

**Report of the IUPsyS Capacity Building Workshop on
Psychological Intervention after Disasters in the Asia and Pacific Region
Beijing, China
February 18 – 22, 2012**

Peace and progress are two main basic elements for the sustainable development of the World and can be said to underpin the strategic plans of ICSU. The realization of such plans and the effort of societies are, however, often hindered by natural and man-induced disasters. Based on recent practice of the International Union of Psychological Science, we can see that running capacity building workshops to train young psychologists to deal with the aftermath of such disasters in regularly affected areas is an effective way to deal with the issue. With the leadership of the Union's President, Rainer K. Silbereisen (University of Jena), the Union has already run three capacity building workshops in the Caucasus region with funds from the German Exchange Service (DAAD) and gained thereby much experience. In order to serve the Asian-Pacific area, the Union, with the support of ICSU and the ICSU Regional Office for Asia and the Pacific, organized and ran a capacity-building workshop on, *Psychological Intervention after Disasters in the Asia and the Pacific Region*, in February 2012, which was held in Beijing, China. An evaluation indicated that the workshop attained its proposed goals and outcomes.

Background to the workshop

The focus on the Asia and the Pacific region is based on two important facts. First, the four billion habitants of the region form 60% of the world's population, yet in the last decade, 41% of the natural disasters around the world occurred in this region, bringing untold damage, loss of life, and hardship. Second, the majority of the countries in this region are developing and often lack an advanced infrastructure or responsive rescue systems, meaning that help is typically concentrated on addressing physical and infrastructural devastation, with less attention paid to the effects on individuals, and especially on psychological adversity. For example, people need help to deal with problems arising from the loss of close relatives, from significant property or environmental loss, from the effects of physical injury, and from other stressors, including the overarching effects of displacement. The effects on psychological health, which can be long-lasting, are known to vary with age and other demographic characteristics, reflecting differences in cognitive capabilities and other resources to deal with the challenges of a disaster. Here the concept of resilience is a potentially powerful asset in understanding responses to disaster: the degree of an individual's resilience to stressors, such as those arising from disasters, depends on both social and individual factors within a particular region, so that it is important to be mindful of the cultural and infrastructural context.

Workshop Goals and Expected Outcomes

The workshop was design to use international scientific and applied expertise to help researchers, educators, and practitioners in the Asia and the Pacific region have a better understanding of and ability to respond to the mental health consequences of regional disasters. In addition, there was to be

a special focus on the science needed to enhance the relevance of psychological interventions as well as increasing the capacity for sustained theoretical and applied research in the Asia and Pacific area. With regard to specific goals for this workshop, these were:

1. To present participants with the most recent scientific and applied scientific evidence and knowledge on Psychological Intervention after Disasters;
2. To show the constraints and opportunities of working with particular target groups, such as children and adolescents;
3. To develop relevant knowledge provision, education and training in academic programs of psychology;
4. To help in developing a regional network to support continuance in scientific and training in mental health support following disaster.

Expected outcomes centered mainly on developing the skills and awareness of psychologists from the Asia-Pacific region concerning dealing with psychological interventions after disasters; and on establishing a communication platform (e.g. website) to facilitate capability building after the workshop.

Implementation

Planning Group

The 2012 workshop organizing team was led by Professor Rainer K. Silbereisen (President of IUPsyS and Head of the Department of Developmental Psychology and Director of the Center for Applied Developmental Science, University of Jena, Germany) and by Professor Kan Zhang (Vice President of IUPsyS and Past President of the Chinese Psychological Society, Professor of the Institute of Psychology, Chinese Academy of Sciences, Beijing, China) and included Dr Verona Christmas-Best (University of Jena, Germany), Dr. Lamei Wang (Institute of Psychology, Chinese Academy of Sciences, Beijing, China), and other colleagues from the Chinese Psychological Society.

Recruitment of participants

In order to identify participants for the new workshop we first conducted a literature search to identify researchers in this field and their institutes in the Asian-pacific region. We invited expressions of interest from those identified, giving an overview of the workshop and details of the target audience. In general, the target group of the workshop was (1) researchers, educators, and practitioners from across the entire Asia-Pacific region, who have an academic background, primarily in psychology, and who are interested and experienced in work on disasters; (2) psychologists who work with particular target groups, such as children and adolescents; (3) young and early career scientists from Asian-Pacific countries working in the field. Participants were expected to be resident in China, India, Indonesia, Thailand or Sri Lanka, to be willing to attend and participate in the whole workshop, and to present a poster on their current research and empirical work to their fellow participants and faculty. They were also asked to forward the workshop information to other psychologists in their country working in the related fields. The local organizer also asked the ICSU Regional Office for Asia and the Pacific, ISSBD Asian office, and Chinese Society of Psychology for help in sending out the call for participation information to their members.

