论著·医学心理研究

积极事件训练结合家庭作业更持续地提升大学生心理健康:一项随机对照试验

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[摘要] **目的** 自传体记忆和未来情景思维对健康心理功能至关重要,为了探索二者的整合训练在学校心理健康教育中的应用,本研究旨在评估回忆和预期积极事件的团体心理训练对大学生心理健康的影响。**方法** 通过某大学心理健康中心发布口头招募通知,共79名大学生自愿报名。经入组前访谈筛选,75名符合纳入和排除标准的大学生自愿参与本研究。采用分层随机化方法,按性别将被试分为(n=25):训练组、训练+家庭作业组和等待组。训练组与训练+家庭作业组均接受连续6 d,每天1次(每次120 min)的积极事件团体心理训练;训练+家庭作业组在训练结束后还需每周完成1次家庭作业,共4次。等待组在干预期间不接受任何心理训练。3组分别在训练前、训练后及训练后第30天采用心理丰富性问卷、生活满意度量表和抑郁-焦虑-压力量表中文简体版来评估心理丰富性、生活满意度和心理困扰水平。**结果** 研究过程中有6名被试中途退出,最终有效被试69名(训练组22名,训练+家庭作业组23名,等待组24名)。经统计,本研究数据不存在严重共同方法偏差问题,进一步分析显示:①3组在人口学变量、心理丰富性、生活满意度和抑郁-焦虑-压力的基线数据上差异无统计学意义;②心理丰富性得分在时间(F=32.036,P<0.001,偏η^2=0.327)、分组(F=4.425,P=0.016,偏η^2=0.118)和时间×分组交互效应(F=15.324,P<0.001,偏η^2=0.317)均显著,简单效应分析显示组内(训练组:F=20.339,P<0.001,偏η^2=0.385;训练+家庭作业组:F=34.912,P<0.001,偏η^2=0.518)和组间(训练后:F=6.710,P=0.002,偏η^2=0.169;训练后第30天:F=10.394,P<0.001,偏η^2=0.240)比较差异显著。在训练后,训练组和训练+家庭作业组的心理丰富性得分高于等待组(P=0.007,P=0.008);在训练后第30天,训练+家庭作业组的心理丰富性得分高于训练组和等待组(P=0.042,P<0.001);训练组在训练后的得分显著高于训练前和训练后第30天(P<0.001,P=0.002),训练+家庭作业组在训练后的得分显著高于训练前(P<0.001),且在训练后第30天的得分高于训练后和训练前(P=0.011,P<0.001);③生活满意度方面,时间主效应(F=3.379,P=0.039,偏η^2=0.049)和时间×分组交互效应(F=3.799,P=0.006,偏η^2=0.103)显著,简单效应分析训练+家庭作业组的组内(F=8.454,P<0.001,偏η^2=0.206)和训练后第30天的组间(F=6.076,P=0.004,偏η^2=0.156)差异均显著。训练+家庭作业组在训练后第30天的得分高于训练组和等待组(P=0.036,P=0.004),且高于该组在训练后和训练前的得分(P=0.045,P<0.001);④3组在3个时间点的抑郁-焦虑-压力得分组内和组间比较均无显著差异。**结论** 回忆和预期积极事件的团体心理训练结合家庭作业提升大学生的积极心理健康水平效果更明显。

[关键词] 自传体记忆训练;未来情景思维训练;心理健康;大学生

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Positive event training combined with homework assignments more sustainably improves mental health in college students: a randomized controlled trial

