



Report

IUPsyS Capacity Building Workshop

Building Individual and Organizational Capacity for Psychological Intervention after Disasters in the Asia and Pacific Region

Mianyang, Sichuan, China

December 8-11, 2014

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 efforts of societies are, however, often hindered by natural and man-induced disasters. Based on recent practice of the International Union of Psychological Science (IUPsyS), 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 a worthwhile way to deal with the issue. Under the leadership of the Union's Past President, Rainer K. Silbereisen (University of Jena, Germany), the Union has already run four capacity building workshops that focused on the Caucasus region and Central Asia, supported by funds from the German Academic Exchange Service (DAAD) and the Union - as well as two workshops focusing on the Asian-Pacific area, with the support of the International Council for Science (ICSU) and the ICSU Regional Office for Asia and the Pacific, and from the Chinese Academy of Science and IUPsyS. In December 2014, a third workshop, *Building Individual and Organizational Capacity for Psychological Intervention after Disasters in the Asia and Pacific Region*, was held in Mianyang, Sichuan, China with sponsorship by the Jacobs Foundation, as well as support from the Chinese Association for Science and Technology (CAST) through the Chinese Psychological Society (CPS), the International Council for Science Regional Office for Asia & the Pacific Region (ICSU ROAP), the United Nations University International Institute for Global Health (UNU-IIGH), the Academy of Science International Centre of Excellence on Integrated Research on Disaster Risk (IRDR-ICoE) located in Tapei and the Center for Applied Developmental Science (CADS). An evaluation of the workshop by participants indicated that the workshop attained its proposed goals and outcomes (see Appendix I).

[Background to the workshop](#)

Following the two successful workshops of 2012 and 2013, which were held in Beijing, the 2014 workshop was organized and held in Mianyang, Sichuan. The continuing focus on the Asia and Pacific region relates to two important facts: First, the four billion people residing in the region form 60% of the world's population, and 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 countries in this region 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 effects on individuals, especially on psychological adversity. For example, people need help to deal with problems arising from the loss of close relatives, from significant property and/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 resilience to stressors depends on both individual and social factors within a particular region, so that it is important to be mindful of the cultural and infrastructural context.

Focus of the 2014 Workshop

The workshop used international scientific and applied expertise to help researchers, educators and practitioners from the Asia and Pacific region have a better understanding of, and ability to respond to the mental health consequences of regional disasters. The focus was on events that have a tremendous negative impact on large sections of the population in the affected area, such as natural catastrophes, technological failure, warfare or pandemics. The workshop also set out to address a particular group that has been relatively overlooked in this regard, namely, children and adolescents. As well as focusing on the science needed to enhance the relevance of psychological interventions in the Asia-Pacific region, the workshop also sought to increase the capacity for sustained theoretical and applied research in the Asia and Pacific area. In sum, the workshop had the following aims:

1. Present participants with the most recent scientific and applied scientific knowledge and evidence relevant for psychological intervention after disasters;
2. Show the opportunities and constraints of working with particular target groups, such as children and adolescents;
3. Offer relevant knowledge provision, suitable for education and training in academic programs of psychology;
4. Help develop a regional network to support continuance in scientific knowledge dissemination and training in mental health support following disaster.

Overall, the workshop set out to use existing IUPsyS experience and its access to international scientific and applied expertise on resilience in the face of stressful and traumatic events to help researchers, educators and practitioners in the Asia and the Pacific region. The aim was to increase their understanding of, and ability to respond to the mental health consequences of regional disasters. It was also expected that this workshop would further the longer-term plans of IUPsyS and its partners towards meeting these aims, especially regarding the establishment of a regional network.

Implementation

Planning Group

The 2014 workshop organizing team was led by Professor Rainer K. Silbereisen (Past President of IUPsyS, Research Professor at the University of Jena, Germany) and by Professor Jianxin Zhang (Professor at the Institute of Psychology, Chinese Academy of Sciences, Beijing, China, Vice President of the Chinese Psychological Society, EC member of IUPsyS), Professor Mhmd. Nordin Hasan (International Council for Science – ROAP) and included Prof. Yong Xin (South West University of Science and Technology, Mianyang, Sichuan, China), Dr. Duan Huang (Deputy Secretary General of the Chinese Psychological Society, Beijing, China), Dr. Richu Wang (Institute of Psychology, Chinese Academy of Sciences, Beijing, China) and other colleagues and volunteers from the South West University of Science and Technology.

