

压力和韧性

在灾难中生存, 学习, 和成长



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孤独的风险

<https://www.apa.org/monitor/2019/05/ce-corner-isolation>



RESEARCH ARTICLE

Myeloid differentiation architecture of leukocyte transcriptome dynamics in perceived social isolation

Significance

Perceived social isolation (PSI) (loneliness) is linked to increased risk of chronic disease and mortality, and previous research has implicated up-regulated inflammation and down-regulated antiviral gene expression (the conserved transcriptional response to adversity; CTRA) as a potential mechanism for such effects. The present studies used integrative analyses of transcriptome regulation in high-PSI humans and rhesus macaques to define the basis for such effects in neuroendocrine-related alterations in myeloid immune cell population dynamics. CTRA up-regulation also preceded increases in PSI, suggesting a reciprocal mechanism by which CTRA gene expression may both propagate PSI and contribute to its related disease risks.

Steven W. Cole, John P. Capitanio, Katie Chun, Jesusa M. G. Arevalo, Jeffrey Ma, and John T. Cacioppo

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在关照别人之间照顾好自己

Self-care before to care others

- To be safe 安全
- To be grace to yourself 善待自己
- Prioritize your needs 自己的需求放在首位
- Schedule 制定计划
- Work-life balance 工作-生活平衡
- Physical exercise 体育锻炼

疫情中建立良好的人际关系和同伴支持

非疫情

- 增加大脑情绪调节力
- 增加免疫基因的表达 (Steve Cole)
- 提高自尊和同理心
- 延长寿命

疫情

- 减少抑郁和焦虑情绪
- 减少孤独和无力感
- 资源分享和互助
- 提高自尊和同理心

同伴互助的原则

- Sincere 真诚
- Honest 坦诚
- Confidential 保密性
- Boundary 边界性

自我心理状态测评

Self-Assessment of Mental Status

Mental Status

The mind is interpersonal.

我们的思维和心灵是和他人相关联的。

The interdependence of self-understanding and understanding of others

对自我的认识和对他人的理解是相互依赖的。

The capacity of assessing our own subjective activity is the consequence of our observation of others and our awareness of being observed.

我们对自我主观评价的能力是由于我们对他人的观察以及我们对于自己被观察的意识的结果。

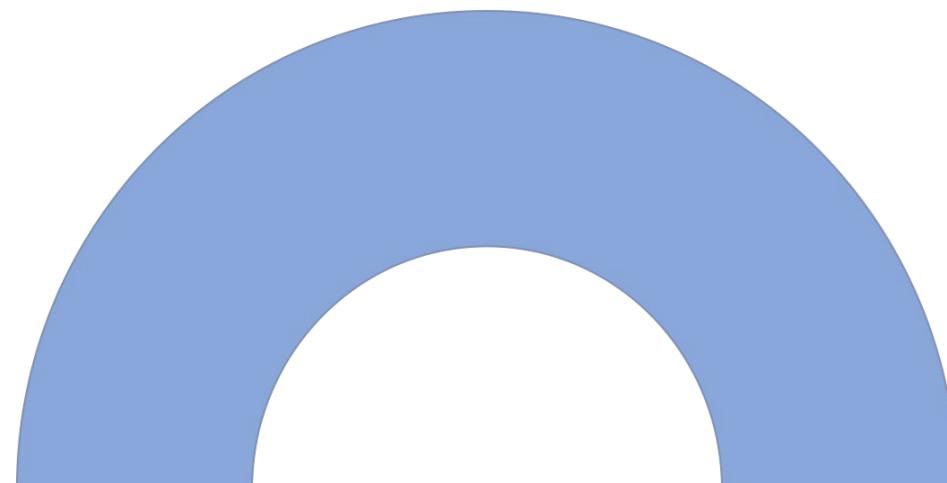
心理状态

Mental status

Reflective State 反思状态

Withdrawn
回避、沉默

Hyperarousal
过度警觉



当你不处于最理想的心理状态时...

When your mental status is not optimal...

Reach out to your support

If you find yourself frequently overwhelmed when talking to peers, you need to reach out to mentor to discuss.

当你发现自己时常处于“超负荷”状态时，可以和你的支持网络联系。

注意事项:需要做什么

Dos

- Identify your own mood

辨识自己的情绪

- Stop and think how you feel at the moment

停下来, 想一想自己此时此刻感觉如何

- Try to figure out why

想想自己为何会有这样的情绪或感觉

- Put words to your mood, e.g. "Wow. I am really unhappy now..."

试着用语言表明自己的情绪, 例如“啊, 我现在真的很不开心...”

- Self-talk or writing

自言自语或把想法写下来

- Accept your mood, e.g. "It's perfectly okay to feel this way."

接受自己的情绪, 例如“我有这种感觉是正常的。”

- Apply coping skills to normalize your emotions. Common ones could be taking slow deep breath, taking a walk, listening to music or talking to your friends, etc.

用一些小技巧来调整状态, 包括深呼吸、散步、听音乐、与朋友聊天等等。

注意事项: 不要做什么

Don'ts

- Ignore your own feelings/emotions
无视自己的情绪和情感
- Engage a conversation when your mind is not in a reflective state
在你没有能力反思自己的情绪状态时, 和同伴进行谈话
- Feel guilty if you say “no” to your peer at the moment
对于拒绝同伴感到内疚
- Inappropriately respond, e.g. “I am very upset now. How can I help you?” “If you know what I am going through, you would not ask me to help you!” “Talk to you? I wish someone could help me too!”
不合适的回应, 如: “我也很生气啊, 现在帮不了你。”或“和你聊天? 我还想找个人帮帮我呢 !”
- Lose control of yourself
情绪失控

主动聆听

Active Listening

积极倾听

Active Listening

- We spend 60% time of our communication listening (Barker et al., 1980), but we often take in only 25%-50% of the information (e.g. Nichols&Lewis, 1954)

在日常交流中, 我们花60%的时间在听对方说话, 但通常只能领会对方话语中25%-50%的信息。

- Active listening means full concentration, understanding, remembering, and responding to the peer.