The applications received before the official deadline resulted in a database of well over 50 possible candidates working in the field from China, India, Thailand, Indonesia, Sri Lanka, Malaysia and New Zealand. Applications were only considered once a CV and a list of their publications had been

received: applications sent after the deadline were not considered. Selection was based on goodness of fit between an applicant's area of research interest and the aims of the workshop, as well as the quality and suitability of their publications and CV. In total, the organizers invited 25 applicants to take part in the workshop. Selection also aimed at ensuring a balance across the countries within the workshop with regard to number of participants from each country, to gender, and to academic status. Finally 20 participants confirmed their participation before the requested date.

Recruitment of faculty

As for previous workshops, faculty members were chosen for their international renown, this time as experts in the field of psychotherapy, clinical psychology, developmental psychology and public health. As always, not everyone invited initially was able to participate. At the end of the invitation process, the following agreed to participate as faculty:

Shu Li, Institute of Psychology, Chinese Academy of Sciences, China

Presenter and facilitator on: *Interventions after disasters: Assessment of need and approaches to intervention at different phases following disaster*

Marinus H. van IJzendoorn, Leiden University, The Netherlands

Presenter and facilitator on: *Cross-disciplinary research on behavioral, brain-related and epigenetic processes that shed new light on human response to disasters*

Abigail Gewirtz, University of Minnesota, USA

Presenter and facilitator on: *Individual differences in response to disasters: the concept of and research into resilience with special emphasis on children and adolescents*

Joop T de Jong, VU University Medical Centre, Amsterdam

Presenter and facilitator on: *A Culturally Sensitive Model for Disaster Public Mental Health*

The local organizers were also asked to approach administrators of local organizations and services related to work in the field of post-disaster support about participating in a 'Round Table' on "Recognizing National Needs: The case of Capacity Building for Disaster and Bereavement." In light of this aim, the following guests agreed to attend and to join faculty members for the Round Table discussions:

Emeritus Professor Mohd. Nordin Hasan FASc, Director of ICSU Regional Office for Asia and the Pacific

Dr. Jane E. Rovins, CEM, Executive Director of Integrated Research on Disaster Risk IPO

Dr. Bondan Sikoki, director of SurveyMeter, Indonesia

Dr. Yufang Zhao, Associate Professor, Vice-Dean, School of Psychology, Southwest University, China

Financial resources: The travelling expenses of participants and faculty members were covered jointly by IUPsyS and ICSU, who provided IUPsyS with a grant given specifically for the workshop. The Chinese Psychological Society (CPS) covered all the local expenses with support from the Chinese Association for Science and Technology (CAST). The Institute of Psychology, Chinese Academy of Sciences also supported the organization of the workshop by providing meeting rooms and office facilities in Beijing.

Plans for evaluating activities: An evaluation procedure was built into the workshop. Upon acceptance of their application, participants were sent a specially designed pre-workshop evaluation questionnaire that endeavored to capture individual expectations concerning workshop proceedings,

content, delivery, and outcomes. This was returned to the Organizing Committee electronically, or handed in at the workshop location prior to the commencement of the workshop. Immediately following the end of the workshop, a post-workshop evaluation questionnaire, which included all items from the pre-workshop questionnaire, plus additional questions regarding participants' satisfaction in different domains and whether their goals and expectations had been fulfilled, was given to all participants. A summary of the evaluation findings is given towards the end of this report; a full evaluation report can be found in Appendix 1.

Difficulties encountered during planning: As the workshop was held in Beijing, few difficulties were encountered concerning the local arrangements, such as the preparation of the conference center, hotels and local transport etc. However, it was sometimes difficult for the organizing committee to get in touch with some of the faculty members to get their detailed information, such as their actual flight number and arriving time.

Procedure

The workshop proper started on February 18, 2012 (arrival for participants was February 17) and lasted until February 22 (departure February 23). Faculty members arrived and departed at various stages of the workshop, but the majority was in attendance from Day 1 through Day 4. As almost all faculty members could be present at the beginning of the workshop, the poster presentations of the participants were all held either on Day 1 or Day 2. In this way, participants would have the benefit of feedback on their work from as many experts as possible (see workshop program attached). In all there were 18 participants from the Asia-Pacific region; two of the twenty who had agreed to attend (one from Sri Lanka, one from India) had to decline at the last minute for private or visa reasons.