Recruitment of participants

The IUPsyS, the CPS and ICSU-ROAP, as well as Professors Rainer K. Silbereisen, Jianxin Zhang themselves, sent a Call with information on the workshop to regional and international organizations and institutions to invite applications from potential participants. In general, the target group of the workshop was (1) researchers, educators, and practitioners with an academic background, primarily in psychology, who were interested and experienced in work on disasters; (2) psychologists who work with particular groups, such as children and adolescents; (3) young and early career scientists from Asia-Pacific countries working in the field; (4) attendees of previous workshops. Participants were targeted from the entire Asia-Pacific; residency in a country of the region was expected. Potential participants were asked to confirm their willingness 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.

The applications received before the deadline resulted in a database of around 55 possible candidates working in the field from many countries: Bangladesh, China (including Taiwan), India, Indonesia, Malaysia, Nepal, New Zealand, Pakistan, Philippines, Sri Lanka and Thailand. Applications were only considered once a CV, a completed application form and an abstract of the poster he/she would present at the workshop had been received. 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 poster and CV. In total, the organizers invited 24 applicants to take part in the workshop. Selection also aimed at ensuring a balance with regard to number of participants from each country, to gender, and to academic status.

Of the 24 participants who were invited and accepted to attend, 2 failed to join the workshop for personal reasons. Ultimately, therefore, the workshop comprised 22 participants from the Asia-Pacific region.

Recruitment of faculty

As for previous workshops, we looked for faculty members based on their international reputation, this time as experts in the field of resilience, psychological and social impact of disaster, posttraumatic psychological studies and social science research methodology. At the end of a longer search process, the following scientists agreed to participate as core faculty:

Professor Sue-Huei Chen, Taiwan University, Taiwan

Professor Thomas D. Cook, Northwestern University, USA

Professor Fang Fan, South China Normal University, China

Professor Abigail Gewirtz, University of Minnesota, USA

Professor Daniel Seal, University of Nottingham Malaysia Campus, Malaysia

Financial resources: The travelling expenses of participants and faculty members were covered by funds IUPsyS had received from the Jacobs Foundation. The Chinese Psychological Society covered most of the local expenses with support from the Chinese Association for Science and Technology. The South West University of Science and Technology supported the organization of the workshop by providing meeting rooms and office facilities in Mianyang.

Plans for evaluating activities: As with the past workshops, an explicit 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 short summary of the evaluation findings is provided towards the end of this report; a full evaluation report can be found in Appendix 1.

Difficulties encountered during planning: In general, transportation between the Asia and Pacific region and Mianyang, Sichuan, was not as convenient as for the previous two workshops held in Beijing. However, with the help of the colleagues and volunteers from South West University of Science and Technology, the local arrangements, such as the preparation of the conference center, hotels and local transport etc. were without incident.



Opening and welcome address by
Professor Rainer K. Silbereisen (on behalf of IUPsyS),
Professor Jianxin Zhang (on behalf of CPS),
Professor Nordin Hasan (on behalf of International Council for Science - ROAP),
Prof. Tony Liu (on behalf of Integrated Research on Disaster Risk -ICoE)

Workshop Procedure

The workshop proper started on December 8, 2014 (arrival for participants was December 7) and lasted until December 11 (departure December 12). Each day started with an introduction to the day's program and (when appropriate) a review of the previous day's proceedings.

Faculty members arrived and departed at various stages of the workshop, but the majority was in attendance from Day1 through Day4. As almost all faculty members could be present at the beginning of the workshop, the poster presentations of the participants were held on Days 1, 2 and 4. In this way, participants would have the benefit of feedback on their work from as many experts as possible (see

workshop program attached). The days varied slightly depending on which faculty members were present. For full details of each day's schedule, see the workshop program attached (Appendix 2).

In the opening section, Professor Rainer K. Silbereisen (Past President of IUPsyS), Professor Zhengxue Xiao (President of South West University of Science and Technology), Professor Jianxin Zhang (Vice President of Chinese Psychological Society), Professor Nordin Hasan (International Council for Science – ROAP) and Professor Tony Liu (Integrated Research on Disaster Risk –ICoE) welcomed all faculty members and participants and each gave an address on behalf of the organizing and collaborating organizations. Dr. Atsuro Tsutsumi, the representative from United Nations University – International Institute for Global Health (UNU-IIGH), read a welcome letter from Dr. Anthony Capon, the Director of UNU-IIGH.

