瘾、阿尔茨海默病、精神分裂症、情感障碍、人格障碍等章节的内容,虽然在国内的《精神病学》教科书中也有涉及,但国内外在诊断、治疗和护理方面存在较大差异,大家在阅读时可以结合我国的教材一起学习,以加深印象。

本书的编排格式尽量与丛书保持一致,按基础知识、临床特点、患者管理、重要信息、相关知识和相关技术六大部分编排,但因为本书自身的特点——并非完全按照疾病体系编写,故部分章节的编排格式会有所调整。

考虑到国内外文化的差异,在编写过程中,我们将部分不易理解的内容,以案例学习(Case study)的形式,在相关章节的末尾集中呈现,并附上解答,以助各位学员理解。同时,在编排过程中,我们力求贴近考试实际,注重实际应用,对部分与临床关系不大、考试时不太涉及的内容作了相应删减,这样的变化将有助于广大读者更好地把握考试内容。

本书在编写过程中虽然参阅了大量国内外著作,对某些内容进行了充实和加强。但由于本书的编写时间仓促、水平有限,不当之处在所难免,敬请广大读者和同行批评指正,以求再版时改进与完善。

唐云翔

2009 年 6 月

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Chapter 1 Developmental Theory (发展理论)

【考点概述】

成长发展理论用以解释个体的成长发展,主要包括皮亚杰的认知发展理论,柯尔伯格的道德发展理论,弗洛伊德的性心理发展理论,以及艾里克森的心理社会发展理论,这些理论均应在理解的基础上运用。

(1) 皮亚杰认知发展理论的分期,各期的时间节点及儿童的特征性表现,不同时期特定概念的含义。

(2) 柯尔伯格道德发展的3水平6阶段理论,不同阶段儿童的特征性表现,“海因兹困境”与道德发展的关系。

(3) 弗洛伊德性心理发展理论的分期,各期时间节点及儿童的特征性表现,力比多、本我、自我、超我等概念的含义。

(4) 艾里克森心理社会发展理论的分期,各期的时间节点及个体的特征性表现。

Section 1 Jean Piaget's Theory of Cognitive Development (皮亚杰的认知发展理论)

【Basic knowledge】

Jean Piaget is a Swiss psychologist who began to study intellectual development. He proposed that the thinking process would develop through each of the stages until a child can think logically. Understanding cognitive development helps us arrange appropriate lessons and learning environments. The following are four of Piaget's developmental stages:

1. Sensorimotor stage(birth to 2 years)

Infants mainly make use of senses and motor capabilities to experience the environment. For instance, if infants cannot see or touch an object, they stop trying to find it. Once infants develop the capability to recognize that a hidden object still continues to exist, they start searching for it. The characteristic limitation of this stage is 'thinking only by doing'.

(1) Substage one: basic reflexes(birth to 1 month)

Children enter the world equipped with a set of inherited action patterns and reflexes through which they experience their environment. The intellectual development of the child begins through these actions as this is how the child acquires knowledge about its surroundings; this

【基础知识】

皮亚杰是从事智力发展研究的瑞士心理学家。他认为,儿童的思维经历一定阶段的发展后才会出现逻辑思维。了解儿童的认知发展可以帮助我们合理安排儿童的课程和学习环境。他提出以下4个发展阶段:

1. 感知-运动阶段(0~2岁)

婴儿主要通过感觉和运动能力来体验周围环境,例如,如果他们不能看到或接触到一个物体,就会停止寻找;一旦婴儿发展至能认识到隐藏的物体仍然是存在的,他们就会去寻找那些物体。本期的特征是:“只能通过做来思维”,它又可以分为6个亚阶段。

(1) 亚阶段1:运用反射(0~1个月)

在这一阶段,婴儿通过先天具有的一系列行为模式和反射来感知外界环境。通过这些行为,儿童的智力得以发展,因为这就是儿童获取

knowledge forms the basis for more complex developments further down the track. Infants are restricted in what they can know as their behaviors and schemata are limited. Adaptation to their surroundings through assimilation and accommodation begins in this stage.