Opening & welcome address from Professor Rainer K. Silbereisen and Professor Kan Zhang

Each day started with an introduction to the day's program and (when appropriate) a review of the previous day's proceedings. The days varied slightly depending on which faculty members were present. As mentioned earlier, Days 1 and 2 were highly concentrated, each starting with a 45-minute presentation, followed by small group work on tasks set by the presenter/trainer, and concluding with poster presentations. For full details of each day's schedule, see the workshop program attached (Appendix 2).



Presentation by Professor Shu Li



Presentation by
Professor Marinus H. van IJzendoorn



Presentation by
Associate Professor Abigail Gewirtz



Presentation by Professor Joop T de Jong

For the small group sessions, participants were placed into three groups of six members using a variety of grouping exercises to ensure random group membership. In these smaller working groups, participants were asked to work on tasks set by the faculty member who had acted as presenter for that session. The working groups were joined by faculty members, although overall supervision was by the presenter/trainer. Group work was followed by a plenary session for groups to report back, present their experiences, and ask questions.

With regard to the poster presentations: overall there were two poster panels, organized as far as possible by area of research or work focus. Each participant presented their work and received feedback from the faculty member leading that session. Questions and comments were then invited from other faculty members and from other participants. The presentation of the participants' posters, and the in-depth discussion of their work, was very well received by all involved.

On Day 3, there were two presentations and two sessions of group work. This required an early start and resulted in a later than planned finish. In the morning of Day 4, however, there was a complete change to normal procedure. The room layout was changed in preparation for the Round Table event with invited speakers. In the afternoon of Day 4, all the attendants took the chance to see some of the wonderful historic monuments of Beijing.



Small Group Session (Faculty member, Professor Rainer K. Silbereisen)



Rong Wang, China, presents her poster

Round Table

The theme of the Round Table was “Recognizing National Needs: The case of Capacity Building for Disaster and Bereavement.” The aim here was for the invited guests to make short formal presentations of their work as related to Round Table theme, for faculty members and participants to comment on the presentations from the perspectives of their own experiences, Presentations were made by:

Emeritus Professor Mohd. Nordin Hasan FASc, Director of ICSU Regional Office for Asia and the Pacific

Dr. Jane E. Rovins, CEM, Executive Director of Integrated Research on Disaster Risk IPO

Dr. Bondan Sikoki, director of SurveyMeter, Indonesia

Dr. Yufang Zhao, Associate Professor, Vice-Dean, School of Psychology, Southwest University, China



Professor Mohd Nordin Hasan



Dr. Jane E. Rovins



Dr. Bondan Sikoki



Dr. Yufang Zhao

Faculty members in attendance were:

Professor Rainer K. Silbereisen, University of Jena, Germany

Professor Kan Zhang, Institute of Psychology, Chinese Academy of Sciences

Associate Professor Abigail Gewirtz, University of Minnesota, USA

Professor Joop T de Jong, VU University Medical Centre, Amsterdam; Boston University School of Medicine Rhodes University, South Africa

Professor Jianxin Zhang, Deputy Director, Institute of Psychology, Chinese Academy of Sciences



Introduction to the Round Table by Professor Kan Zhang

Following opening remarks by Rainer Silbereisen and Kan Zhang, Mohd Nordin Hasan, Director of ICSU Regional Office for Asia and the Pacific, expressed his appreciation of the IUPsyS and Chinese psychologists continuing contribution to ICSU and the Regional Office for Asia and Pacific. The duty of ICSU is transferring evidence-based researches into application to benefit society. In light of this general principle, disaster reduction is one of the four priority areas to support. Mohd Nordin Hasan, who had attended all workshop sessions, acknowledged the success of this workshop and pointed out that this may be the first in a series; the Regional Office will discuss with IUPsyS about possible future endeavors. Later, in responding to a suggestion of network building, Mohd Nordin Hasan agreed to provide to setup an online forum for the participants of the workshop to maintain contact and to continue with the exchange of information.

Jane Rovins, the Executive Director of Integrated Research on Disaster Risk IPO, reported the objective and the brief yet rapid development of IRDR. IRDR is an interdisciplinary research program that is sponsored by multiple agencies, focusing on challenges brought about by natural disasters and their impact, which seeks to improve related policy-making mechanisms. Since its establishment in 2010, IRDR had launched three research initiatives and organized a handful of workshops and conferences. Jane Rovins emphasized that the mission of the office is to bring the forces from different areas and agencies together and make the most from collaboration.

Yufang Zhao from China, and Bondan Sikoki from Indonesia presented their research from field work and discussed the influence of social and economic variables on mental health and related interventions. They also pointed out the importance of the cultural context in post-trauma recovery.