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[**Abstract**] **Objective** Autobiographical memory and episodic future thinking are pivotal to psychological well-being. To explore the application of integrated training of these 2 components in school mental health education, this study aims to evaluate the effects of a group psychological training program involving recalling and anticipating positive events on mental health in college students. **Methods** A total of 79 college students were voluntarily enrolled through verbal announcements posted by the mental health center of a university. After pre-enrollment interviews, 75 students who met the inclusion criteria provided informed consent and participated in this study. Using a stratified randomization method based on gender, the participants were assigned into a training group (n=25), a training-plus-homework group (n=25), and a waitlist group (n=25). Both the training group and the training-plus-homework group received group psychological training for positive events for 6 consecutive days, with one session (120 min) per day, and the training-plus-homework group was additionally required to complete homework assignment once per week, for 4 weeks after training. The waitlist group received no psychological training during the intervention period. All 3 groups were assessed before training, after training, and 30 d after training using Psychological Richness Questionnaire, Satisfaction with Life Scale, and Chinese Simplified Version of the Depression-Anxiety-Stress Scale to evaluate psychological richness, life satisfaction, and psychological distress, respectively. **Results** Since 6 participants dropped out during the study, there were finally 69 participants (training group: n=22; training-plus-homework group: n=23; waitlist group: n=24). Statistical analysis indicated no serious common method bias in this study. Further analyses revealed that: ① There were no significant differences among the 3 groups in demographic variables or baseline scores of psychological richness, life satisfaction, and depression-anxiety-stress; ② Psychological richness scores showed significant effects for time (F=32.036, P<0.001, partial η^2=0.327), group (F=4.425, P=0.016, partial η^2=0.118), and time×group interaction (F=15.324, P<0.001, partial η^2=0.317). Simple effect analyses revealed significant within-group differences (training group: F=20.339, P<0.001, partial η^2=0.385; training-plus-homework group: F=34.912, P<0.001, partial η^2=0.518) and between-group differences (post-intervention: F=6.710, P=0.002, partial η^2=0.169; 30 d after intervention: F=10.394, P<0.001, partial η^2=0.240). After intervention, both the training group and the training-plus-homework group had higher psychological richness scores than the waitlist group (P=0.007, P=0.008). At 30 d after intervention, the training-plus-homework group had higher psychological richness scores than both the training group and the waitlist group (P=0.042, P<0.001). The training group scored significantly higher after intervention than at baseline and at 30 d after intervention (P<0.001, P=0.002). The training-plus-homework group showed significantly higher scores after training than at baseline (P<0.001), and higher scores at 30 d after training than both after training and at baseline (P=0.011, P<0.001); ③ for life satisfaction, the main effect of time (F=3.379, P=0.039, partial η^2=0.049) and the time×group interaction effect (F=3.799, P=0.006, partial η^2=0.103) were significant. Simple effect analysis showed significant within-group differences in the training-plus-homework group (F=8.454, P<0.001, partial η^2=0.206) and significant between-group differences at 30 d after training (F=6.076, P=0.004, partial η^2=0.156). The training-plus-homework group had higher scores at 30 d after training than both the training group and the waitlist group (P=0.036, P=0.004), and higher scores than those of the same group after

training and at baseline (P=0.045, P<0.001); ④ there were no significant within-group or between-group differences in depression-anxiety-stress scores among the 3 groups at the 3 time points (P>0.05). **Conclusion** Group psychological training involving recall and anticipation of positive events combined with homework demonstrates more pronounced effects in enhancing positive mental health levels in college students.

[**Key words**] autobiographical memory training; episodic future thinking training; mental health; college students

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在大学生群体中,学业压力、人际关系困扰及未来职业规划等挑战日益突出,导致抑郁、焦虑等心理健康问题的发生率呈上升趋势[1]。传统心理健康教育多侧重于心理问题的矫治,而大学生正处于心理发展的关键可塑期[2],开展针对性的团体心理训练对于促进其心理健康具有重要意义。

自传体记忆(autobiographical memory, AM)与情景未来思维(episodic future thinking, EFT)是评估个体对过去与未来主观自我表征能力的核心概念,二者对健康心理功能至关重要[3]。前者指个体对个人过去生活事件的有意识回忆,有助于情绪管理与问题解决[4];后者指个体预先体验并将自身投射到特定未来事件的能力,帮助人们通过设定目标、规划未来、决策等方式健康地适应社会[5]。尽管二者在表面上是独立的系统,但其潜在的认知过程相互关联,依赖相同的神经机制[6]。二者的功能障碍(如记忆具体性下降、内容负向偏倚等)与多种精神障碍的发生及维持密切相关[3-6]。由于大脑的负性偏向认知特点,个体更容易关注过去的消极事件,而对积极事件不够敏感[7];相比之下,EFT虽具有更积极的情感效价,但其生动性通常低于AM[8]。因此,针对积极事件的回忆与预期训练,可能通过发挥AM和EFT对心理健康的保护作用,成为有效的心理健康干预策略。

