

# “灾害、创伤与危机管理”国际研讨会

International Symposium on Disaster, Trauma, and  
Crisis Management

## 会议手册

Conference Brochure



主办单位: **Organizers:**

华东理工大学社会与公共管理学院  
上海高校智库社会工作与社会政策研究院  
佛罗里达州立大学社会工作学院

School of Social and Public Administration, ECUST  
Institution of Social Work and Social Policy, ECUST  
Florida State University College of Social Work, USA

中国·上海 | China · Shanghai  
2017年5月17-18日 | May 17<sup>th</sup> - 18<sup>th</sup>, 2017

# “灾害、创伤与危机管理”国际研讨会 会议议程

时间：2017年5月17日、18日

地点：华东理工大学逸夫楼演讲厅

8:00—8:30 大会报到

## 第一单元 大会致辞与主题发言

地点：华东理工大学逸夫楼演讲厅 时间：5月17日上午

8:30—8:40 大会致辞

何雪松致辞（华东理工大学社会与公共管理学院院长、教授）

Amy L. Ai 致辞（佛罗里达州立大学社会工作学院教授）

## 主题一：灾害社会工作的美国经验与理论反思

主持人：Amy L. Ai, PhD（佛罗里达州立大学社会工作学院）

1. 8:40—9:20 James J. Clark（佛罗里达州立大学教授）

灾害、创伤与社会工作研究

2. 9:20—9:50 Neil Abell（佛罗里达州立大学教授）

北爱尔兰“问题”后社会服务的提供：辨识个人与社会的创伤并培养富有同情心的回应

9:50—10:10 提问与讨论

10:10—10:20 茶歇

主持人：朱眉华教授（华东理工大学社会与公共管理学院）

3. 10:20—10:50 Bruce Thyer（佛罗里达州立大学教授）

灾害救助的精神健康介入评估

4. 10:50—11:20 Amy L. Ai（佛罗里达州立大学教授）

基于理论的灾害危机研究：人力在复原力中的角色

5. 11:20—11:40 Shairi Turner-Davis（佛罗里达州立大学）

灾害对于大脑发展的神经生物影响

11:40—12:00 提问与讨论

12:00—13:30 午餐

友谊餐厅

## 主题二：中国灾害社会工作的实践与研究

地点：华东理工大学逸夫楼演讲厅 时间：5月17日下午

主持人：赵环副教授（华东理工大学社会与公共管理学院）

1. 13:30—13:50 徐永祥（华东理工大学教授）

中国灾害社会工作：行动、研究与理论

2. 13:50—14:10 文军（华东师范大学教授）

社区为本：灾害社会工作服务及其本土实践——以云南鲁

甸地震灾区社会工作服务为例

3. 14:10—14:30 张和清（中山大学教授）

中国灾后社区重建的结构性困局及其出路思考：以绿耕灾害社会工作实践为例

4. 14:30—14:50 范斌（华东理工大学教授）

迈向整合的灾害社会工作理论与实践—基于汶川与鲁甸地震社会工作服务的比较

14:50—15:10 提问与讨论

15:10—15:25 茶歇

主持人：曾守锤教授（华东理工大学社会与公共管理学院）

4. 15:25—15:45 萧琮琦（西华大学教授）

灾变下的儿童：需求与服务

5. 15:45—16:05 张海波（南京大学教授）

危机响应中的社交媒体与组织适应

7. 16:05—16:25 黄锐（华东理工大学博士）

对口支援体制下的灾害社会工作：实践与反思

16:25—16:45 提问与讨论

18:00-20:00 欢迎晚宴 园林宾馆

## 第二单元：工作坊系列

地点：华东理工大学逸夫楼演讲厅 时间：5月18日

工作坊一：如何在顶级社会工作杂志上发表研究结果

主讲人：Bruce Thyer, PhD, :CSW

时间：8:30-11:30

地点：逸夫楼演讲厅

茶歇：9:50-10:05（逸夫楼大厅）

协调人：宋雅君

主讲人简介：**Bruce Thyer**，佛罗里达州立大学社工教授，前院长。同时也是 *Research on Social Work Practice* 的创始人兼主编，也是 *Child & Adolescent Social Work Journal* 和 *the Journal of Evidence-Informed Social Work* 的共同主编。

摘要：

This presentation is aimed at Chinese scholars who wish to successfully publish in high quality English language professional journals. We will review the various types of scholarly contributions one can submit to professional journals, ranging from book reviews, letters to the editor, responses to prior publications, case reports, historical studies, theoretical works, correlational investigations, psychometric validation studies, longitudinal surveys, simple and complex outcome studies, single-case research designs, meta-analyses and high quality systematic reviews. How to locate and select high quality journals will be demonstrated using internet searches of data-bases such as PsycINFO and Web-of-Science, selected clearing houses, and the websites of organizations such as the Cochrane and Campbell Collaborations, as well as those of professional associations such as the American Psychological Association. Quantitative ways of evaluating the value of potential journal outlets, including a discussion of impact factors and their meaning, and of the Hirsch-Index (H index) and its derivatives will be described. The relative merits of traditional versus open-access publishing will be presented, along with a description of the rise of what have been called predatory journals, low-quality online journals which provide minimal peer review of submissions and exist to simply make a profit from the open-access publication fees they charge gullible authors. Warning flags indicating the likelihood that a given journal is a low-quality predatory journal will be reviewed, and discussion provided why authors should avoid submitting their work to

such scientifically marginal journal outlets. Pragmatic ways to enhance the likelihood of having one's submission to a good-quality English language journal will be discussed. Scientifically dubious tactics undertaken to publish many papers will be described, and why it is important that credible scholars avoid these practices. Such questionable practices include submitting the same paper to multiple journals at the same time, extracting many similar papers from one larger study (so-called salami science), p-hacking (torturing one's data until it tells you the results you wish to obtain), incompletely reporting one's results - favoring the positive outcomes and ignoring negative findings, and so forth. Cutting edge newer publication practices will be described such as publishing one's research protocol prior to the collection of data, depositing one raw results in a public data-depository, fully disclosing possible conflicts of interest on the part of any authors, using effect size measures and confidence intervals in lieu of conventional p-values, and of replicating one's findings prior to publishing them. The presenter is the Editor of three professional journals in the field of social work and he has served on numerous other editorial boards.

11:30-13:30 午餐

工作坊二：发展并验证标准评估和测量的介绍

主讲人：Neil Abell, PhD, LCSW

时间：13:30-15:00

地点：逸夫楼演讲厅

茶歇：15:00-15:15（逸夫楼大厅）

协调人：梁昆

主讲人简介：Neil Abell, 佛罗里达州立大学教授，国际项目主任。他的主要方法重点是心理测量学，给博士培训测量方法，验证并发表了二十多种用于社会工作实践和研究的工具。（详见专家简介）

摘要：

Properly conceived, standardized assessment instruments provide respondents with effective ways to reveal how they actually think or feel. For social work researchers and practitioners, deciding what to measure, with whom, and how, can provide a means of grounding abstract notions such as attitudes or emotions. By capturing these in valid and reliable terms, social workers can be more confident in their psychosocial assessments, and researchers may advance theory by capturing core constructs in

ways that promote testing of hypothesized relationships.