Bondan Sikoki reported two studies conducted after the Bali Bombing in 2002 and the Indian Ocean Tsunami in 2004. A major finding from the survey data suggested that a significant amount of trauma-related stress was linked to economic stress, such as resulting from loss of one's home and all possessions, and the means of earning a living. Dr Zhao reported the lessons learned from the experiences as a counselor after the Wenchuan Earthquake in 2008. She suggested culture-specificity should be taken into consideration in capacity building.

Jianxin Zhang, the deputy director of Institute of Psychology, Chinese Academy of Sciences, the local workshop organizer, thanked faculty members, the invited guests and workshop participants as well as IUPsyS and ICSU, for their contribution to the workshop. He noted the unique role psychologists played in regional and international organization, especially with relevance to disaster management and mental health. He also pointed out that after a disaster, victims and other affected population may not only suffer from stress-related mental illnesses, but also may exhibit positive change, such as post-traumatic growth. The focus of international health community was shifting from development to sustainability, whereby psychologists should not only aid the sufferers, but also lend a helping hand to strength the positive changes of others. Finally, as a high-ranking officer in both the Institute of Psychology of the Chinese Academy of Sciences (IPCAS) and the Chinese Psychological Society (CPS), Kan Zhang reported that the institute and the society were willing to continue supporting such events.

Rainer Silbereisen echoed that psychologists should collaborate with other professionals to help survivors after the disaster. Joop de Jong summarized the important issues raised during the workshop and Round Table presentations, and especially raised the question that of whether PTSD is a universal phenomenon or is culture-specific. He pointed out the importance of combining knowledge from both micro and macro ecological levels in studying disaster and other traumatic experiences. Abigail Gewirtz noted that the significance of resilience lies both within the individual and within family systems in trauma recovery. She also emphasized the usage of scientific-evidenced methods and how to implicate research into practice. She noted that international resources and cooperation were very helpful and pointed to the use of internet-based integrated databases as an important tool.



Summing up by Professor Rainer K. Silbereisen

In summing up before opening the discussion, Rainer Silbereisen echoed the important issues raised during the workshop, especially concerning the importance of bringing quality experts and participants from a mixed background that benefit in broadening the visions of all members and enriching the knowledge of the topics of concern. He introduced the approach of the workshop as “science first,” covering the spectrum from basic science, applied science to translational science. The presentation covered a range of important topics from all three domains. The example of basic science included both decision-making research, which gave us a key into what we do in a disaster, and epigenetic research – as shown by the work of Marinus van IJzendoorn - which talked about individual differences in those who are more likely to suffer and who may benefit and gain from disaster following recovery. The example for applied science was given by Abigail Gewirtz's research into the concept and role of resilience, which was often overlooked in traditional disaster research. Joop de Jong's research gave us an example of translational science. He used basic scientific concepts interpreted as depending on cultural context. He showed that science, while dealing with the downsides of human existence, was different from being just altruistic and spiritual. He also noted that what makes the difference between a smart mind and a scientist is methodology: practitioners should combine their in-field knowledge with research instruments from hard science which give credible insights. In other words, what we need are intervention trials done under strict scientific conditions to provide reliable insights into underlying principles.

Invited speakers and faculty members responded to participants' questions and concerns, such about local and international resources, cooperation, research channels and opportunities, the sustainability of external support, how to integrate different disciplines, and the unique role of psychologist in the context of emergency etc. The speakers also emphasized the importance of transferring science in a

simple and understandable way, and that the soft skills of scientists should be part of the higher education curriculum. The Round table was closed following a summary by the organizers. Follow-up plans, such as workshops and research projects were mentioned by the officers from local and international agencies. It was also noted that coherent programs needed coherent faculty, and continuing education was very important.

Evaluation

Before and after the workshop, a specially designed evaluation questionnaire that examined various aspects of the workshop experience was given to the participants. All participants (N = 18) filled out both of the questionnaires.

Looking at the results of post-workshop evaluations (see Appendix 1, Table 1), we can conclude that the workshop was very well received. All pre/post items were answered well above their respective scale mean. This applies especially to items referring to the quality of the presentations and presenters (e.g., “Instructors displayed a thorough knowledge of the subject; Instructors communicated his/her subject matter well”). Regarding the additional items that were only included in the post-workshop evaluation, the high level of satisfaction with the workshop is obvious. For example, participants were very satisfied with the supervised group activities, and also rated their overall satisfaction with the workshop as quite high (M = 4.33). The excellent evaluation of the workshop is also reflected in the strong fulfillment of own expectations (M = 4.44).