(2) Substage two: primary circular reactions(1~4 months)

In the second substage of Piaget's theory, the knowledge and intelligence of the infant now extends beyond the innate behaviors they were born with but these new acquisitions have only come about through the accommodation of schemata. The infants show one of the first signs learning which is modifying their reflexes as a result of their environment(Bjorklund, 1995). These acquisitions come about by a circular means. Actions that are at first random and activate a reflex are attempted again to try and induce the experience again. The signs of intentionality have appeared. These patterns of learning have been labelled primary circular reactions.

This is also the substage in which object permanence begins to develop and the active search for a hidden object begins.

(3) Substage three: secondary circular reactions(4~8 months)

Secondary circular reactions are the first acquired adaptations of behaviors that are not reflexive, as opposed to the primary circular reactions which are reflex based. An infant in this stage may accidentally cause something interesting to happen and then seek to re-create the happy event. The interesting events in this case are located in the external world, in primary circular reactions the interesting events are occurring within the body. A child in this substage, however, does still not understand the aspects of cause and effect and so will sift through the many behaviors it was indulging in when the event occurred and narrow it down to the particular action without really understanding the underlying concepts of why the event recurs.

(4) Substage four: coordination of secondary circular reactions(8~12 months)

The actions of the previous stage flourish in this stage and continue to develop. The difference is that the need now precedes the act. Intentionality occurs in interactions with the environment and the infant is moving towards goal directed behavior. An understanding of cause and effect relationship has come into being in the child's world.

(5) Substage five: tertiary circular reactions(12~18 months)

关于外部知识的方式。这些知识为儿童后来的更为复杂的发展奠定基础。由于其行为和图式受限,婴儿获得的知识也是有限的。通过同化和顺应来适应环境的能力就始于此期。

(2) 亚阶段 2:初级循环反应(1~4 个月)

在本阶段,知识和技能的发展超出了先天的行为与反射模式,新知识只有通过顺应才能获得。婴儿学习到这种能力的第一个标志是根据外界环境相应地调整自己的反射(Bjorklund, 1995)。这种经验的获得以一种循环的方式进行:一个随意的动作使机体产生相应的反射,接着婴儿会试图再度做出此动作以诱发这一反射。即目的性行为开始出现。这种模式的学习现在被称为初级循环反应。

“客体永恒性”也在本亚阶段开始发展,儿童开始主动寻找被隐藏的物体。

(3) 亚阶段 3:次级循环反应(4~8 个月)

与初级循环反应亚阶段相反,次级循环反应是第一个不以反射为基础的获得性行为适应。婴儿在无意间引起外界某个有趣的事发生后,会试图让其再现。在这里,有趣的事是存在于外界环境的,而在初级循环反应阶段,这种事情是在身体内部的。但这一阶段的婴儿尚不能将发生某事的原因和结果联系起来,他会对事件发生时的一系列行为进行筛选,缩小其范围,从而确定引起特定事件的行为,但却不理解事件再次发生的潜在原因。

(4) 亚阶段 4:次级图式协调(8~11 个月)

上一阶段获得的行为在本阶段随处可见,并继续发展,不同的是需要先于行为存在,目的性在婴儿与环境的互动中出现了。婴儿开始理解原因和结果之间的关系。

(5) 亚阶段 5:三级循环反应

This stage is characterized by a means/ends differentiation. The infants are no longer restricted to the application of previously established schemata to obtain a goal. They can make the necessary alterations to their schemata to solve problems; this reflects a process of active experimentation (Bjorklund, 1995). These differences in cognition coincide with improved locomotive abilities; the children have become more physically active. In this stage, causal inferences are still unavailable to the infant; it must see an action occur before it has any understanding of the causal relationship.

(6) Substage six: invention of new means through mental combinations (18~24 months)

The earlier stages of the sensorimotor stage appear to be set on a continuum but the transition from the fifth to the sixth stage is more of a disjointed transition. Symbolic function first appear during this stage, this runs parallel with the development of language. Language is an expression of symbolic function and it is at this stage that the children begin to string words together in pairs, the origins of sentences.

2. Preoperational stage (2~7 years)

Children start to use symbols such as language to represent objects. For instance, the child understands the word "apple" although a real apple is not seen. However, the Preoperational child still learns from concrete evidence while adults can learn in abstract way. The Preoperational child is also unaware of another person's perspective. They exhibit egocentric thought and language.