After the opening, the workshop began with an introductory talk by Professor Silbereisen. In his introduction to the workshop theme and recent psychological insights, he started with data on the prevalence of disasters worldwide and in the Asia-Pacific regions. He clarified core concepts used in disaster research and field work, such as hazard, exposure, and vulnerability. He also gave some views on the role of science, psychological science in specific, in this field. He pointed out that psychological research and practice play parts in carrying out the 4Rs of disaster management (i.e., Reduction, Readiness, Response, Recovery, Ministry of Agriculture and Forestry, New Zealand, 2005), and gave examples of recent research on psychological disaster consequences as informed by epigenetics and social ecology. Finally, the gap of communicating between science and practice, and possible solutions to it were discussed.

Faculty Members



Sue-Huei Chen, Taiwan University, Taiwan

Presenter and facilitator on:

Dual Processes of Post-Disaster Transformation

Following the Taiwan Chi-Chi Earthquake:

Posttraumatic Distress Changes and Growth Thrives

Fang Fan, South China Normal University, China

Presenter and facilitator on:

Systematic Empirical Studies and Mental Health

Services Following the 2008 Wenchuan Earthquake





Abigail Gewirtz, University of Minnesota, USA

Presenter and facilitator on:

Prevention and Intervention Research with Children and Families after Disasters

Daniel Seal, University of Nottingham Malaysia Campus, Malaysia

Presenter and facilitator on:

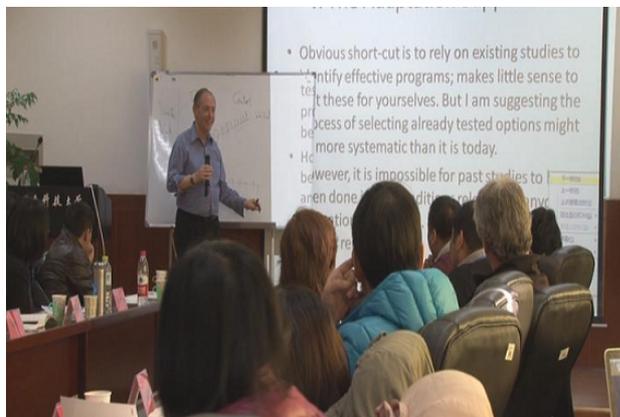
Culturally Appropriate Interventions for Post-Traumatic Stress Disorder



Thomas D. Cook, Northwestern University, USA

Presenter and facilitator on:

How to Assess Effects of Disasters and Effectiveness of Intervention: Individuals, Families and Local Communities



The first presentation was by Professor Sue-Huei Chen and reported on a 10-year follow-up survey exploring the long-term sequelae in adult survivors residing near the epicenter of the Taiwan 1999 Chi-Chi earthquake. The results of the study indicate that while some participants had experienced positive gains in various aspects of life 10 years following the earthquake – changes which they attributed mainly to the earthquake – those who had encountered more posttraumatic adversities appeared to have greater life-time PTSD symptoms and psychological distress over the same period.

The next presentation by Professor Fang Fan introduced the systematic empirical studies and mental health services carried out by his team after the 2008 Wenchuan earthquake. They had conducted a longitudinal study among children and adolescents as well as their families, with the aim of

investigating the trajectories and genetic factors underpinning post-earthquake psychological problems and mental health.

The presentation by Professor Abigail Gewirtz provided an introduction to family-focused prevention and intervention research after disasters, which also highlighted the importance of theory-based interventions, rigorous methodology, and the stages of prevention research.

Professor Daniel Seal described the symptoms of PTSD and discussed evidence-based interventions including Prolonged Exposure, Cognitive Behavioral Therapy and Narrative Exposure Therapy. He emphasized the importance of local adaptation of these therapies and the need for cultural sensitivity when importing Western methods into Eastern societies.

Professor Thomas Cook talked about advanced methods of how to assess effects of disasters and effectiveness of intervention regarding individuals, families and local communities. He introduced and compared several mental health electronic libraries and discussed how existing knowledge can be used in a more effective way.

Following each presentation, either whole class discussion or small group discussions were conducted based on the suggestions of each faculty member. For the whole class discussion, all participants were involved in discussion of certain topics. For the small group sessions, participants were placed into four groups of 5 to 6 members. In these 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. These discussions were especially lively because participants related the topics to their own experiences.