This workshop will overview primary steps in scale development, from clarification and conceptualization of target constructs, through generation of data providing evidence for the reliability and validity of measures. Two instruments will provide the primary illustrations: the HIV/AIDS Provider Stigma Inventory (HAPSI, currently validated) and the Mindful Social Work Engagement scale (MSWE, currently in development). Examining these, workshop participants will trace the selection of target constructs grounded in existing literature, practice experience, and intuitive observation.

Justifications for developing new measures include calls for scales capturing novel ideas, refinement of measures based on reconsideration of existing theory, or demonstrations that existing scales are too complex, use language that has become outdated, or do not reflect the views or experiences of specific populations. In this workshop, we will consider target constructs in light of the domain sampling model, developing item pools expressing conceptual nuance and detail in language that is comfortable and natural for the intended scale respondents. The goal is to thoroughly define the target construct, identify any distinct underlying dimensions of interest, and “saturate” the definition by generating an exhaustive set of terms or phrases reflecting the essential construct components. We will consider the use of focus groups and expert panels to develop and refine the core ideas, contrasting benefits and costs of specific response options including dichotomies, Likert-type category partitions, and semantic differentials.

Once an instrument has been successfully developed, it is ready for testing and validation. We will discuss creating a template for constructing survey instruments designed to capture data necessary for psychometric analysis. In this regard, it is the composite of evidence, rather than any one feature alone, that constitutes an estimate of scale strength. Face, content, factorial, discriminant and convergent construct, and known-groups and known-instruments criterion validities will be examined, along with estimates of scale and subscale reliability. We will identify appropriate methods for data analysis, and discuss strategies for integrating the various components of psychometric evidence into overall conclusions regarding a measure’s psychometric quality.

Participants are encouraged to bring their own ideas for new measures so we can discuss whether and how to apply techniques overviewed in our session to proposed research.

## 第三单元 圆桌会议

地点：华东理工大学逸夫楼第一会议室 时间：5月18日

圆桌会议一：灾害和危机后的创伤介入

主讲人：Shairi Turner, MD, MPH/Amy L. Ai, PhD, MSW（详见专家简介）

时间：8:30-11:30

地点：逸夫楼第一会议室

茶歇：9:50-10:05（逸夫楼大厅）

协调人：李筱

This interactive roundtable will provide an opportunity for the participants to engage in a discussion about trauma, disasters and trauma-informed interventions found to be effective after disasters and crises. Individual trauma results from an event, series of events, or set of circumstances, experienced by an individual as physically and/or emotionally harmful or threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, and/or spiritual well-being.

Trauma was once considered an abnormal experience. The National Comorbidity Study established how prevalent traumas were. In this U.S. study 61 percent of men and 51 percent of women reported experiencing at least one trauma in their lifetime, with witnessing a trauma, being involved in a natural disaster, and/or experiencing a life-threatening accident ranking as the most common (Kessler et al., 1999). Traumatic events overwhelm the individual's ability to cope. Often, the bodily integrity of a person or someone close to the individual is threatened. Both emotional and physiological functioning may be impacted. Traumatic events include sexual assault, interpersonal violence, community violence, natural disasters, and experiencing warfare.

Individuals with and without trauma histories can be greatly impacted by community environments. Community violence, impoverishment, and general lack of resources create an intense vulnerability for those who live there. Vulnerable communities are at increased risk for emergencies, crises or disasters. Generally, emergencies are defined as unexpected and usually dangerous situations that call for immediate action, while a crisis as a time of intense difficulty, trouble, or danger. Whereas a disaster is a serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources. A disaster occurs when hazards

and vulnerability meet with immediacy and widespread implications. (World Health Organization). Communities that are unprepared, impoverished and/or under-resourced have a harder time rebuilding and recovering from disasters. The individuals then are the ones who suffer greatly.

Interventions that address crises and disasters should do so with an understanding of the immediate trauma and the likelihood of pre-existing trauma histories among the individuals. A trauma informed intervention or system:

- **Realizes** the widespread impact of trauma and understands potential paths for recovery
- **Recognizes** the signs and symptoms of trauma in clients, families, staff, and others involved;
- **Responds** by fully integrating knowledge about trauma into policies, procedures, and practices; and
- Seeks to actively resist **re-traumatization**.

Fairly recently, Psychological First Aid has become a recognized intervention. Developed by the National Child Traumatic Stress Network and the National Center for PTSD, it is an evidence-informed, modular approach to help children, adolescents, adults, and families in the immediate aftermath of disaster and terrorism. Psychological First Aid is designed to reduce the initial distress caused by traumatic events and to foster short- and long-term adaptive functioning and coping.

11:30-13:30 午餐

圆桌会议二：社会工作科学

主讲人： Bruce Thyer, PhD, LCSW/ James J. Clark, PhD, LCSW

时间： 13:30-15:00

地点： 逸夫楼第一会议室

茶歇： 15:00-15:15（逸夫楼大厅）

协调人： 魏雯倩

摘要：

From the beginnings of professional social work, a reliance on the findings of the emerging disciplines of social and behavioral science were claimed to distinguish the truly professional worker from the friendly visitor or philanthropic-minded dispenser of charity. The earlier apprenticeship model of training involving shadowing an

experienced agency staff member and gradually assuming more duties and responsibilities evolved into the blended university-based academic programs now characterizing social work training around the world, including China. Although agency-based internships remain an essential element of professional training, social work's continuing reliance on science is very clear. For example, the definition of social work given in the Social Work Dictionary states that social work is "1. The applied science of helping people achieve an effective level of psychosocial functioning and effecting society changes to enhance the well-being of all people." (Barker, 2014, p. 402, emphasis added).

The global definition of social work provided by the International Federation of Social Workers states that: "Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing." (emphasis added, cited from <http://ifsw.org/what-we-do/>)

Next week the 4th International Conference on Practice Search in Social Work is being held at Hong Kong Polytechnic University, and among the purposes of the conference is to have it serve "...as a means of engaging social work and other social sciences educators regarding the role of practice research in educating future helping professionals" (emphasis added, cited from <http://icpr2017.miceapps.com/client/sites/page/293/200>). Thus we have three widely disparate groups, the American National Association of Social Workers and the IFSW agreeing on the role of science for modern social work services, and Hong Kong faculty viewing social work educators as social science educators.