目前,聚焦AM的训练策略和方法的研究较多,包括记忆特异性训练、记忆灵活性训练及利用过去经验等[9],这些方法与较低的消极思维[10]、更好的问题解决能力[11]及更高的自尊水平[12]相关。针对EFT的干预主要采用未来事件特异性训练,与减少冲动行为、改善决策能力及激发积极情绪状态有关[13-14]。可见,AM与EFT的训练可以通过互补的方式增强心理健康。心理意象在自传体事件的细节加工中发挥核心作用[15]。与言语加工相比,心理意象能引发更强烈的情感反应[16],特定未来事件的心理意象也可带来更高的预期愉悦感[14]。以往积极心理干预多采用纸笔或言语形式(如"3件好事"、"表达性写作"等)[17],而基于心理意象的训练通过多感官通道感知积极事件的细节,可能有助于获得更丰富的积极体验,从而提升干预效果。

尽管AM与EFT在功能与神经机制上高度关联,但目前将二者整合应用于心理干预的研究仍较为有限。基于此,本研究参考AM与EFT的多种训练策略,设计了团体心理训练方案,并基于心理健康"双因素模型"[18-19],考察该方案对我国大学生心理健康的影响,以期为学校心理健康教育提供可推广的实证依据。

1 对象与方法

1.1 研究对象与样本量估算

采用G*Power软件,在重复测量方差分析条件下计算样本量。设定效应量为0.2,显著性水平为0.05,统计功效为0.80,组数为3,测量次数为3,求得总样本量为66例。考虑到可能存在10%的流失率,最终招募研究对象至少72名。

通过某大学心理健康中心发布口头招募通知,共有79名大学生自愿报名。采用方便抽样法,根据以下入组标准筛选研究对象,纳入标准:①大学在校生;②无心理疾病诊断;③近3个月内未接受其他心理训练。排除标准:存在自杀风险或其他可能威胁个体安全的状况。经入组前访谈,详细说明研究内容及相关事项,最终75名符合标准的大学生同意参与研究并签署书面知情同意书。随后,根据性别对被试进行分层随机分组,分为训练组、训练+家庭作业组和等待组,每组25人。但在研究过程中,训练组有3名,训练+家庭作业组有2名,等待组有1名被试中途退出研究,最终有效被试69名,其中男性30名,女性39名,年龄为(20.13±1.20)岁。本研究经过陆军军医大学伦理委员会审查通过(2020第023-03)。

1.2 训练方案

本研究团体心理训练方案的方法主要包括4个方

面:第一,觉察训练。在团体建立后优先进行觉察训练,帮助团体成员在练习中觉察自身的情绪与身体感受,具体操作方法参考正念练习的相关技术[20]。第二,记忆特异性训练。该训练重点采用意象练习方法,其基础依赖于细节丰富的自传体记忆。为此,引入记忆特异性训练,旨在帮助成员达到具有丰富细节的特异事件层。具体操作依据该训练的指导手册[21]。第三,积极事件的回忆。采用"利用过去经验"的策略,通过设定线索,引导成员借助多种感觉器官回忆过去发生的积极事件的具体细节,并同步觉察自身的身心反应。具体方法参考相关文献[22],大学生虽在过去经历过不少积极事件,但较少对其进行主动回忆,为帮助成员构建并完善个人的"积极事件记忆库"以利于训练结束后的自主练习,该环节共设计2次。第四,积极事件的预期。采用"未来事件特异性训练",通过设定线索,引导成员想象未来可能发生的积极事件的过程与细节,同时觉察自身的身心反应。具体方法的制定参考已有研究文献[2]。该方案共包括6次团体心理训练,每次约120 min,具体的训练方案见表1。

1.3 研究过程

经过入组前访谈确定被试人数和分组情况。训练组和训练+家庭作业组参与连续6 d,每天1次的团体心理训练,之后训练+家庭作业组每周还需完成1次积极事件练习,持续4周,研究者每周末对该组成员的作业完成情况进行线上督导;等待组暂不接受任何干预,待研究结束后为其提供相同的训练。所有纳入研究的被试者统一在训练前(T1)、训练后(T2)和训练后第30天(T3)填写评估问卷。整个团体心理训练过程由1位具有心理咨询师和治疗师资格证的心理学副教授和1名心理学研究生助手带领完成。

表1 积极事件团体心理训练方案

Table 1 Protocol of group psychological training for positive events in this study