With regard to the poster presentations: overall there were 4 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.



Poster Presentations by some of the Participants

On the afternoon of the third day, the whole group took an excursion to Beichuan Qiang Autonomous County, one of the areas worst affected by the May 12, 2008 Wenchuan earthquake. A tour through the recently opened museum was part of the trip. All visitors were obviously alarmed by the magnitude of the destruction and the rebuilding efforts.





Excursion to Beichuan Qiang Autonomous County

Future Directions

To sum up the workshop, Professor Rainer K. Silbereisen briefly reviewed the topics presented by each faculty member and the issues addressed in break-out discussions, including, cultural adaptation of intervention, long-term effect of psychological trauma, effectiveness evaluation of programs, barriers to access resources and deliver services in the communities, and possible funding resources for research, then restated the aim of the workshop. Professor Silbereisen considered the workshop as a way to raise the awareness of these issues. He regarded the workshop as an invitation for the participants and their colleagues to work together to find a way to influence the society and governments and toward that aim to collaborate with scientists of affected regions and with relevant partners within communities. He stressed the importance of paying attention to cultural commonalities and differences, and stressed the need to integrate cultural perspectives into research and practice. He also underscored the commitment of IUPsyS for the empowerment of young scientists and professionals in resolving crucial societal needs by up-to-date insights of psychological science, and gave some examples of past and future initiatives.



Presentation and summing up by Professor Rainer K. Silbereisen

Dr. Rudiger Klein, the Executive Director IRDR, introduced the mission of IRDR, and described the integrated approach adopted for their work and the core projects of IRDR. He acknowledged the significant role of psychology, and discussed possible research contributions and open opportunities.



Presentation by Professor Rudiger Klein on behalf of the IRDR

Professor Nordin Hasan announced the news of continuing the series of workshop for the next three years, in Taiwan, Malaysia and Japan. He restated the overall goal of the current workshop and its match to the main objective of ICSU in “enhancing science for the benefit of society ICSU will continue to support the workshop series in their promotion of mental health following disasters.

Finally, all the participants thanked the organizers and faculty for the workshop, which they saw as fruitful, and expressed their willingness to establish a network and to continue collaboration. The following suggestion/reflections were made:

1. The importance of research methodology: Several participants suggested that a future workshop should address the methodological issues involved in improving the evaluation of intervention effectiveness even more strongly.
2. How to write policy briefs: faculty members and participants may exchange experiences of how to write such documents to influence their local governments.
3. Include post-traumatic stress studies in university curricula: some participants stated that they would advise their universities to include such studies in their programs.
4. Stay in touch: participants and faculty member may interact with each other via internet. Participants also expressed the desire for mentorship from faculty members, and updates on international/national opportunities (e.g., scholarship, fellowship etc.).
5. Promote awareness of psychotraumatology among professional community: Participant from India reported that the Indian Clinical Psychology Association has included trauma studies in their annual meetings since 1993. The Chinese Psychological Society also established a committee for crisis intervention since 2008. Participants also stressed the need to increase awareness of challenges to psychological health among professional communities, such as psychologists, practitioners and first responders.

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 majority of participants (N = 20) completed both 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 ($M = 4.33$ on a scale of 1 to 5). 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 a particular highlight of the workshop.

Another indication of a positive evaluation is the fact that 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 similar workshops to be run in the future. The possibility of support from a variety of sources was discussed.



Participants and Faculty, Mianyang, Sichuan, 2014

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 of the pre-workshop questionnaire was 21 participants of 22 filled out the questionnaires. The response of the post-workshop questionnaire was 20 participants of 22 filled out 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 34 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 maintained an atmosphere which actively encouraged thinking and learning; Instructors selected relevant examples; Instructors included recent developments in this field; Instructors provided useful factual knowledge and demonstrate content competence; Instructors related course material to practical situations”). Taken together, all items were answered well above their scale mean and ranged between $M = 3.89$ and $M = 4.74$ 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 “ways to provide psychological support to special population (e.g., children and adolescents) affected by disaster”, “Updated theoretical information on PTSD and other psychological disorders related to disasters”, “newest methods for gathering data” and ” how to evaluate the outcome/effectiveness of psychological intervention programs” etc..