In this presentation, I will present some of my views, evolved over 35 years of academic services, and as the Editor for over a quarter of a century of one of social work's leading research journals, *Research on Social Work Practice*, as to the meaning of social work, of social work practice, and of science. I will then review some recent developments that have attempted to define what is meant by social work science, efforts aimed at distinguishing scientific investigations undertaken by social work researchers from studies completed by members of other professions and disciplines, such as sociology, psychology, public health, and medicine. I will use my recently published bibliography of randomized experiments published by social workers to illustrate the breadth of social work research. My conclusions may surprise you.

## References

Barker, R. L. (Ed.) (2014). *The social work dictionary* (6th edition). Washington,

DC: NASW Press.

Thyer, B. A. (2015). A bibliography of randomized controlled experiments in social work (1949- 2013): *Solvitur Ambulando. Research on Social Work Practice*, 25, 753-793.

## 发言专家简介

**Bruce Thyer**, 佛罗里达州立大学社工教授，前院长。他 1978 年从乔治亚大学获得社工硕士学位，1982 年从密歇根大学获得社会工作心理博士学位。他在密歇根大学精神病系的焦虑障碍项目工作了五年。Thy 博士在同行评审的期刊中发表了超过 270 篇文章，超过 110 部章节，超过 35 本书。他是 *Research on Social Work Practice* 的创始人兼主编，也是 *Child & Adolescent Social Work Journal* 和 *the Journal of Evidence-Informed Social Work* 的共同主编。他最近写的书包括 *Quasi-Experimental Research Designs* (牛津大学出版社，2012)，*Science and Pseudoscience in Social Work Practice* (施普林格出版社，2015)，以及 *Program Evaluation: An Introduction to an Evidence-Informed Approach* (第六版，圣智出版社，2016)。他是美国心理学协会，心理科学协会，社会工作与研究学会，美国社会工作和社会福利学会的会员。他是注册认证的临床社会工作者和行为分析师。他曾多次来华参加研讨会，包括香港中文大学，香港科技大学，香港大学，北京大学。Thyer 博士的出版物涉及压力和创伤。他是《中国社工杂志》的国际顾问。

**James J. Clark**, 佛罗里达州立大学社工教授，现任院长。他是学术领袖，临床医生，教育家和研究人员。他于 1980 年从锡耶纳学院获得学士学位，1983 年从肯塔基大学获得社工硕士学位，1995 年从芝加哥大学获得博士学位。他于 2012-15 年间担任辛辛那提大学社工学院院长。他于 1991-2012 年间在肯塔基大学任教，曾在英国药学与酒精研究中心担任教授，并担任联合创始人兼博士生导师。他在法医精神卫生，虐待儿童和创伤性压力，二次创伤性压力，成瘾研究，循证实践和反恐怖/灾害项目等研究方面获得资助。他出版了关于道德和专业责任以及刑事司法实践的书籍。Clark 博士 1999 年在肯塔基大学创伤与儿童中心担任联合创始人，并担任副主任，直至 2012 年。在此期间，他参与了针对自然人为灾害的精神卫生专业人员的循证培训，并担任国家灾害与危机应对小组的响应者。他还曾在私营部门工作，也是精神卫生队伍的一部分，他们回应了学校枪杀，银行抢劫，自杀和创伤性意外死亡。Clark 博士是美国国土安全研究所奖金的共

同项目主持人，负责调查 H1N1 流感大流行对北美洲的影响，并与美国，加拿大和墨西哥在公共卫生和医疗服务提供者和决策者一起进行实地研究。作为院长，他目前对三个影响儿童和家庭福祉的临床，研究和公共政策机构负责监督。

**Neil Abell**，佛罗里达州立大学教授，国际项目主任。他从佛罗里达州立大学获得社会工作硕士学位和博士学位。他的主要方法重点是心理测量学，给博士培训测量方法，验证并发表了二十多种用于社会工作实践和研究的工具。他撰写了一本测量的教材，并常在国内外演讲。作为国际项目主任，他协调社会工作学生去东加勒比地区、英国、爱尔兰共和国，南非和加拿大等机构实习。他在国外的教学包括越南和英国的艾滋病毒/艾滋病课程，捷克共和国的国际社会工作和刑事司法课程。他负责监督与瑞典和澳大利亚大学的合作协议。他的研究和咨询工作包括在东加勒比地区（巴巴多斯，牙买加，格林纳达，特立尼达和多巴哥，圣文森特和格林纳丁斯）面对艾滋病毒/艾滋病，部分由佛罗里达加勒比和美洲志愿行动协会支持。借助美国国务院发言人和专家赠款资助，他在印度英迪拉甘地国立开放大学做讲座并提供咨询服务，主要包括艾滋病毒/艾滋病预防和服务提供以及远程学习的社会工作课程开发。最近他努力探讨了在意识/接受/行动模式中构建的正念原则转移到宗派冲突背景下的同情社会服务参与。他与北爱尔兰的社区和学术合作伙伴合作，力图将这些想法与身份认同，反思和反压迫实践理论融为一体，为社会工作学生和实践学习教师提供培训模块。他在社会工作教育理事会的全球学习和实践理事会任职。

**Amy L. Ai**，佛罗里达州立大学教授，供职于社工系，心理系，社会医疗和行为系，社会科学公共政策学院，护理学院。她从密西根大学收获了三个硕士，一个心理和社会工作联合博士，并接受了博士后培训。她的学术聚焦包括创伤经历、生存危机、积极心理学等方向的跨学科研究。Ai 博士的创伤工作涉及精神创伤与创伤后压力和生长并存的作用，涉及生活中非常不同类型的创伤性事件（例如，开心手术，区域性战争，恐怖袭击，国家灾难和儿童虐待）。她是美国心理学协会和美国前列腺学会会员，以及约翰·哈特福德老年学院学者。由于她在集体创伤中的工作，她受邀作为德国和中国的高级富布莱特专员。2016 年，她被任命为创伤知识实践和领导力发展方向的富布莱特项目杰出主席。她担任了联邦，州和基金会出资 250 万美元的研究项目的主持人。Ai 博士为各种国内、国外、私人资助机构担任资金顾问，包括美国国防部，卫生与人类服务部，国家卫生研

究院和以患者为中心的结果研究所以及英国经济与社会研究委员会。她撰写了超过 124 篇研究论文和一本编辑的书。她是华盛顿国家老龄问题委员会的成员，也是 2005 年白宫老龄会议上的一个大学学术代表。