主题 Theme	目标 Objective	主要活动内容 Key activities
团队建设 Team building	建立安全、信任的团体氛围;激发参与动机,明确团体目标;培养团体凝聚力。 Establish a safe and trusting group atmosphere; stimulate participation motivation and clarify group goals; foster group cohesion	热身活动;形成小团体:选组长、定组规、口号等;积极记忆训练介绍。 Warm-up activity; subgroup formation: elect leader, set group rules, create slogan, *etc.*; introduce positive memory training
觉察训练 Awareness training	扩大感知的广度与精细度;提升对体验的注意力;培养"观察性自我"的认知角度。 Broaden the scope and precision of perception; enhance attention to ongoing experience; cultivate the cognitive perspective of the "observing self"	热身活动;放松练习;正念吃葡萄干、正念行走、身体扫描;小组讨论;小组和带领者总结。 Warm-up activities; relaxation exercises; raisin mindful exercises, mindful walking exercises, body scan mediation; group discussion; summary by subgroups and facilitator
记忆特异性训练 Autobiographical memory specificity training	减少过度概括化记忆;训练个体回忆事件的具体细节。 Reduce overgeneralized memory; train individuals to recall specific details of events	热身活动;放松练习;中性事件的特异性记忆训练;小组讨论;小组和带领者总结。 Warm-up activities; relaxation exercises; specificity memory training for neutral events; group discussion; summary by subgroups and facilitator
利用过去经验 Utilizing past experiences	减少记忆提取的刻板性;增强多角度记忆提取能力;多感官体验积极情绪感受。 Reduce rigidity in memory retrieval; enhance the ability to retrieve memories from multiple perspectives; experience positive emotions through multi-sensory engagement	热身活动;放松练习;积极自传体记忆和意象练习;小组讨论;小组和带领者总结。 Warm-up activities; relaxation exercises; positive autobiographical memory and imagery practice; group discussion; subgroup summary and facilitator summary
利用过去经验 Utilizing past experiences	丰富积极记忆的具体性;增强积极记忆的可及性;建立"积极记忆库"。 Enrich the specificity of positive memories; enhance the accessibility of positive memories; establish a "positive memory bank"	热身活动;放松练习;积极自传体记忆和意象练习;小组讨论;小组总结;完善积极事件记忆库;带领者总结。 Warm-up activities; relaxation exercises; positive autobiographical memory and imagery practice; group discussion; subgroup summary; refinement of the positive event memory bank; facilitator summary
未来事件特异性训练 Episodic future thinking training	增强情景预见能力;改善目标导向行为;处理离别情绪。 Enhance episodic foresight ability; improve goal-directed behavior; address separation emotions	热身活动;放松练习;未来情景记忆和意象练习;小组讨论和总结;带领者总结。 Warm-up activities; relaxation exercises; future episodic memory and imagery practice; group discussion and summary; facilitator summary

1.4 研究工具

1.4.1 心理丰富性问卷(Psychologically Rich Life Questionnaire,PRLQ) 采用由OISHI等[23]编制的心理丰富性问卷,问卷包含12个条目,采用李克特7点计分(1:强烈反对,7:强烈同意)。得分越高,代表个体的心理丰富性越高。已有的研究显示该问卷信效度良好[24],本研究中该问卷在3个时间点的Cronbach's α系数分别为0.943、0.957和0.969。

1.4.2 生活满意度量表(Satisfaction with Life Scale,SWLS) 该量表由DIENER等[25]编制,用来评估个体对生活的满意程度,属于主观幸福感的一种,包括5个条目,采用李克特7点计分(1:强烈不同意,7:强烈同意),总分越高表示生活满意度越高。本研究中该问卷在3个时间点的Cronbach's α系数分别为0.781、0.842和0.893。

1.4.3 抑郁-焦虑-压力量表(Depression Anxiety Stress Scale,DASS-21)中文简体版 该量表由LOVIBOND等[26]编制,用于测量个体过去1周的负性情绪状况及严重程度,包括抑郁、焦虑和应激3个分量表,每个分量表含7个条目,采用李克特4点计分(0:不符合,3:总是符合),总分越高表示心理困扰越大。本研究中该问卷在3个时间点的Cronbach's α系数分别为0.958、0.970和0.939。