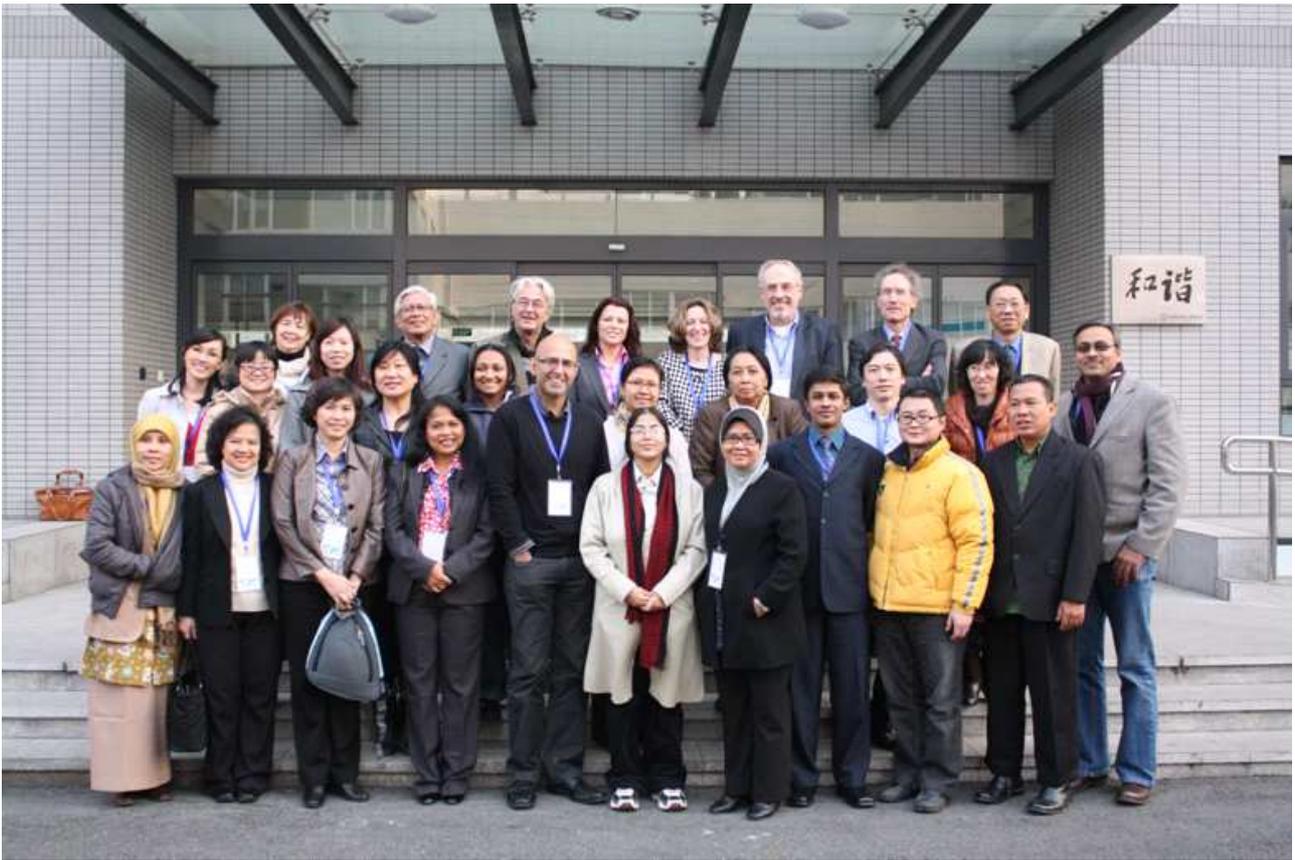
From the open-ended items in the post-conference evaluation, it is evident that the group activities were deemed to be particular highlight of the workshop.

Publicity of Information concerning the Workshop

During the Round Table, Chinese Social Sciences Today (CSST) was present. The related report was published on February 27th, in Chinese.

Plans for Follow-up

Following the success of the workshop and the willingness of participants, the ICSU Regional Office for Asia and the Pacific, the ICSU IRDR office in Beijing, the Chinese Psychological Society, and IUPsyS all expressed a wish for more similar workshops to be run in the future. The possibility of support from a variety sources was discussed. In particular, Mohd Nordan Hassan, on behalf of ICSU, suggested that he liaise with the President of IUPsyS to explore the possibility of follow-up initiatives in more depth.



Participants and Faculty, Beijing

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Appendix 1

Workshop Evaluation

Before and after the workshop, a specially designed evaluation questionnaire that examined various aspects of the workshop experience was given to the participants. The response rate was 100%, all participants (N = 18) filled out both of the questionnaires.