Looking at the results of post-workshop evaluations, we can conclude that the workshop was 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., “Lectures, discussion and activities were relevant to workshop objectives; Instructors integrated lectures, break-out groups and other assignments; Instructors displayed a thorough knowledge of the subject matter; Workshop encouraged understanding of concepts and principles”). Regarding the additional items that were only included in the post-workshop evaluation, the high level of satisfaction of the workshop is obvious. The participants rated their overall satisfaction with the workshop as quite high ($M = 4.52$). Finally, the good evaluation of the workshop is also reflected in the strong fulfillment of own expectations ($M = 4.48$).

Concerning open-ended items in the post-conference evaluation, many participants found the topics of the workshop varied and stimulating, especially the content regarding methodologies. The excursion to the earthquake site was also very impressive.

Furthermore, we were interested in how to improve future workshops: some participants suggested that the poster report might be changed to powerpoint presentation, some would like to establish an “information pool” to communicate to the participants the latest research results and methodologies.

To conclude, the evaluation of the workshop indicates that the workshop was, in the eyes of the participants, highly successful and effective in meeting their 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	4.53(.61)	4.67(.48)
[Pre / Post] ¹	Instructors displayed a thorough knowledge of the subject matter	4.37(.60)	4.57(.68)
[Pre / Post] ¹	Instructors included recent developments in this field	4.63(.60)	4.38(.74)
[Pre / Post] ¹	Instructors provided useful factual knowledge and demonstrate content competence	4.63(.50)	4.52(.75)
[Pre / Post] ¹	Instructors related course material to practical situations	4.63(.50)	4.14(.85)
[Pre / Post] ¹	Instructors discussed topic in sufficient depths	4.42(.69)	4.05(.67)
[Pre / Post] ¹	Instructors demonstrated the significance of workshop topics	4.53(.70)	4.48(.68)
[Pre / Post] ¹	Workshop encouraged understanding of concepts and principles	4.42(.69)	4.57(.75)
[Pre / Post] ¹	Instructors clarified the relationships among various topics covered in the workshop	4.21(.79)	4.52(.68)
[Pre / Post] ¹	Instructors distinguished between major & minor topics	3.89(.99)	4.19(.87)
[Pre / Post] ¹	Instructors related the subject matter to actual situations	4.32(.75)	4.19(.93)
[Pre / Post] ¹	Instructors presented examples to clarify abstract concepts	4.47(.61)	4.19(.75)
[Pre / Post] ¹	Instructors integrated lectures, break-out groups and other assignments	4.32(.67)	4.62(.67)
[Pre / Post] ¹	Instructors used a variety of teaching techniques	4.26(.87)	3.90(.77)
[Pre / Post] ¹	Instructors maintained an atmosphere which actively encouraged thinking and learning	4.74(.56)	4.57(.81)
[Pre / Post] ¹	Instructors selected relevant examples	4.74(.56)	4.10(.89)

[Pre / Post] ¹	Instructors communicated his/her subject matter well	4.63(.60)	4.52(.68)
[Pre / Post] ¹	Instructors encouraged questions & discussion	4.63(.60)	4.52(.68)
[Pre / Post] ¹	Instructors encouraged differing points of view	4.63(.60)	4.52(.68)
[Pre / Post] ¹	Instructors helped clarify difficult material	4.42(.69)	4.57(.68)
[Post]	Overall satisfaction with the group work that I participated in on Friday October 11	/	4.57(.68)
[Post]	Overall satisfaction with the group work that I participated in on Saturday October 12	/	4.62(.59)
[Post]	Overall satisfaction with the group work that I participated in on Sunday October 13	/	4.52(.68)
[Post]	Overall satisfaction with the group work that I participated in on Monday October 14	/	4.33(.80)
[Post]	Overall satisfaction with workshop organization	/	4.52(.68)
[Post]	The workshop met my expectation	/	4.48(.75)
[Post]	I learned things I did not expect to learn	/	4.52(.68)
[Post]	I learned a lot from other participants	/	4.24(.77)
[Post]	Everyone had a chance to participate	/	4.52(.98)
[Post]	I will be able to apply what I learned	/	4.67(.58)
[Post]	My personal goals of attending the workshop have been fulfilled	/	4.57(.68)

¹ wording for post-workshop evaluation shown; wording for pre-workshop same content but referring to expectations.