1.5 统计学分析

采用SPSS 27.0进行统计分析。计数资料以例数表示,计量资料以$\bar{x}\pm s$表示,符合正态分布的变量以$\bar{x}\pm s$表示,不符合正态分布的变量以$M(P_{25},P_{75})$表示。采用Harman单因子检验数据的共同偏差问题;采用Shapiro-Wilk检验和Levene检验分别对变量数据的正态分布和方差齐性进行检验;采用χ^2检验考察3个组别人口学变量的基线水平差异,采用方差分析考察3个组别的心理丰富性和生活满意度的基线水平差异,采用Kruskal-Wallis H检验考察抑郁-焦虑-压力得分的基线水平差异;符合正态分布的变量采用3×3的重复测量方差分析考察团体训练对他们的干预效果,对交互作用显著的指标分别进行时间和分组简单效应分析;不符合正态分布的变量采用Kruskal-Wallis H检验和Friedman检验考察其组间和组内得分差异。$P<0.05$为差异具有统计学意义。

2 结果

2.1 研究数据不存在严重共同方法偏差

采用Harman单因子检验对本研究可能存在的共同方法偏差进行检验。结果显示,特征值>1的因子共6个,第1个因子的方差解释率为35.55%,低于40%的推荐临界值。提示本研究数据不存在严重的共同方法偏差问题。

2.2 被试基本情况和变量基线特征无显著差异

采用χ^2检验、单因素方差分析和Kruskal-Wallis H检验对训练组、训练+家庭作业组和等待组被试的人口学变量及测量变量的基线水平进行比较。结果显示,3组在性别、家庭性质、独生子女状况及各量表得分上的基线差异均无统计学意义(表2)。提示3组被试在干预前具有良好的一致性,基本同质。

2.3 训练组训练后的心理丰富性显著升高,训练+家庭作业组的心理丰富性持续升高

采用Shapiro-Wilk检验和Levene检验,分别对心理丰富性与生活满意度在3个时间点得分的正态分布性和方差齐性进行检验。结果显示,2个变量在3个时间点的得分均符合正态分布和方差齐性假设(表3)。这表明,可进一步采用重复测量方差分析对这2项得分进行处理。

采用3×3的重复测量方差分析考察团体训练对大学生心理丰富性的干预效果。以心理丰富性得分为因变量,干预方式(训练组、训练+家庭作业组和等待组)为组间变量,时间(T1、T2、T3)为组内变量,进行重

表2 3组被试的基线特征比较[例,$\bar{x}\pm s$,$M(P_{25},P_{75})$]

Table 2 Comparison of baseline characteristics among 3 groups [n, $\bar{x}\pm s$, $M(P_{25},P_{75})$]

Variable	Waitlist group(n=24)	Training group(n=22)	Training-plus-homework group(n=23)	$\chi^2/F/H$	P
Gender(male/famle)	12/12	8/14	10/13	0.869	0.648
Family type (two-parent/single-parent)	18/6	19/3	21/2	2.458	0.293
Only child status (only child/non-only child)	5/19	3/19	7/16	1.883	0.390
PRLQ	53.04±6.60	54.41±7.58	53.74±7.74	0.201	0.818
SWLS	21.79±5.05	22.32±4.73	21.57±4.05	0.156	0.856
DASS-21	11.50(9.00,17.50)	10.00(7.75,18.00)	10.00(8.00,17.00)	0.216	0.898

复测量方差分析,显示时间、分组以及时间×分组交互效应均存在显著差异(表4)。进一步进行简单效应分析,结果显示:T2和T3时,3组的心理丰富性得分差异显著(F=6.710,P=0.002,偏η^2=0.169;F=10.394,P<0.001,偏η^2=0.240),事后检验显示T2的训练组和训练+家庭作业组得分高于等待组(P=0.007,P=0.008),而T3的训练+家庭作业组的得分高于训练组和等待组(P=0.042,P<0.001);训练组和训练+家庭作业组在3个时间点的得分有显著差异(F=20.339,P<0.001,偏η^2=0.385;F=34.912,P<0.001,偏η^2=0.518)。事后检验显示训练组在T2的得分显著高于T1和T3(P<0.001,P=0.002),训练+家庭作业组在T2和T3的得分显著高于T1(均为P<0.001),且T3得分高于T2(P=0.011)。提示训练组仅在训练后的心理丰富性显著升高,训练+家庭作业组在训练后和训练后30 d的心理丰富性持续升高。