**Shairi R. Turner**，是一名 CSW 研究员和医师，专攻创伤。她毕业于斯坦福大学，被哈佛大学授予公共卫生硕士，培训为专家和儿科医生。她对创伤的兴趣开始参加 Yerby 博士后研究计划。在此期间，Turner 博士研究了“不成比例少数民族限制”的公共健康影响以及被监禁妇女的创伤历史。2005 年，特纳博士成为佛罗里达州少年司法部首席医学主任。她成立了卫生服务处，为近十万名涉案青年提供了健康，心理健康，残疾和药物滥用服务的监督。她对少年司法部的创伤告知护理工作起了重要作用。随后，少年司法部因其创新和身临其境的创伤计划而获得认可。从 2009 年至 2011 年，Turner 博士担任佛罗里达卫生部副秘书长。Turner 博士优先考虑创伤和慢性健康状况之间的关联。在她的领导下，卫生部得到疾病预防控制中心的认可，认定这是一个将儿童虐待作为公共卫生问题的国家。Turner 博士后来担任国家创伤知识照护中心的教师顾问，为国家和地方实体，包括心理健康和刑事/少年司法行政人员和工作人员提供了关于创伤神经生物学的国家培训。目前，Turner 博士创伤知识医学病例项目联合负责人。该项目为主要的照护者提供在线虚拟患者病例，专注于有效的方法来照顾患有创伤性生活经历的患者，例如性攻击，人际和社区暴力，军事性创伤，虐待儿童，忽视和家庭功能障碍。

### **何雪松 教授**

华东理工大学社会与公共管理学院院长，教授，主要研究领域：社会工作理论、精神健康社会工作。现担任中国社会工作教育协会常务理事、中国社会学学会理事等职务。一直致力于推动社会工作的理论创新、科学研究与学科建设。已在《社会学研究》、British Journal of Social Work 等中英文核心期刊发表论文 50 多篇，出版著作和译著 6 部；主编或参与策划《社会工作与管理丛书》、《社会工作名著译丛》、《社会工作流派丛书》、《社会工作实务译丛》。是这一领域具有一定影响力的青年学者，积极投身专业实践推动灾后社会重建、精神健康社会工作体系建设与社区治理创新。

### **徐永祥 教授**

华东理工大学社会工作与社会政策研究院院长，教授，主要研究方向是灾害社会工作服

务与管理研究、社区建设与社会服务、社会发展与社会管理等领域的研究。现担任中国社会工作教育协会会长，国际社会工作教育联盟（IASSW）执委兼国家代表等职务。多年来致力于社会体制改革与非营利组织、社区建设与社会服务、社会工作理论与实务、社会发展与社会管理等领域的研究。自上世纪 80 年代以来关注中国社会发展、力推社会工作参与和谐社会建设事业，坚持“关照本土、放眼世界”的立场，强调“实证与建构并重”的学术取向，倡导“参与式行动研究”的研究范式，引入历史比较、国际比较、区域比较的具体研究方法，瞄准中国社会转型过程中的重大理论问题与现实问题，进行深入的经验研究和理论构建，在社会体制改革、社会治理创新、社会工作制度化等领域提出了一系列具有深刻影响力的学术观点，并对相关政策起到了重要参考的作用。已在《中国社会科学》、光明日报等报刊发表论文 70 多篇，出版著作、主编教材十多种。

### **文军 教授**

现任华东师范大学社会发展学院院长、教授。主要从事社会学和社会工作理论、社区建设与社会政策、城市社会学与发展社会学等领域的研究。担任中国社会工作教育协会理事、中国社会工作学会常务理事、上海市社会工作者协会副会长、上海市社会学学会副会长、上海市社会工作者协会副会长等学术职务。曾先后在《中国社会科学》、《社会学研究》、《中国社会工作研究》等海内外 80 余家报刊上发表学术论文近 200 篇，并有 80 余篇被《新华文摘》、《中国社会科学文摘》、人大报刊复印资料等重要刊物全文转载或转摘；出版著（译）作、教材（含合著）等 20 部，先后主持国家社科基金重大项目、教育部重点基地重大项目等纵向课题 10 余项。现担任《中国社会科学》外审专家和《社会》、《社会学评论》、《Global Social Welfare: Research, Policy & Practice》等期刊以及中国人民大学报刊复印资料《社会学》、《社会工作》等期刊的编委。

### **张和清 教授**

中山大学社会学与社会工作系教授，博士生导师，中国社会工作教育协会副会长、广州市社会工作协会常务理事、华南农村研究中心副主任。具有 18 年中国农村社会工作经验和 9 年中国灾害社会工作经验。倡导并践行日常生活化的城乡合作社会运动及行动研究。主要研究方向为社区为本整合社会工作理论与实践、农村社会工作、灾害社会工作。2008 年承接民政部课题“社会工作在汶川地震灾后恢复重建中的角色和定位研究”，香港理工大学“四川汶川灾后社区重建行动研究”项目主持人。出版专著 6 部，同时发表

核心学术论文数十篇。

### **范斌 教授**

女，华东理工大学社会工作系教授、博士生导师，社会福利与社会政策研究所所长，上海高校智库“社会工作与社会政策研究院”副院长。上海市社会工作者协会副会长，上海市红十字会副会长，上海东方社会工作事务所理事长，上海东方社会组织与服务评估中心理事长。主要研究领域为社会福利与社会政策、社会组织与服务评估与发展研究、社会工作理论与实务。曾在汶川地震和鲁甸地震灾后服务中做队长，在雅安地震中做需求评估。主持过国家社会科学基金课题、教育部人文社科基金课题、民政部课题、上海市政府决策咨询课题、横向课题等 30 多项。代表性专著有《福利社会学》等，代表性论文有《弱势群体的增权及其模式选择》、《非政府组织发展及其在和谐社会中的建构功能》、《试论社会投资思想及对我国社会福利政策的启示》、《结构、组织与话语：社区动员的三维整合》等，其中有 6 篇被《中国社会科学文摘》、《新华文摘》、《人大复印资料》全文转载。

### **萧琮琦 讲座教授**

四川西华大学社会发展学院讲座教授、西华公益创新产学研研发中心主任，台湾“家庭扶助基金会”社会工作处处长。致力于家庭社会工作实务研究、儿童福利研究。近年来逐渐将学术研究与实务培训作为发展重心。2014 年八月深圳社工协会邀请为名家交流培训讲师，为深圳社会组织代表百余人方案培训；2014 年十二月受邀为苏州清流社工协会专业顾问；2015 年九月云南连心小区照顾中心邀请为专业委员；2016 年元月受聘为太仓市瑞恩社会工作发展研究中心专业督导；2016 年二月接受 Save the Children China 聘任为儿童保护顾问。2016 年六月受中国救助儿童会(Save the Children)邀请，在黔东南州凯里举办三天两夜儿童保护社区试点培训。2016 年八月受「生态文明贵阳国际论坛」主办单位邀请，参加大会并发表论文。2016 年九月起，受中国救助儿童会邀请，担任「我国儿童保护服务输送现况模式初探」研究计划主持人。