积极聆听意味着你要全神贯注, 尽全力去理解、回想、并回应你的同伴。

- Listening skills make the conversation flow.

倾听的技巧能让对话流畅地进行下去。

积极倾听的五个阶段

Five Stages of Active Listening

- Receiving 接受
- Understanding 理解
- Remembering 回想
- Evaluating 评估
- Responding 回应

如何积极倾听

To be an active listener

- Make good eye contact 保持良好的眼神交流
- Be curious and open minded 保持好奇心和开放的心态
- Focus on the peer 将重点放在你的同伴上
- Restate what you heard (paraphrase), e.g. "let's see if I understand correctly..." 改述；例如，“你看看我理解的对不对啊...”
- Summarize 概括
- Clarify the details 澄清细节
- Reflect, e.g. "This seems very important to you" 反思；例如“这件事看起来对你挺重要的..”

如何积极倾听

To be an active listener

- Understand the meaning of what you heard (between the lines)

理解对方的本意和言外之意

- Encourage peer, e.g., nodding, mirroring

鼓励对方, 例如: 点头、反映对方的行为和话语

- Pay attention to non-verbal language

注意对方的肢体语言和语音语调

- Effective pause

适当地停顿

- Be silent if necessary

如果需要的话, 保持沉默

如何积极倾听

To be an active listener

- Label emotions. e.g. sad, stress out, anxious

命名情绪, 例如:难过, 压力大, 焦虑

- Validate. e.g. "I know what you mean. I understand what you say."

认同对方, 例如:“我知道你是什么意思。我理解你说的意思。”

- Probe. e.g. "what if you were not in the U.S.?"

试探性地提问, 例如:“如果你不在美国会怎么样呢?”

- Use "I"message, e.g. "I think what happened is..."

用“我”开头的句子, 例如:“我觉得这个事情是这样的...”

- Redirect. e.g. if peer seems highly irritable and angry, you may redirect the conversation

如果对方听起来有点生气, 你可以转移话题

注意事项:需要做什么 Dos

- Be genuine 做一个真诚的倾听者
- Be empathic 有同理心
- Leading questions, “would you like to tell me...”
引导性问题:“你愿意告诉我...”
- Open-ended questions, “What happened?”
开放式问题:“发生了什么了?”
- Close-ended questions, “Do you feel sad?”
封闭式问题:“你觉得伤心吗?”
- Reflective questions, “sounds like you need some help”
反馈型问题:“听起来你需要帮助?”

不要说什么（“对话终结者”）

Don'ts (Conversation Blockers)

- “Why” questions-They tend to make people defensive.
以“为什么”开头的问题，常对方进入防御状态。
- Quick reassurance, saying things like- “Don’t worry about that.”
立即安慰，如：“不要担心，会没事的。”
- Advising – “I think the best thing for you is to forget about it and to move on.”
提供建议，如：“我认为你现在最应该做的就是彻底忘了这事，然后开始新生活。”
- Forcing peer to talk about something they would rather not talk about.
强迫对方谈论他们不愿意触及的话题。

不要说什么 (“对话终结者”)

Don'ts (Conversation Blockers)

- Patronizing – “You poor thing, I know just how you feel.”
摆出高人一等的姿态, 如:“你好可怜哦, 我完全知道你现在的感受。”
- Preaching – “You should...” Or, “You shouldn’t...”
说教, 如:“你就应该...”或“你就不应该...”
- Interrupting – Shows you aren’t interested in what someone is saying.
打断对方说话, 表现出你对对方说的内容不感兴趣。

建议用的语言 Suggested Language

- “It sounds terrible. I am so sorry it happened to you. I hear you.”—empathic

表达同理心 - “听起来好可怕...很抱歉这件事发生在你身上, 我明白你的心情。”

- “you sound sad and helpless. What happened?” ---validate emotion and clarify the situation.

确认对方情绪并厘清现状 - “你听起来很难过也很无助, 发生什么了?”

- “Do you mean that your professor failed your exam because he or she has bias against Chinese students?”

--- further clarification peer's thoughts.

进一步帮助对方阐明想法 - “你会觉得教授让你挂科是因为他(她)对中国学生有偏见?”

建议用的语言

Suggested Language

- “I have different experience but I can see how you feel to be treated unfairly”---Avoid confrontation by focusing on peer's emotion.
避免争论, 关注对方情绪 - “我的经历有些不同, 不过能理解你受到不公平对待会是怎样的感受。”
- “I am not sure if I have a solution for you. But we can talk about what potential options you may have?”---avoid over promising by setting a boundary. (Set up a boundary, don't make any decision for the person.)
设立边界, 避免过于乐观 - “我不确定是否能为你提供一些解决方案, 但我们可以谈谈你有哪些可行的选项？”
- “I wish I could see you every day. Unfortunately, my schedule is tight lately. Can we meet once a week? What time is good for you?” Avoid burn out by setting a realistic expectation.
设定一个现实的期待以避免精力透支 - “我也希望每天都能见到你, 可是我最近很忙。我们可以一周见一次吗？你什么时间方便？”