2.4 训练+家庭作业组的生活满意度显著升高

采用3×3的重复测量方差分析考察团体训练对大学生生活满意度的干预效果。以生活满意度得分为因变量,干预方式为组间变量,时间为组内变量,进行重复测量方差分析。结果发现,时间主效应和时间×分组的交互效应存在显著差异,见表4。进一步的简单效应分析显示:T3时,3组的得分有显著差异(F=6.076,P=0.004,偏η^2=0.156),事后检验显示T3的训练+家庭作业组得分高于等待组和训练组(P=0.004,P=0.036);训练+家庭作业组在3个时间点的得分差异显著(F=8.454,P<0.001,偏η^2=0.206),事后检验显示该组在T3的得分显著高于T1和T2(P<0.001,P=0.045)。提示训练+家庭作业组在训练后30 d的生活满意度显著升高。

2.5 训练组和训练+家庭作业组的抑郁-焦虑-压力无显著变化

采用Shapiro-Wilk检验3个时间点大学生的抑郁-焦虑-压力得分分布情况,显示为非正态分布(P均<0.01),故采用Kruskal-Wallis H检验和Friedman检验对3组被试在3个时间点得分分别进行组间和组内比较。以抑郁-焦虑-压力得分为因变量,干预方式为组间变量,时间为组内变量,结果显示组间比较和组内比较差异均无统计学意义(表5、6)。提示本训练对3组大学生的抑郁-焦虑-压力得分无显著影响。

3 讨论

3.1 短期训练提高大学生的心理丰富性,且持续练习使效果得以保持

考察大学生的积极心理健康使用到的心理丰富性和生活满意度2个指标源于当前心理学界不同的幸

表3 3个时间点心理丰富性、生活满意度得分的分布和方差齐性检验($\bar{x}\pm s$)

Table 3 Distribution and homogeneity of variance tests for PRLQ and SWLS scores at 3 time points ($\bar{x}\pm s$)

Variable	Scores	Kurtosis values	Skewness values	P (Shapiro-Wilk test)	P (Homogeneity of variances)
PRLQ T1	53.71±7.22	−0.385	−0.229	0.442	0.591
PRLQ T2	57.62±7.90	−0.874	−0.015	0.233	0.455
PRLQ T3	57.29±8.42	−0.524	0.255	0.124	0.688
SWLS T1	21.88±4.58	0.080	−0.147	0.227	0.454
SWLS T2	22.77±4.13	0.254	−0.455	0.119	0.698
SWLS T3	23.29±4.51	−0.109	0.110	0.276	0.674

表4 心理丰富性、生活满意度得分的重复测量方差分析结果($\bar{x}\pm s$)

Table 4 Results of repeated measures analysis of PRLQ and SWLS ($\bar{x}\pm s$)

Variable	Time	Training group (n=22)	Training-plus-homework group(n=23)	Waitlist group (n=24)	Main effect of time			Main effect of group			Time × group interaction		
					F	P	Partial η^2	F	P	Partial η^2	F	P	Partial η^2
PRLQ	T1	54.41±7.58	53.74±7.74	53.04±6.60									
	T2	60.05±8.27	59.91±7.24	53.21±6.39	32.036	<0.001	0.327	4.425	0.016	0.118	15.324	<0.001	0.317
	T3	56.91±6.95	62.52±8.31	52.63±7.03									
SWLS	T1	22.32±4.73	21.57±4.05	21.79±5.05									
	T2	23.68±4.08	23.30±4.02	21.42±4.12	3.379	0.039	0.049	1.892	0.159	0.054	3.799	0.006	0.103
	T3	22.50±4.54	25.74±4.30	21.67±3.77									

表5 抑郁-焦虑-压力得分的组间比较结果[$M(P_{25},P_{75})$]

Table 5 Results of between-group comparison for DASS-21 [$M(P_{25},P_{75})$]

Variable	Time	Training group (n=22)	Training-plus-homework group (n=23)	Waitlist group (n=24)	Kruskal-Wallis H test	
					H	P
DASS-21	T1	10.00(7.75,18.00)	10.00(8.00,17.00)	11.50(9.00,17.50)	0.216	0.898
	T2	11.50(7.75,15.25)	10.00(6.00,14.00)	10.00(6.00,18.00)	0.145	0.930
	T3	9.50(7.00,13.75)	8.00(6.00,11.00)	11.00(7.00,17.00)	1.800	0.407

表6 抑郁-焦虑-压力得分的组内比较结果[$M(P_{25},P_{75})$]

Table 6 Results of within-group comparison for DASS-21 [$M(P_{25},P_{75})$]