### **张海波 教授**

南京大学政府管理学院教授，博士生导师，南京大学社会风险与公共危机管理研究中心（南京大学人文社会科学首批重点研究基地）研究员、江苏省社会风险管理研究中心（江苏省首批哲学社会科学重点研究基地）研究员。主要研究方向是应急管理（危机管理/

风险管理)、公共安全、社会治理等。现担任中国应急管理学会理事、江苏省城市应急学会副秘书长等职务。近年来, 出版著作 6 部, 主持并参与 21 项课题、发表学术论文 50 余篇。

### **黄锐 博士**

华东理工大学社会工作系副主任, 上海高校智库社会工作与社会政策研究院青年研究员, 鲁甸地震灾区社会工作服务团第上海社工服务队第一批队员, 主要研究方向为社会工作理论、灾害社会工作、社区发展与社会政策。近年来, 主持国家社科基金一项, 出版专著一部, 译著一部, 教材若干, 先后在《社会学研究》、《社会科学》、《天津社会科学》、《人文杂志》等学术期刊上发表论文十余篇, 多篇被《中国社会科学文摘》、人大复印资料《社会学》转载。

## **大会发言摘要**

### **Disaster, Trauma, and Social Work Research James Clark, PhD, MSW**

Natural and man-made disasters change the course of planetary and human history. Recent international scholarship in the area of “deep history” has shown that “natural” disasters such as climate change, earthquakes, floods, famines, and plagues until the recent past have impacted the course of human civilizations and cultures at scales exponentially greater than that of human statecraft and war. The technological advancements of late modernity have given human societies the capacities to respond more effectively than in the past to natural disasters, often (but not always) reducing their scales of impact. Unfortunately, recent technological advancements have created new, large-scale risks. The threats imposed by man-made disasters, along the continuum of global nuclear destruction to regional industrial-, engineering-, and warfare-driven catastrophic events present new and even more complex problems, especially when these trigger and interact with natural disasters. This international scientific conference is an important effort to evaluate the impacts of these threats and events on persons, families, and communities. In addition, it strives to examine the types of interventions that can help people and societies to plan for, prevent, and respond to disasters. The overarching purpose of the conference is to discuss the translational knowledge “problems and opportunities” associated with these lines of inquiry, including pathways to promising conceptual and empirical research and dissemination approaches that can support evidence-based and effective social policies and professional practices. This keynote address will set the stage for some of the significant and broader challenges and

opportunities animating international disaster research that will be taken up more specifically by conference presenters and participants.

### **Evaluation of Disaster Relief Mental Health Interventions**

**Bruce Thyer, PhD, LCSW, BCBA-D**

When a disaster occurs, immediate relief efforts properly focus on rescuing people in danger, providing material services such as medical care, food, shelter and water to survivors, restoring damaged crucial infrastructure such as electricity, clean water, and sewage treatment. When the immediate danger has passed, clean up and reconstruction efforts begin of physically damaged building and other facilities. Unfortunately, disasters create much more than physical damage, they also leave considerable psychological injury in their wake. Survivors mourn the unexpected death of loved ones, the loss of treasured possessions, and collapse of immediate life plans. Other psychological sequelae involve the development of traumatic psychological reactions, up to and including both acute and chronic anxiety disorders and other psychosocial problems such as depression. A considerable amount of outcomes research has emerged evaluating the effectiveness of treatments intended to help the survivors of disaster overcome serious anxiety and depressive disorders, and morbid grief. Reviewing this research reveals that some psychosocial interventions have a reasonably positive research foundation, in that controlled research has found them to be effective in promoting a more rapid recovery from the psychological injuries caused by being a victim of a disaster. Other interventions have been shown they do not work very well, and a few have been demonstrated to exacerbate psychological traumatic injuries. This presentation will have two foci. The first will be a review of simplified approaches to conducting program evaluations of post-disaster recovery efforts targeting survivors' mental health problems that emerged following their experiencing a disaster. These will include pre-experimental (involving one group of clients) and quasi-experimental nomothetic group research designs involving an active treatment compared to no-treatment, placebo treatment, conventional treatment, or delayed treatment. The use of randomized controlled experiments in evaluating disaster relief mental health treatments will also be described. The use of these various research designs will be illustrated with examples of actual published studies, demonstrating how they can be pragmatically employed. Another methodology that will be reviewed is the use of single-case research designs, aimed at determining the effects of a disaster relief intervention at the level of an individual client. Published examples will be used to illustrate this pragmatic approach to evaluation as well. The second major component of this presentation will be to describe selected psychological and psychosocial interventions that have been found to be helpful in promoting a restoration to pre-disaster mental health functioning, and the relief of anxiety, depression and chronic grief. Guidance will be provided on how to locate high quality intervention studies in the area of post-disaster mental health treatments.

**Delivery of Social Services following "The Troubles" in Northern Ireland:**

## **Acknowledging Personal and Social Trauma and Cultivating Compassionate Response** **Neil Abell, PhD, LCSW**

This presentation examines whether and how lessons learned from a career-long focus on HIV/AIDS service delivery might transfer to the context of conflict following “The Troubles” in Northern Ireland. Integrating principles from mindfulness, identity, and stigma theories, I will overview social workers’ challenges in acknowledging how deeply held biases and fears might compromise delivery of compassionate services to persons whose sectarian identities differ from one’s own.

In the context of Northern Ireland, the sectarian conflict between Protestants (Unionists or Loyalists aligned with the United Kingdom) and Catholics (Republicans aligned with the Republic of Ireland who often seek reunification as a single nation) lingers as a part of daily life. While roots of this conflict can be traced back nearly 1,000 years, in the late 1960s, sectarian violence between these groups came to a peak and was only resolved through the Good Friday Agreement of 1998, a brokered peace accord still in effect today. While there has been great progress in peace and healing, many people remain affected by this division. Some areas of Belfast are segregated by sectarian and socioeconomic class differences, and people continue to suffer direct and indirect psychological and social consequences of a violent and disruptive history. “Peace walls” serve as physical barriers dividing the city into “safe” and “restricted” zones associated with communal identities, providing daily reminders of an ongoing history of antagonism and defensiveness among a deeply divided populace.

In a recent series of focus group conversations with social work students and practice learning teachers, they reflected on their feelings and concerns when engaging with “the other”, and processed the difficulties in revealing personal fears and biases to colleagues and service users. The resulting conflicts they faced when asked to be candid about their fears resulted in reliance on ‘tolerance strategies’, wherein they attempted to adopt a mask of neutrality when confronting differences in sectarian identity. Layers of shame associated with deeply held prejudices and discriminatory behavior led to a tension between acknowledging and denying their true feelings, as social workers struggle to see themselves and others as they really are rather than as they imagine themselves and others to be.

This presentation will illustrate the opportunities and challenges faced by an “outsider” engaging with such a community and attempting to develop training modules for social workers guided by awareness, acceptance, and action. These constructs, adapted from mindfulness principles, provided a template for development of a proposed measure for use in education and research. That process will provide the core illustration for the scale validation workshop I will offer on May 18.

