灾难不同时期的社会工作介入

--汶川反思
我们可以做什麼？
我们可以做什麼 2006？
2005-1 2-26 南亚海啸
Oliver Persson

ประกาศให้รางวัล
400,000 บาท หรือ 10,000 USD

เวลาเดินทางเข้าบ้าน 3 ชาย มีฉันทีระดับสูง (Tropicana Resort)
วันที่ 26 มีนาคม 2547

โทร. 099765886
ฝั่งซ้ายมือประกาศ
 Email: ronnieas@pops.dk

দুইটি ব্যাংক বিদ্যুত ബিস্তার
Oliver Persson

বাম সর্কারি নকল টিকিট
400,000 ভাট বা 10,000 ডলার

কার্যকর সময় 3 শামস মাঝে মিলন হাট (Tropicana Resort)
কার্যক্ষেত্র 26 মার্চ 2547

কথা 099765886
কথা সর্কারি প্রস্তাব প্রকৃতি
Email: ronnieas@pops.dk
行动
无国界社工在行动
Robert’s ACT Intervention Model

• (Brief Treatment and Crisis Intervention/6:1, Spring 2002)
A

• **A** - Assessment/Appraisal of Immediate Medical Needs, Threats to public safety and property damage

•
A cont.

- Triage Assessment, Crisis Assessment, Trauma Assessment and Biopsychosocial and Cultural Assessment
• C - Connecting to support groups, the Delivery of Disaster Relief and Social Services, and Critical Incident Stress Debriefing (Mitchell & Everly’s CISD Model) Implemented
- Crisis Intervention (Roberts’ Seven-Stage Model) Implemented, Through Strengths Perspective and Coping Attempts Bolstered
• T - Traumatic Stress Reaction, Sequelae, Posttraumatic Stress Disorders (PTSD)
T cont.

- Ten Step Acute Trauma and Stress Management Protocol (Lerner & Shelton), Trauma Treatment Plan and Recovery Strategies Implemented
Roberts’ Seven Stage Crisis Intervention Model

1. Plan and Conduct Crisis Assessment (Including Lethality Measures)
2. Establish Rapport and Rapidly Establish Relationship
3. Identify Major Problems (Including the "Last Straw" or Crisis Precipitants)
4. Deal with Feelings and Emotions (Including Active Listening and Validation)
5. Generate and Explore Alternatives
6. Develop and Formulate an Action Plan
7. Follow-up Plan and Agreement
Assessment problems

• Ways to identify the most needy and providing assessment in massive disaster
  – Too many to assess
  – Home visits Vs Surveys
  – Early detection and Referral system
  – Interview and Community organizing skills
Debriefing

• Variations and adaptations in conducting CISD
  – Imperfect conditions
  – Supplemented education
  – Inhibited feelings
  – Engagement, group pressure, formal and informal settings
  – Late CISD
Problem solving

• Limitations in conducting Problem Solving Crisis Intervention
  – Self determination Vs reliance
  – Departmentalized resources
  – Secondary disaster
  – Development of anger over appreciation
Trauma treatment

• Shortages of Trauma Treatment Professionals
  – Inadequate psychiatric care
  – Inadequate rehabilitation services
  – Community mental health services
  – Psychiatric social work training
Other intervention levels

• Network building at Community level
• Social planning at City level
• Action researches recommended