TITLE: Psychological aspects of Crisis Intervention (non-clinical type)

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ABSTRACT:

Dealing with stress-affected people and also with stress-causing situations, e.g. a civil disaster, a post-flood disaster, or an everyday accident, is a challenge for psychology and pedagogics. Professional attention needs to be given to ways of providing help, and also to ways of preventing and mitigating the consequences of traumatic events. The education system needs to be involved, and civic awareness needs to be raised.

This thesis summarizes practical experience and theoretical studies on preventive approaches and practices to promote health in times of disasters and catastrophes, and in the subsequent time. On the basis of the conclusions of an investigation, attention is focused on the concept of crisis intervention of non-clinical type in two consecutive stages, and on education for dealing with the consequences of crises. These two stages of intervention are included in the Standards for Civic Aid and Cooperation (2010, MoI CR), in which the author participated. In contrast to standard clinical practice in psychology and psychiatry, the philosophy of helping focuses on the healthy population affected by a disaster. In both stages, emphasis is put on empathic approaches that help the affected people by activating and stimulating them, while ethically respecting cultural values and anthropological frameworks. This framework is a key to the following stage of crisis intervention led by a professional psychologist after the second one; and the thesis describes three case studies that provide examples of good practice.

The findings of this work could be a contribution to the Czech input into meeting the challenges of the United Nations document Hyogo Framework for Action 2005-2015 (priorities: education, awareness and general civic awareness).

KEYWORDS:
Accident-Crisis, Disaster-Catastrophy, Crisis Intervention (non clinical type), Education with Training.