Here are some limitations of Preoperational thought. To begin with, the Preoperational child lacks the concept of conservation. If a child is presented with two rows of apples that contain the same number of apples, and one row is lengthened without any change in the number of apples, the preoperational child states that the rows are not equivalent. Children's decisions are dominated by their perceptions.

Conservation does not happen simultaneously in all subject areas. Children can understand conservation of numbers around age 5~6, and understand conservation of substance, or mass around age 7~8.

Additionally, the Preoperational child is likely to center on only one dimension of an event and ignore other important details. Also, children concentrate more on the static features of an event than on the transformations from one state to another. Last, children in the Preoperational period at times will see some relationships between particular cases while in actuality there is none. For instance, a child might say,

(12~18 个月)

本阶段的特征是婴儿了解目的和手段的区别。婴儿不再局限于用先前建立起来的图式来达到目的,而是可以对自己获得的图式进行必要的修正从而解决问题,这反映出一种主动的试验过程 (Bjorklund, 1995)。这种认知的变化与儿童躯体活动能力的改善相符——婴儿的躯体活动大大增多。本阶段的婴儿仍然不能作出原因推理,他们必须看到行为的发生才能理解因果关系。

(6) 亚阶段 6: 通过心理组合发现新方法 (18 个月以上)

前面几个阶段似乎是一种连续,而第 5 至第 6 亚阶段的变化更像是一种飞跃。象征性功能开始出现,它是和语言能力平行发展的。语言是象征功能和思维内容的一种表达。这一阶段的儿童开始将词和词放在一起,组成简单的句子。

2. 前运算阶段 (2~7 岁)

儿童开始使用符号(如语言)来代表客体。即使看不到一个真正的苹果,他们也能理解“苹果”这个概念。但他们只能通过具体思维来学习,这与成人可以通过抽象思维来学习不同。他们不能从他人的视角看问题,在思维和语言上表现出自我中心性。

前运算阶段的思维有一些局限性:开始的时候,儿童缺乏守恒概念,如将苹果排成两排,数目相等但其中一排的苹果间距更宽,儿童会认为两排苹果总量不同。他们的判断受自己的感觉支配。

守恒的发展因对象不同而异:儿童 5~6 岁时可以理解数目的守恒,7~8 岁时可以理解物质或质量的守恒。

另外,本期的儿童容易从一个维度去思考问题而忽略其他一些重要细节。而且,他们更容易把握事物的静态特征,而非动态特征。最后,本期儿童有时会发现事物间某些并不存在的联系。如一个孩子可能会

"If an apple is red, then a green fruit is not an apple."

This stage is divided into two sub-phases:

(1) Preconceptual thought phase(2~4 years)

This stage is characterized by a lack of ability to classify and regards similar objects as though they are identical in a type of muddled categorization; i. e. all men must be 'Daddy', all animals are 'doggies', all toys are his, one pile of green beads has more than another pile of non-green beads. The preconcepts child cannot hierarchically discriminate between oranges and apples for instance, but has a hunger to constantly ask 'what is that?'

(2) Intuitive thought phase(4~7 years)

Thinking has become more logical and perception plays a striking role now. Piaget's experiments for Conservation indicate the child is able to be easily tricked by dominant and immediate perceptions. 'Egocentrism' or self-centred understanding dominates the thinking in the intuitive child who is unable to understand the point of view of others. Dominant question is 'why?'

3. Concrete operational stages(7~11 years)

The concrete operational child begins to think logically. Concrete operations allow children to classify several classes into a bigger group or to combine a number of classes in any order. Although objects are moved or reordered, no change takes place.

In addition, concrete operations allow children to order objects in terms of more than one dimension. Children at the concrete operational stage can solve conservation tasks. The operational thought is reversible. The concrete operational child can operate an action, and then go back to the original condition. For instance, $3+2=5$ and $5-2=3$.

The limitation of the third stage of cognitive development is that operations are only carried out on concrete objects, and limited to two characteristics at the same time.

4. Formal operational stage(11 years and beyond)

They are able to deal with propositions that explain concrete facts. They have the ability to use planning to think ahead.