Note:

M = mean; *SD* = standard deviation;

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

Appendix 2

December 7(Sunday): Arrival

(All at Changhong International Hotel, Mianyang)

Evening	Registration
	18: 30 Dinner

December 8(Monday): Workshop Day 1

Opening Ceremony at Room 302, Xingzheng Building, South West University of Science and Technology (SWUST)

Main Workshop Sessions at Room 412, Building Dong 7A, SWUST

Breakout Groups Discussion at Room 412,508,308 & 609, Building Dong 7A, SWUST

09:00–09:30	<p>Opening and Welcome Addresses</p> <p>Professor Rainer K. Silbereisen, Past President of International Union of Psychological Science (IUPsyS)</p> <p>Professor Zhengxue Xiao, President of South West University of Science and Technology</p> <p>Professor Jianxin Zhang, Vice President of Chinese Psychological Society</p> <p>Professor Nordin Hasan, International Council for Science - ROAP</p> <p>Professor Tony Liu, Integrated Research on Diaster Risk -ICoE</p> <p>Dr. Atsuro Tsutsumi, United Nations University – IIGH</p>
09:30–10:15	<p>Presentation: Professor Rainer K. Silbereisen</p> <p><i>Introduction to the Workshop Theme and Recent Psychological Insights</i></p>
10:15 –10:45	Q&A, Discussion
10:45 –11:15	Coffee/Tea/Refreshments
11:15 –12:00	<p>Presentation: Professor Sue-Huei Chen</p> <p><i>Dual Processes of Post-Disaster Transformation Following the Taiwan Chi-Chi Earthquake: Posttraumatic Distress Changes and Growth Thrives</i></p>
12:00–12:45	Q&A, Discussion
12:45 –14:00	Lunch
14:00 –15:30	Breakout groups
15:30 –16:00	Plenary – reporting back, discussion
16:00 –16:15	Coffee/Tea/Refreshments
16:15 –17:45	<p>Poster Presentations (Group A)</p> <p>[allow 5 minute presentation of poster and 10 minutes discussion per poster]</p> <p>End of day 1</p>
18:30	Reception

December 9(Tuesday): Workshop Day 2

09:00–09:15	Introduction to Day 2 - Thomas Cook
09:15–10:00	Presentation: Professor Fang Fan <i>Systematic Empirical Studies and Mental Health Services Following the 2008 Wenchuan Earthquake</i>
10:00 –10:30	Q&A, Discussion
10:30 –10:45	Coffee/Tea/Refreshments
10:45–12:15	Breakout groups
12:15–12:45	Plenary – reporting back, discussion
12:45–14:15	Lunch
14:15–15:00	Presentation: Professor Abigail Gewirtz <i>Prevention and Intervention Research with Children and Families after Disasters</i>
15:00–15:30	Q&A, Discussion
15:30–15:45	Coffee/Tea/Refreshments
15:45–17:15	Poster Presentations (Group B)
17:15–18:45	Poster Presentations (Group C)
18:45–19:00	Summing up of Day 2 - Thomas Cook End of day 2
19:30	Dinner

December 10(Wednesday): Workshop Day 3

09:00–09:15	Introduction to Day 3-Abigail Gewirtz
09:15–10:00	Presentation: Professor Daniel Seal <i>Culturally Appropriate Interventions for Post-Traumatic Stress Disorder</i>
10:00 –10:30	Q&A, Discussion
10:30 –10:45	Coffee/Tea/Refreshments
10:45–12:15	Breakout groups
12:15–13:00	Plenary – reporting back, discussion
13:00–14:00	Lunch
14:00–19:30	Excursion to Beichuan Qiang Autonomous County (Sichuan Earthquake 2008)
19:30	Dinner

December 11(Thursday): Workshop Day4

09:00–09:15	Introduction to day 4–Daniel Seal
09:15–10:00	Presentation: Professor Thomas Cook <i>How to Assess Effects of Disasters and Effectiveness of Intervention: Individuals, Families and Local Communities</i>
10:00 –10:30	Q&A, Discussion

10:30 –10:45	Coffee/Tea/Refreshments
10:45–12:15	Breakout groups
12:15–12:45	Plenary – reporting back, discussion
12:45–14:00	Lunch
14:00–15:15	Poster Presentations (Group D)
15:15–15:30	Coffee/Tea/Refreshments
15:30–17:00	Concluding session with faculty and invited guests about future developments, Rainer K. Silbereisen, Rudiger Klein (Executive Director IRDR), Nordin Hasan
17:00–17:15	Summing up of Workshop, Professors Jianxin Zhang and Rainer K. Silbereisen End of Workshop
18:30	Dinner

December 12(Friday): Day of Departure