## **Outcome Report from Two Multi-University Studies on National Disasters** **Amy L. Ai, PhD, MS, MA, MSW**

This presentation summarizes the major outcome of studying collective disaster/crises in the

United States (US) with a focus on the role of psychosocial strengths in the aftermath of trauma. Taken examples from two multi-university studies, I will describe our motive of developing new research, process of forging urgent research collaboration, and innovative findings using structural equation model (SEM). The emphasis is placed on theories and implications of our research rather than on methodological details. Overall, national disasters, such as the 9/11 terrorist attacks and Hurricanes Katrina-Rita (H-KR), provided unprecedented windows for social scientists and social workers to gain deep insights into public traumatization. Our studies have demonstrated the simultaneous existence of seemingly contradictory possibilities, posttraumatic distress disorder (PTSD) symptoms and post-traumatic growth (PTG), that have not been precisely examined together in one model. PTG is defined as experienced of positive change or gains resulting from crisis-related struggle, beyond the conventional concept, resilience, referring to returning to the pre-disaster baseline or reduced symptom levels.

The H-KR study presented a hypothetical conceptual model with two pathways, altruism and perceived spiritual support, leading to resilience among 554 H-KR pre-professional volunteers. The underlying theory lines in positive psychology, the science of human strengths, which promotes research on positive characteristics and human virtues rather than on psychopathology. The survey examined how altruism (providing a favor) and perceived spiritual support (receiving a favor), indicators of character strengths Kindness and Spirituality), might enhance resilience (reduced depression) of volunteers. We expected that strengths in racial minorities would be primarily faith-related, whereas altruism in racial majorities were not, due to their inherent mainstream-cultural influence, secular spirituality, emerged in the Victorian England. As anticipated, three main pathways to reduced levels of depression were all mediated through positive attitudes, indicators of a character strength, "Hope, Optimism, and Future Mindedness." However, a racial majority identity was directly linked with altruism, whereas a minority identity was associated with both pathways indirectly, mediated through faith factors. The finding suggests the need for developing culturally sensitive approaches in recovery from crises.

The prospective 9/11 study followed 250 social work students. The theoretical framework underlying the hypothetical model was rooted in existential concepts of meaning-making in post-trauma survival in relation to theories of PTG. SEM showed that 9/11 emotional turmoil triggered two processes of meaning-making: a) assimilation, as indicated in pathways through perceived spiritual and social support, and b) accommodation, as indicated in the pathway through existential struggle. Leading to both PTG and PTSS, meaning-related pathways implied the sense of both deep interconnectedness and deep spiritual conflict during the crisis due to tone's challenged worldview. Perceived spiritual and social support both contributed to lower levels of PTSD symptoms, whereas spiritual struggle had an opposite impact on symptoms. Although seemingly contradictive, both support and struggle pathways were directly associated with greater PTG. Interestingly, these pathways were both mediated through optimism but in opposite directions. The study illustrates complex crisis-related phenomena, following a massive disaster with existential crisis, suggesting multiple means to foster resilience and PTG.

## **The Neurobiological Impact of Trauma on Brain Development**

**Shairi Turner, MD, MPH**

This presentation will provide a basic overview of trauma and the neurobiology of the developing brain. According to the Substance Abuse and Mental Health Services Administration, individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically and/or emotionally harmful or threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, and/or spiritual well-being.

Examples of traumatic life experiences include physical, emotional and/or sexual abuse. For children, trauma can include abandonment or neglect by a caregiver; parental mental illness; loss of a parent through death or divorce, parental incarceration, domestic violence, or a family life that includes substance abuse or alcoholism. One of the largest research investigations directly connecting childhood abuse, neglect and family dysfunction to the health and mental health of adults later in life, was the CDC-Kaiser Permanente Adverse Childhood Experiences Study.

Traumatic events can alter the neurobiology of the developing brain, leading to cognitive, social and emotional impairments (Felitti, 1998).

According to the Center for the Developing Child, research has established that:

Human brains are built over time from the bottom up. The basic architecture of the brain is an ongoing neurodevelopmental process beginning in utero proceeding into adulthood.

The brain's capacity for change decreases with age. Early in a child's life, the brain is most flexible but as the maturing brain becomes more specialized to assume increasingly complex functions, it is less capable of reorganizing and adapting to new or unexpected challenges.

Toxic stress (the prolonged activation of the body's stress response system) damages the developing brain architecture, which can lead to lifelong problems in learning, behavior, physical and mental health.

Children ages 0-3 years constitute 27.3 percent of all maltreatment victims reported to authorities in 2013 (U.S. Department of Health and Human Services, 2013). In a survey of parents of children aged 0-6 years, one in ten children had witnessed a knifing or shooting with half of the reported violence occurring in the home (Taylor, Zuckerman, Harik, & Groves, 1992). (National Child Traumatic Stress Network). In addition to its effect on the developing brain, external stress can impact a child's emerging neuro-endocrine pathways and create an activated stress response system. Stress responses include activation of the sympathetic-adrenomedullary (SAM) system and the hypothalamic pituitary-adrenocortical (HPA) system. Both adrenaline and cortisol are produced under normal circumstances and help prepare the body for coping with stressors.

The relationships children have with their caregivers play critical roles in regulating stress

hormone production during the early years of life. Those who experience the benefits of secure relationships have a more controlled stress hormone reaction when they are upset or frightened. In contrast, children whose relationships are insecure or disorganized demonstrate higher stress hormone levels even when they are mildly frightened (Center for the Developing Child). Understanding of the neurobiology of brain development in the context of trauma is critical for mental health providers to better serve traumatized clients and their families.

### **中国灾害社会工作：行动、研究与理论**

**徐永祥 华东理工大学社会工作与社会政策研究院**

作为社会工作的一个分支，中国灾害社会工作诞生于 2008 年汶川特大地震之后的援建与重建实践，而四川雅安地震、云南鲁甸地震则进一步完善了灾害社会工作的中国模式，进一步确立了灾害社会工作的学科价值与学科地位。本文首先从发生学角度回顾了中国灾害社会工作的行动背景，介绍了本世纪以来中国的三大社会工作行动，剖析了参与灾后社会重建的社会工作服务的行动逻辑、主要模式及其成效；接着，概述和分析了“建构主义”、“社区为本”、“整合主义”等三种贯穿于中国灾害社会工作行动背后的理论内容与价值取向，以及灾害社会工作的实务方法；最后，在比较国内外学术界关于灾害社会工作研究成果的基础上，立足中国社会发展的现状及趋势，围绕国家与社会的关系，提出了灾害社会工作研究值得重视的两大议题，即如何建构和完善“政社分工与合作”的灾害社会工作政策体系，灾后社会工作可持续发展的解决之道。