Most importantly, students at Piaget's final stage of cognitive development increase their ability to think abstractly. They can solve complex and hypothetical problems involving abstract operations.

Formal operational thinkers can recognize and identify a problem. They can state several alternative hypotheses, execute procedures to

说:"如果苹果是红的,那么绿色的水果就不是苹果。"

本阶段又分为2个亚阶段:

(1) 前概念思维期(2~4岁)

本阶段的特征是儿童缺乏分类的能力,他们将相似的物体归为一类,似乎他们处在一种分类混乱状态。如称所有的男人为“爸爸”、所有的动物为“狗狗”、所有的玩具都是自己的、一堆绿色的珠子比另一堆其他颜色的珠子多。另外他们可能不能从多个角度区分橘子和苹果,但很喜欢问“那是什么?”

(2) 直觉思维期(4~7岁)

儿童的思维更具逻辑性,感觉对本阶段的思维有重大影响。皮亚杰的守恒实验表明儿童很容易被支配性的直接的感知信息所欺骗。本期的儿童还表现出强烈的“自我中心”思维,不能从别人的角度去理解事物。最常问的问题是“为什么?”

3. 具体运算阶段(7~11岁)

本期儿童开始能进行逻辑思考,他们可以将几个小的类别归入一个大的类别,或将许多类别按顺序排列(序列)。儿童会知道,尽管物体被移动过或次序被打乱,但其数量不变。

另外,儿童可以从多个维度对物体进行排序,本期儿童可以解决守恒问题。具体运算思维是可逆的,儿童可以进行一个行为,再回到初始状态,如儿童知道 $3+2=5$,也就知道 $5-2=3$ 。

本期儿童的局限是只能进行一些具体事物的运算,只能同时进行两个特征的运算。

4. 形式运算阶段(11岁以上)

他们能使用抽象的命题来解释具体的现象,能在思维前作出计划。

更为重要的是,在这一期,儿童认知能力的发展增强了他们的抽象思维能力,他们可以解决复杂的假设性的抽象问题。

本期的儿童能发现并确定一个问题、给出几个假设、制定出收集信息

collect information about the problems to be studied, and test the hypotheses.

【Related knowledge】

(1) Adaptation: Adapting to the world through assimilation and accommodation.

(2) Assimilation: The process by which a person takes material into their mind from the environment, which may mean changing the evidence of their senses to make it fit.

(3) Accommodation: This happens when a child changes his or her cognitive structure in an attempt to understand new information. For example, the child learns to grasp a new object in a different way, or learns that the new object should not be sucked. In that way, the child has adapted his or her way of thinking to a new experience.

(4) Classification: The ability to group objects together on the basis of common features.

(5) Class inclusion: The understanding, more advanced than simple classification, that some classes or sets of objects are also sub-sets of a larger class.

(6) Conservation: The realization that objects or sets of objects stay the same even when they are changed about or made to look different.

(7) Decentration: The ability to move away from one system of classification to another one as appropriate.

(8) Egocentrism: The belief that you are the centre of the universe and everything revolves around you; the corresponding inability to see the world as someone else does and adapt to it. Not moral "selfishness", just an early stage of psychological development.

(9) Operation: The process of working something out in your head.

(10) Schema(or scheme): The representation in the mind of a set of perceptions, ideas, and/or actions.

的步骤,并检验这些假设。

【相关知识】

(1) 适应:通过同化和顺应来适应这个世界。

(2) 同化:人们将外部要素整合进自己的思想,这也许意味着改变他们的感觉以使之适应。

(3) 顺应:指儿童改变自己的认知结构来理解新的信息。如儿童学会用新的方法抓握新的客体、认识到这个新的客体不是用来吸的等。通过这种方式,儿童使自己思维的方式适应新的环境。

(4) 分类:根据物体的共同特征作出区别的能力。

(5) 层级包含:一种理解,比简单分类更高级,指某一类别的东西可能是更大类别客体的子类别。

(6) 守恒性:尽管客体(们)的外部形态发生变化,但其实质没变的现象。

(7) 去自我中心:从某一分类系统中转移到另一合适的分类系统中的能力。

(8) 自我中心:认为自己是宇宙的中心,万事万物都在围着自己转的信念。相应地,他们不能以别人的观点来观察世界。这不是道德上的“自私”,而只是心理发展的一个早期阶段。

(9) 运算:在自己头脑中进行的计算过程。

(10) 图式:头脑中一套概念、想法和(或)行为的总称。

Section 2 Kohlberg's Theory of Moral Development (柯尔伯格的道德发展理论)

【Basic knowledge】

Lawrence Kohlberg was, for many years, a professor at Harvard University. He became famous for his work there beginning in the early 1970s. He started as a developmental psychologist and then moved to the field of moral education.