The pre-workshop questionnaire comprised 20 items to be answered on a 5-point Likert scale (1 “Strongly disagree” to 5 “Strongly agree”). Topics of the questionnaire were expectations regarding the workshop objectives, the instructors and their presentations. Furthermore, the questionnaire included two open-ended questions regarding the expectation and the topics the participants like to see covered in the workshop. All items from the pre-workshop questionnaire were used in the post-workshop questionnaire in addition to additional questions regarding the satisfaction in different domains and whether one’s goals and expectancies were fulfilled. In total, the post-workshop questionnaire comprised 35 items. Note that we used a slightly different wording with regard to the pre- and post-workshop questionnaires. Whereas the pre-workshop items dealt with the expectation and wishes of the participants (e.g., “Instructors *should use* a variety of teaching techniques”), the post-workshop items dealt with the actual fulfillment of their wishes (e.g., “Instructors *have used* a variety of teaching techniques”). Please refer to Table 1 for an overview about the items used in the evaluation.

Judging by the mean levels of the pre-conference items, the greatest expectations of the participants referred to opportunities for intensive learning and adequate communication at a high level (e.g., “Instructors should include recent developments in this field; Instructors should relate course material to practical situations; Workshop should encourage understanding of concepts and principles; Instructors should encourage question & discussion”). Taken together, all items were answered well above their scale mean and ranged between $M = 4.11$ and $M = 4.78$ indicating no great variation in the high expectations concerning specific workshop details. Furthermore, in the answers to the open-ended question concerning the topics they would like to be covered in the workshop, many participants specified topics related to the content which would likely to be covered in the presentations of the faculty members (such as “Specific intervention for children and adolescents; Cross- cultural differences in responding to disaster situations”).

Looking at the results of post-workshop evaluations, we can conclude that the workshop was very well received. As can be seen in Table 1, all pre/post items were again answered well above their respective scale mean. This applies especially to items referring to the high quality of the presentations and presenters (e.g., “Instructors displayed a thorough knowledge of the subject; Instructors communicated his/her subject matter well”). Regarding the additional items that were only included in the post-workshop evaluation, the high level of satisfaction of the workshop is obvious. For example, participants were very satisfied with the supervised group activities, and also rated their overall satisfaction with the workshop as very high ($M = 4.33$). Finally, the good evaluation of the workshop is also reflected in the strong fulfillment of own expectations ($M = 4.44$).

Looking at the open-ended items in the post-conference evaluation, the practical training in the small groups was frequently named as highlights of the workshop. Most of them appreciate the networking with other participants and instructors, as well as the academic atmosphere that encouraged questions

and diverse points of view. Furthermore, we were interested in how to improve future workshops: Some participants would have liked more time for their group discussion. Others suggested they would like to be divided into special groups based on different research interests. Furthermore, topics related to research methods are the training they would like most to be offered in the future (e.g., methodological skills, techniques of psychological intervention, qualitative research, assessment and evaluation etc.).

To conclude, the evaluation of the workshop indicates that the workshop was, in the eyes of the participants, highly successful and effective in meeting high expectations. These evaluation results thereby confirm the positive impressions of the organizing team and the faculty members.

Table 1: Overview about evaluation items (Means and Standard Deviations)

		<i>M (SD)</i> Pre (Expectations)	<i>M (SD)</i> Post (Evaluations)
[Pre / Post] ¹	Lectures, discussion and activities were relevant to workshop objectives	4.67(.49)	4.61(.50)
[Pre / Post] ¹	Instructors displayed a thorough knowledge of the subject	4.44(.62)	4.78(.43)
[Pre / Post] ¹	Instructors included recent developments in this field	4.72(.46)	4.67(.49)
[Pre / Post] ¹	Instructors provided useful factual knowledge and demonstrate content competence	4.67(.49)	4.72(.46)
[Pre / Post] ¹	Instructors related course material to practical situations	4.72(.46)	4.56(.70)
[Pre / Post] ¹	Instructors discussed topic in sufficient depths	4.28(.67)	4.56(.51)
[Pre / Post] ¹	Instructors demonstrated the significance of workshop	4.72(.46)	4.61(.50)
[Pre / Post] ¹	Workshop encouraged understanding of concepts and principles	4.78(.43)	4.72(.57)
[Pre / Post] ¹	Instructors clarified the relationships among various topics covered in the workshop	4.61(.50)	4.11(.47)
[Pre / Post] ¹	Instructors distinguished between major & minor topics	4.11(.76)	4.11(.58)
[Pre / Post] ¹	Instructors related the subject matter to actual situations	4.39(.50)	4.44(.62)
[Pre / Post] ¹	Instructors presented examples to clarify abstract concepts	4.50(.51)	4.50(.51)
[Pre / Post] ¹	Instructors integrated lectures, break-out groups and other assignments	4.50(.51)	4.67(.49)
[Pre / Post] ¹	Instructors used a variety of teaching techniques	4.44(.62)	4.17(.71)
[Pre / Post] ¹	Instructors maintained an atmosphere which actively encouraged thinking and learning	4.67(.59)	4.72(.46)
[Pre / Post] ¹	Instructors selected relevant examples	4.61(.50)	4.61(.50)
[Pre / Post] ¹	Instructors communicated his/her subject matter well	4.61(.50)	4.78(.43)