### **社区为本：灾害社会工作服务及其本土实践——以云南鲁甸地震灾区社会工作服务为例**

**文军 华东师范大学社会发展学院院长、教授**

灾害是人类社会一个永久性的治理难题。在过去的 20 年里，全球自然灾害的发生数量增加了 3 倍多，每年受到灾害影响的人数超过 2 亿。中国也是世界上遭受灾害影响最严重的国家之一，据统计，中国平均每年约有 3 亿人次以及 70% 的城市地区受到各类自然灾害的影响。可以说，我们甚至已经步入了一个“灾害社会”。在对灾害展开研究和服务的社会工作学科里，灾害使社会工作的助人活动处于非常态的情境之中，灾害社会工作因此也经常遭遇到一种特殊的“情境挑战”。社会工作如何在灾害情境的突发性、不可确定性、复杂性中有效地设计、组织并推送专业服务，这是灾害社会工作实务的首要议题。本研究以鲁甸地震灾区社会工作服务为案例，系统阐述了灾害社会工作服务中的方案制定、项目策划以及本土实践。通过行动研究方法总结了专业社会工作服务在促进

灾后社区恢复重建方面的基本经验，并在此基础上展开了双重立场下的行动反思。

### **中国灾后社区重建的结构性困局及其出路思考：以绿耕灾害社会工作实践为例** **张和清 中山大学社会学与社会工作系教授**

以绿耕为期九年“映秀母亲”和“山里码头”灾害社会工作项目为例，阐述中国式灾后社区重建政策及其执行的两难困局，及其对社会工作项目的影响，借助日本灾后社区重建的经验，反思社区重建的出路。

### **迈向整合的灾害社会工作理论与实践**

**范斌 华东理工大学社会工作系、社会工作与社会政策研究院教授**

我国是一个灾害频发的国家，灾后生活重建和社会重建的任务重大。实践证明，以助人自助见长的专业社会工作，在灾后的个体创伤抚慰、社会关系重建、社会秩序恢复等方面，发挥着传统救灾模式不可比拟的优势。但在我国灾害社会工作服务中，还存在“碎片化”、“应急性”、“不可持续”等问题亟待解决。正是鉴于此，本文试图通过汶川地震和鲁甸地震社会工作服务实践的比较，分析我国整合性灾害社会工作服务体系和理论模式的建构。

### **灾变下的儿童：需求与服务**

**萧琮琦 西华大学社会发展学院讲座教授**

近二十年来，天然灾变发生频仍，发生于各地的水灾、风灾、地震等天然灾变，造成人们身家财产极大损失，生活规律更是遭受严重解构。灾后重建工作除了资源重新分配、土地利用与产业复苏、住宅设计与营建、文化资产保存等等物质层面的需求外，属于精神层面的问题也是值得关切的议题。

灾变发生之后，灾区民众身心面临极大冲击，其中儿童遭受的影响尤甚。灾变之后原有的儿童照护系统受损，灾变环境对儿童安全较具威胁性，随之而来的家园重建过程，儿童需求也容易被忽略，对于较为脆弱的儿童，灾变下的儿童工作显得非常重要。

儿童在灾变过程中，可能遭遇哪些特殊的问题？灾后重建过程，针对灾区儿童面临的问题

题，如何评估儿童需求并提供阶段性服务内涵？本文依据台湾的九二一震灾与莫拉克风灾，以及南亚海啸的灾后重建经验，探讨灾变下儿童的需求与服务。

### **危机响应中的社交媒体与组织适应**

**张海波** 南京大学公共管理学院教授

为应对新兴风险的挑战，危机管理需要成为一个复杂适应系统，社交媒体的兴起为促进危机管理的组织适应提供了新的机遇。本文从社交媒体与危机管理组织适应的关系出发，建构了“5W”分析框架，并通过对“阜宁龙卷风”的案例研究，探索了微信促进危机管理组织适应的理论机制。文章认为，即使在中国统一制情境中，危机响应也呈现出网络结构，而微信跨组织地广泛使用可以有效地支持多元、异质的组织通过信息流动来相互适应。组织使用微信主要基于在线聚合、多种通道、交叉检验三种方式，实现态势感知、行动协调、社会动员和信息扩散四种功能。组织对微信的使用主要受到主体偏好、任务类型、制度背景、行政层级和时间阶段五个因素影响。与此同时，微信的使用仍然存在着信息零碎、信息遗漏、管理负担、功能不全等不足，这为改进微信在危机管理中的应用提供了方向。

### **对口支援体制下的灾害社会工作：实践与反思**

**黄锐** 华东理工大学社会工作系讲师

5.12 汶川地震、8.03 鲁甸地震等灾后社会工作实践大多是在对口支援体制下开展的。以社区为本的社会工作服务项目通过资源在支援方与受援方之间的横向流动，在积极回应当地居民服务需求、强化居民个人及家庭社会功能、增强社区发展能力的同时，也受到央地关系的调整、政府间治理网络的形塑以及政社、社社合作机制的建构等诸多结构性因素的限制。

# **International Symposium on Disaster, Trauma, and Crisis Management**

East China University of Science and Technology School of Social and Public  
Administration, China

Florida State University College of Social Work, USA

Working Language: English and Chinese (Simultaneous interpretation)

## **Meeting Agenda for 17th May**

Room: Lecture Hall, Yifu Building

8:00—8:30 Conference registration

8:30—8:40 Opening Speech

1. Xuesong HE, PhD. Professor & Dean, School of Social and Public  
Administration,

East China University of Science and Technology

2. Amy L. Ai, PhD. Professor, School of Social work, Florida State  
University

## **Topic One**

### **Disaster Social Work in the U.S.**

**Host: Amy L. Ai, PhD. Professor, School of Social work, Florida State University**

8:40—9:20 Disaster, Trauma, and Social Work Research (James Clark, PhD. Dean  
and Professor,

School of Social work Florida State University)

9:20—9:50 Delivery of Social Services following “The Troubles” in Northern  
Ireland:

Acknowledging Personal and Social Trauma and Cultivating

Compassionate

Response(Neil Abell, PhD. Professor, School of Social work Florida State University)

9:50—10:10 Q&A

**10:10—10:20 Tea Break**

**Host: Prof. Meihua Zhu (Social and Public Administration School, ECUST)**

10:20—10:50 Evaluation of Disaster Relief Mental Health Interventions(Bruce Thyer, PhD

Professor, School of Social work Florida State University)

10:50—11:20 Theory-driven Studies on Disasters and Crises: The Role of Human Strengths in

Resilience (Amy L. Ai, PhD. Professor, School of Social work, Florida State

University)

11:20—11:40 The Neurobiological Impact of Trauma on Brain Development(Shairi Turner, MD.