His theory of moral development was dependent on the thinking of

【基础知识】

柯尔伯格任哈佛大学教授多年,因其在 20 世纪 70 年代初的工作而出名。他开始研究发展心理学,转而研究儿童的道德发展。

他的道德理论建立在瑞士心理学

the Swiss psychologist Jean Piaget and the American philosopher John Dewey. He was also inspired by James Mark Baldwin. These men had emphasized that human beings develop philosophically and psychologically in a progressive fashion.

Kohlberg believed and was able to demonstrate through studies, that people progressed in their moral reasoning through a series of stages. He believed that there were six identifiable stages which could be more generally classified into three levels. Kohlberg's classification can be outlined in the following manner:

1. Level 1: Preconventional or premoral stages(4~10 years)

Behavior motivated by anticipation of pleasure or pain.

(1) Stage 1: Punishment and obedience

Avoidance of physical punishment and deference to power. The immediate physical consequences of an action determine its goodness or badness. The atrocities carried out by soldiers during the holocaust who were simply "carrying out orders" under threat of punishment, illustrate that adults as well as children may function at stage one level.

(2) Stage 2: Personal reward orientation(instrumental exchange)

Marketplace exchange of favors or blows. "You scratch my back, I'll scratch yours." Justice is: "Do unto others as they do unto you." Individual does what is necessary, makes concessions only as necessary to satisfy his own needs. Right action consists of what instrumentally satisfies one's own needs. Vengeance is considered a moral duty. People are valued in terms of their utility.

2. Level 2: Conventional morality(10~13 years)

Acceptance of the rules and standards of one's group.

(1) Stage 3: The interpersonal conformity or "good boy/nice girl" orientation

Right is conformity to the behavioral expectations of one's society or peers. Individual acts to gain approval of others. Good behavior is that which pleases or helps others within the group. "Everybody is doing it." One earns approval by being conventionally "respectable" and "nice." Sin is a breach of the expectations of the social order. Individual vengeance is not allowed. Forgiveness is preferable to revenge. Punishment is mainly for deterrence. Failure to punish is "unfair." "If he can get away with it, why can't I?"

家皮亚杰及美国哲学家杜威的理论的基础上,他也受鲍得温理论的影响。这些人强调人类以一种渐进的方式在哲学和心理上得以发展。

柯尔伯格相信(并通过研究证实):人们通过一系列不同阶段发展出自己的道德推理。他认为,这种道德发展有6个明确的阶段,这6个阶段又可被分为3水平,具体如下:

1. 水平1:前习俗水平(4~10岁)

行为的直接动机是预期的快乐或痛苦。

(1) 阶段1:服从与惩罚取向

儿童避免肉体的惩罚并服从权威。行为导致的直接躯体后果决定了行为的“好”或“坏”。大屠杀时,士兵仅仅出于“害怕受惩罚”、“执行命令”而做出暴行,表明成人有时也会表现出此期儿童的道德水平。

(2) 阶段2:朴素的快乐主义和工具取向

这一阶段的儿童以市场交换的法则进行道德判断。“你帮我挠背,我就帮你挠。”正义就是:“以眼还眼,以牙还牙。”个体做的事都是对自己有用的,在满足自己需要的情况下才会做一些让步。复仇被认为是一种道德义务。人们的价值在于他们的可利用性。

2. 水平2:习俗水平(10~13岁)