[Pre / Post] ¹	Instructors encouraged question & discussion	4.72(.46)	4.67(.49)
[Pre / Post] ¹	Instructors encouraged differing points of view	4.44(.62)	4.72(.46)
[Pre / Post] ¹	Instructors helped clarify difficult material	4.61(.50)	4.72(.46)
[Post]	Overall satisfaction 1 st supervised group work	/	4.50(.62)
[Post]	Overall satisfaction 2 nd supervised group work	/	4.78(.43)
[Post]	Overall satisfaction 3 rd supervised group work	/	4.67(.49)
[Post]	Overall satisfaction 4 th supervised group work	/	4.61(.50)
[Post]	The workshop met my expectation	/	4.44(.62)
[Post]	I learned things I did not expect to learn	/	4.22(.88)
[Post]	I learned a lot from other participants	/	4.56(.51)
[Post]	Everyone had a chance to participate	/	4.44(.78)
[Post]	I will be able to apply what I learned	/	4.33(.49)
[Post]	My personal goals of attending the workshop have been fulfilled	/	4.39(.50)
[Post]	Overall satisfaction with the workshop	/	4.33(.69)
[Post]	The visa application process was easy	/	4.50(.52)
[Post]	I am satisfied with my accommodation	/	4.59(.62)
[Post]	I am satisfied with the workshop facilities	/	4.67(.49)
[Post]	I am satisfied with the service I received during the workshop	/	4.72(.46)

¹ different wording for pre-workshop items.

Note:

M = mean; *SD* = standard deviation;

Answering scales: Strongly disagree = 1, Disagree = 2, No opinion = 3, Agree = 4, Strongly agree = 5;

Appendix 2

Workshop program

February 18 (Saturday): Arrival

09:00 – 19:30	Registration , Best Western Olympic Hotel Lobby
11:30 – 14:00	Pre-workshop Discussion, Best Western Olympic Hotel (Lunch offered by Professor Xiaolan Fu, Director of the Institute of Psychology, Chinese Academy of Sciences (CAS)) Attendance: Rainer Silbereisen, Verona Christmas-Best, Xiaolan Fu, Kan Zhang, Yufang Yang, Jianxin Zhang
19:30 – 21:00	Dinner (Hotel)

February 19 (Sunday): Training day 1

(All training on the 9th floor meeting rooms, the South Building, Institute of Psychology, CAS)

09:00 – 09:15	Opening & welcome address: Professor Rainer K Silbereisen, University of Jena, Germany, President of the International Union of Psychological Science (IUPsyS) Professor Jane E. Rovins, Executive Director of Integrated Research on Disaster Risk (IRDR) Chaired by Professor Kan Zhang, Institute of Psychology, Chinese Academy of Sciences, Vice President of the IUPsyS
09:15 – 10:00	Presentation: Professor Shu Li, Institute of Psychology, Chinese Academy of Sciences, China <i>Interventions after disasters: Assessment of need and approaches to intervention at different phases following disaster</i>
10:00 – 10:30	Question and answer session
10:30 – 11:00	Coffee break
11:00 – 13:00	Supervised small group work related to presentation - task(s) set by presenter (3 groups: 2 x 7 participants, 1 x 6 participants)
13:00 - 14:30	Lunch at a nearby Café (and poster set up Group A*)
14:30 – 15:30	Reporting back to plenary of group task(s) – discussion
15:30 – 16:30	Poster presentations: Group A (with all faculty and participants)
16:30 – 17:00	Coffee Break
17:00 – 18:00	Poster presentations: Group A continued (with all faculty and participants)
19:30 – 21:00	Welcome Reception (Dayali Restaurant) (Offered by Professor Yufang Yang, President of the Chinese Psychological Society(CPS)) Attendance: Yufang Yang, All Participants, all meet at 19:20 in hotel lobby

*Group A: Wen Gao, Kumar Ravi Priya, Hervita Diatri, Wen Liu, Yasir Rather, Warih Andan Puspitosari, Sarbjit Singh Johal, Li Wang, Indika Karunathilak