Group	n	Time			Friedman test	
		T1	T2	T3	χ^2	P
Training group	22	10.00(7.75,18.00)	11.50(7.75,15.25)	9.50(7.00,13.75)	1.224	0.542
Training-plus-homework group	23	10.00(8.00,17.00)	10.00(6.00,14.00)	8.00(6.00,11.00)	5.727	0.057
Waitlist group	24	11.50(9.00,17.50)	10.00(6.00,18.00)	11.00(7.00,17.00)	1.407	0.495

福理论。与心理学界过去的两种主要幸福理论(追求快乐的享乐论与注重自我实现的幸福论)不同,心理丰富性认为幸福感并非源于单纯的快乐或价值实现,而是由能带来视角转换的经历、开阔的视野、对复杂生活事件的体验,以及丰富多元的情感所构成[27]。

本研究发现,通过训练,时间和分组的交互效应显著,3组的组间比较显示T2时间点训练组和训练+家庭作业组的心理丰富性得分高于等待组,表明短期训练就可以提高大学生的心理丰富性,原因可能是被试在训练中回忆过去和预期未来的积极事件,让他们感受到积极情绪,根据建构-拓展理论,积极情绪容易让人们看到自身的优势,而这种积极的认知被认为可能是心理丰富性的影响因素[28]。此外,在T3时间点训练+家庭作业组的得分高于训练组和等待组;训练组在T2的得分显著高于T1和T3,训练+家庭作业组在T2的得分显著高于T1,在T3的得分高于T1和T2,提示训练后30 d心理丰富性得分降低,需要持续的练习才能使心理丰富性持续升高。实际上许多针对自传体记忆或未来情景思维训练的追踪研究都表明干预效果无法保持[2,29-30],这可能是由于本团体训练依赖情境,在练习中虽创造了一个积极优势环境,但一旦回到现实生活,个体的认知加工风格、自我图式又容易回到原有的基线水平。

3.2 持续的积极事件练习才能提高生活满意度

生活满意度是幸福论的核心指标,认为幸福不只是"感觉良好",更是"生活得好",即个体基于内在标准判断自己是否在过一种有价值、有意义、符合自我实现的生活。本研究发现,训练+家庭作业组在T3时的生活满意度得分高于等待组和训练组,且高于其在T2和T1时的得分,表明短期的团体训练对生活满意度的影响较小,需要持续的练习才能得到提高。BOGAERT等[2]将记忆特异性训练和未来事件特异性训练相结合,对青少年进行每周50 min,连续4周的训练课程,虽然该研究采用的幸福感问卷基于"享乐论"与"幸福论"的整合性幸福理论,但其结果与本研究类似。分析原因可能是短期训练虽然产生很多积极体验,但提升生活满意度不仅需要增加积极体验,还需要调整内在的评价标准,这种基于自我的评价需要长期的练习才能发生变化。

3.3 积极事件训练改善抑郁-焦虑-压力的效果不明显

大学生的消极心理健康维度主要从焦虑、抑郁和压力情况来反映个体的心理困扰。尽管研究表明单独使用针对自传体记忆的干预方法和未来情景练习能够改善消极情绪,比如记忆特异性训练可以缓解精神分裂症患者的抑郁症状[31],记忆灵活性训练减轻了重度抑郁患者的抑郁症状[32];未来事件特异性训练可以改善重度抑郁患者的抑郁症状[30],降低艺术家的表演焦虑[33]。但本研究未得到类似结果,3组的抑郁-焦虑-压力得分在组间和组内均没有显著差异,表明该训练对消极心理健康的影响效果不明显,可能是因为那些有效的研究对象多为患有心理疾病的人群,而本研究被试则为无心理疾病的大学生,得分的基线水平就较低,这与MARTENS等[34]的研究结果相似。

然而,本研究也存在一些局限性。第一,本研究只设计了1个等待组,研究结果不能排除安慰剂效应;第二,本研究依靠自我报告来评估干预结果,容易受到被试回忆偏差和社会期望效应的影响;第三,目前

关于自传体记忆和未来情景思维的训练方法有很多,本研究仅采用了其中的3种,方案设计可能不够完美,未来,可明确各种方案的适用范围和效果,以便在实际工作中更好的使用。

综上所述,采用整合自传体记忆与未来情景思维的积极事件团体心理训练方案,对提升我国大学生的积极心理健康水平具有良好的效果,且持续的家庭作业练习有助于维持干预效果。

利益冲突 本文所有作者声明不存在利益冲突

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