个体接受自己所处群体的规则 and 标准。

(1) 阶段3:人际和谐或好孩子取向

在这一阶段,与社会或同伴的期望相一致的行为被认为是“正确”的。个体的行为是为了获得赞扬。好的行为是那些能够让群体中的其他人高兴或帮助他人的行为。“每个人都这么做。”人们通过做出传统上认为是“值得尊敬的”和“好的”的行为来获得他人赞扬,而违反社会的秩序则是“罪恶的”。维持与他人良好关系的行为就是好的。在本阶段,个体复仇是不允许的,取而代之的是宽恕。惩罚的主要目的是威

(2) Stage 4: The "law and order" orientation

Respect for rules, laws and properly constituted authority. Defense of the given social and institutional order for its own sake. Responsibility toward the welfare of others in the society. "Justice" normally refers to criminal or forensic justice. Justice demands that the wrongdoer be punished, that he "pay his debt to society," and that law abiders be rewarded. "A good day's pay for a good day's work." Injustice is failing to reward work or punish demerit. Right behavior consists of maintaining the social order for its own sake. Authority figures are seldom questioned. "He must be right. He's the Pope(or the President, or the Judge, or God)." Consistency and precedent must be maintained.

3. Level 3: Postconventional or principled morality (adolescence to adulthood)

(1) Stage 5: Social contract orientation

Moral action in a specific situation is not defined by reference to a checklist of rules, but from logical application of universal, abstract, moral principles. Individuals have natural or inalienable rights and liberties that are prior to society and must be protected by society. Retributive justice repudiated. Justice distributed proportionate to circumstances and need. The statement, "Justice demands punishment," which is a self-evident truism to the Stage 4 mind, is just as self-evidently nonsense at Stage 5. Retributive punishment is neither rational nor just, because it does not promote the rights and welfare of the individual. Only legal sanctions that fulfill that purpose are imposed—protection of future victims, deterrence, and rehabilitation. Individual acts out of mutual obligation and a sense of public good. Right action tends to be defined in terms of general individual rights, and in terms of standards that have been critically examined and agreed upon by the whole society—e. g. the Constitution. The freedom of the individual should be limited by society only when it infringes upon someone else's freedom.

(2) Stage 6: Universal ethical principle orientation

An individual who reaches this stage acts out of universal principles based upon the equality and worth of all human beings. Persons are never means to an end, but are ends in themselves. Having rights means more than individual liberties. It means that every individual is due consideration of his interests in every situation, those interests being of equal importance with one's own. This is the "Golden Rule" model. A list of rules inscribed in stone is no longer necessary.

慑,免于惩罚是“不公平的”,“如果他能逃脱惩罚,为什么我不行?”

(2) 阶段4:法律和秩序的取向

尊重规则、法律和适当的权威,维护既有社会规则,强调对团体中他人的福利负有责任。“正义”通常与犯罪或法律联系在一起,犯错者必须为了他的所为“向社会偿债”,而遵守法律的人应得到奖赏:“一分耕耘,一分收获”。不能奖赏遵守者或惩罚违反者就是“不公正”。正确的行为即维持社会秩序的行为。很少对权威人士质疑,“他肯定是对的,因为他是教皇/总统/法官/上帝。”先例必须得到维持。

3. 水平3:后习俗水平(青春期末至成年)

(1) 阶段5:社会契约取向

特定环境下的道德不再局限于死板的条文规则,而是更广泛、抽象的道德原则的具体运用。个体的权利和自由高于社会,并应被保护。正义不再是因果报应,而要兼顾环境和需求之间的平衡。第4阶段中的黄金定律“正义离不开惩罚”在第5阶段变得毫无意义。报应一说既不合理也不公平,因为它既不能维护个体的权利,也不能给个体带来好处。而只有实现这一目的的法律惩罚才是必要的,它能保护可能的受害者、威慑违反者、并让受害者恢复。个体出于相互的责任和公义而行动,“正确的”行为是与普遍的个体的权利,以及全社会共同认可的标准(如宪法)联系在一起的。除非妨碍了他人的自由,个体的自由不应被限制。

(2) 阶段6:普遍伦理法则

这一阶段,个体行为的依据是抽象的原则:如人类的平等、价值等。人决不是达到目的的手段,而是目的本身。权利并不仅仅意味着自由,他还是每个人的应得之物,这种权利与个体本身一样重要。这才是人类的“黄金宝典”,那些刻在石头上的法律条文不再重要。