February 20 (Monday): Training day 2

09:00 - 09:15	Introduction to Day 2: Professor Joop T de Jong, VU University Medical Centre, The Netherlands
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09:15 – 10:00	Presentation: Professor Marinus H. van IJzendoorn, Leiden University, The Netherlands <i>Cross-disciplinary research on behavioral, brain-related and epigenetic processes that shed new light on human response to disasters</i>
10:00 – 10:30	Question and answer session
10:30 – 11:00	Coffee break and Group photo
11:00 – 13:00	Supervised small group work related to presentation - task(s) set by presenter (3 groups: 2 x 7 participants, 1 x 6 participants)
13:00 - 14:30	Lunch at a nearby Café (and poster set up Group B*)
14:30 – 15:30	Reporting back to plenary of group task(s) – discussion
15:30 – 16:30	Poster presentations: Group B (with all faculty and participants)
16:30 – 17:00	Coffee Break
17:00 – 18:00	Poster presentations: Group B continued (with all faculty and participants)
19:30 – 21:00	Dinner (Sanfeng Qiantang Restaurant, all meet at 19:20 in hotel lobby)

*Group B: Alisa Wacharasindhu, Wang Rong, Sujata Satapathy, Fransiska Kaligis, Hariyati Shahrma Abdul Majid, Chrishara Paranawithana, Burin Suraaroomsamrit, Bambang Kuncoro, Chandanie Senadheera, Ni Wayan Suriastini, Rachanee Chalongkuakul

February 21 (Tuesday): Training day 3

08:45 – 09:00	Introduction to Day 3: Professor Marinus H. van IJzendoorn, Leiden University, The Netherlands
09:00 – 09:45	Presentation: Associate Professor Abigail Gewirtz, University of Minnesota, USA <i>Individual differences in response to disasters: the concept of and research into resilience with special emphasis on children and adolescents</i>
09:45 – 10:15	Question and answer session
10:15 – 11:00	Supervised small group work related to presentation - task(s) set by presenter (3 groups: 2 x 7 participants, 1 x 6 participants)
11:00 – 11:15	Coffee break to be taken during group task session
11:15 – 12:15	Supervised small group work continues
12:15 – 13:00	Reporting back to plenary of group task(s) – discussion
13:00 – 14:15	Lunch at a nearby Café
14:15 – 15:00	Presentation: Professor Joop T de Jong, VU University Medical Centre, Amsterdam <i>A Culturally Sensitive Model for Disaster Public Mental Health</i>
15:00 – 15:30	Question and answer session
15:30 – 16:15	Supervised small group work related to presentation - task(s) set by presenter (3 groups: 2 x 7 participants, 1 x 6 participants)
16:15 – 16:30	Coffee Break
16:30 - 17:30	Supervised small group work continues
17:30 – 18:15	Reporting back to plenary of group task(s) – discussion
19:30 – 21:00	Final Dinner (Hechuan Restaurant, offered by Professor Jianxin Zhang, Deputy Director of the Institute of Psychology, CAS & Chairperson of the International Committee of the CPS, meet at 19:20 in hotel lobby)

February 22 (Wednesday): Training day 4

Round Table Discussion: <i>Recognizing National Needs: The Case of Capacity Building for Disasters and Bereavement</i>	
09:00 – 09:15	Introduction to the Round Table Professor Kan Zhang, Institute of Psychology, CAS, Vice President of the IUPsyS Professor Rainer K. Silbereisen, University of Jena, Germany, President of the IUPsyS
09:15 – 10:15	Presentations by Invited Speakers Emeritus Professor Mohd. Nordin Hasan FASc, Director of ICSU Regional Office for Asia and the Pacific Dr. Jane E. Rovins, CEM, Executive Director of Integrated Research on Disaster Risk IPO Dr. Bondan Sikoki, director of SurveyMeter, Indonesia Dr. Zhao Yufang, Associate Professor, Vice-Dean, School of Psychology, Southwest University, China
10:15 – 10:30	Comments from Workshop Faculty Professor Shu Li, Institute of Psychology, Chinese Academy of Sciences, China Professor Joop T de Jong, VU University Medical Centre, Amsterdam; Boston University School of Medicine, Rhodes University, South Africa Associate Professor Abigail Gewirtz, University of Minnesota, USA
10:30 – 11:00	Questions and Answer session
11:00 – 11:30	Coffee break
11:30 – 12:00	Open Discussion
12:00 – 12:15	Concluding statements
12:15 – 12:45	Where do we go from here? Goal setting and future activities.
12:45 – 13:00	Evaluation by participants (Questionnaire)
13:00 – 14:00	Lunch at a nearby Café
14:00 – 19:30	Social Activities: Forbidden City
19:30 – 21:00	Dinner (Hotel)

February 23 (Thursday): Departure