Research Faculty, School of Social Work, Florida State University)

11:40—12:00 Q&A

12:00—13:30 Lunch (Youyi Restaurant)

**Topic Two**

**Practice and Research of Disaster Social Work in China**

**Host: Dr. Huan Zhao (Social and Public Administration School, ECUST)**

13:30—13:50 Disaster Social Work in China: Action, Research and Theory(Yongxiang XU,

Professor, School of Social and Public Administration, ECUST)

13:50—14:10 Community-based Disaster Social Work and Its Local Practice-A Case Study of

Post-quake Social Work in Ludian, Yunnan(Jun WEN, PhD.

Professor, School of

Social Development, East China Normal University)

14:10—14:30 The Structural Dilemma of Post-disaster Community Reconstruction and Its

Solutions in China: An Example of NGO Practice(Heqing ZHANG,

PhD

Professor, Department of Sociology and Social Work, Sun Yat-Sen

University)

14:30—14:50 Disaster Social Work Theory and Practice of Integration – A Comparison of

Post-quake Social Work Services between Wenchuan and

Ludian(Bin FAN,

Professor, Department of Social Work, ECUST)

14:50—15:10 Q&A

**15:10—15:25 Tea Break**

**Host: Prof. Shouchui Zeng (Social and Public Administration School, ECUST)**

15:25—15:45 Children in Disasters: Needs and Services(Congqi XIAO, PhD.

Chair Professor,

Institute of Social Development, Xihua University)

15:45—16:05 Social Media and Organizational Adaptation in Response to Crisis(Haibo ZHANG,

PhD. Professor, School of Government, Nanjing University)

16:05—16:25 Disaster Social Work following the New Partner Assistance Model: Practice and

Reflection (Rui HUANG, PhD. Assistant Professor, Department of

Social Work,

ECUST)

16:25—16:45 Q&A

18:00—20:00 Dinner (Garden Hotel)

## Workshop Agenda for 18th May

### Workshop One

#### Publications of Outcome Research on Top-tier Social Work Journals

**Time:8:30-11:30**

**Tea Break: 9:50-10:05( Lobby, Yifu Building)**

**Room: Lecture Hall, Yifu Building**

**Presenter: Bruce Thyer, PhD, :CSW.**

**Coordinator: Yajun SONG**

#### **Abstract:**

This presentation is aimed at Chinese scholars who wish to successfully publish in high quality English language professional journals. We will review the various types of scholarly contributions one can submit to professional journals, ranging from book reviews, letters to the editor, responses to prior publications, case reports, historical studies, theoretical works, correlational investigations, psychometric validation studies, longitudinal surveys, simple and complex outcome studies, single-case research designs, meta-analyses and high quality systematic reviews. How to locate and select high quality journals will be demonstrated using internet searches of data-bases such as PsycINFO and Web-of-Science, selected clearing houses, and the websites of organizations such as the Cochrane and Campbell Collaborations, as well as those of professional associations such as the American Psychological Association. Quantitative ways of evaluating the value of potential journal outlets, including a discussion of impact factors and their meaning, and of the Hirsch-Index (H index) and its derivatives will be described. The relative merits of traditional versus open-access publishing will be presented, along with a description of the rise of what have been called predatory journals, low-quality online journals which provide minimal peer review of submissions and exist to simply make a profit from the open-access publication fees they charge gullible authors. Warning flags indicating the likelihood that a given journal is a low-quality predatory journal will be reviewed, and discussion provided why authors should avoid submitting their work to such scientifically marginal journal outlets. Pragmatic ways to enhance the likelihood of having one's submission to a good-quality English language journal will be discussed. Scientifically dubious tactics undertaken to publish many papers will be described, and why it is important that credible scholars avoid these practices. Such questionable practices include submitting the same paper to multiple journals at the

same time, extracting many similar papers from one larger study (so-called salami science), p-hacking (torturing one's data until it tells you the results you wish to obtain), incompletely reporting one's results - favoring the positive outcomes and ignoring negative findings, and so forth. Cutting edge newer publication practices will be described such as publishing one's research protocol prior to the collection of data, depositing one raw results in a public data-depository, fully disclosing possible conflicts of interest on the part of any authors, using effect size measures and confidence intervals in lieu of conventional p-values, and of replicating one's findings prior to publishing them. The presenter is the Editor of three professional journals in the field of social work and he has served on numerous other editorial boards.

**11:30-13:30 Lunch (Youyi Restaurant)**

### **Workshop Two**

#### **Introduction of Developing and Validating Standardized Assessment and Measures**

**Time:13:30-15:00**

**Tea Break: 15:00-15:15( Lobby, Yifu Building)**

**Room: Lecture Hall, Yifu Building**

**Presenter:Neil Abell, PhD, LCSW.**

**Coordinator: Kun LIANG**

#### **Abstract:**

Properly conceived, standardized assessment instruments provide respondents with effective ways to reveal how they actually think or feel. For social work researchers and practitioners, deciding what to measure, with whom, and how, can provide a means of grounding abstract notions such as attitudes or emotions. By capturing these in valid and reliable terms, social workers can be more confident in their psychosocial assessments, and researchers may advance theory by capturing core constructs in ways that promote testing of hypothesized relationships.

This workshop will overview primary steps in scale development, from clarification and conceptualization of target constructs, through generation of data providing evidence for the reliability and validity of measures. Two instruments will provide the primary illustrations: the HIV/AIDS Provider Stigma Inventory (HAPSI, currently validated) and the Mindful Social Work Engagement scale (MSWE, currently in development). Examining these, workshop participants will trace the selection of target constructs grounded in existing literature, practice experience, and intuitive observation.

Justifications for developing new measures include calls for scales capturing novel ideas, refinement of measures based on reconsideration of existing theory, or demonstrations that existing scales are too complex, use language that has become outdated, or do not reflect the views or experiences of specific populations. In this workshop, we will consider target constructs in light of the domain sampling model, developing item pools expressing conceptual nuance and detail in language that is comfortable and natural for the intended scale respondents. The goal is to thoroughly define the target construct, identify any distinct underlying dimensions of interest, and “saturate” the definition by generating an exhaustive set of terms or phrases reflecting the essential construct components. We will consider the use of focus groups and expert panels to develop and refine the core ideas, contrasting benefits and costs of specific response options including dichotomies, Likert-type category partitions, and semantic differentials.

Once an instrument has been successfully developed, it is ready for testing and validation. We will discuss creating a template for constructing survey instruments designed to capture data necessary for psychometric analysis. In this regard, it is the composite of evidence, rather than any one feature alone, that constitutes an estimate of scale strength. Face, content, factorial, discriminant and convergent construct, and known-groups and known-instruments criterion validities will be examined, along with estimates of scale and subscale reliability. We will identify appropriate methods for data analysis, and discuss strategies for integrating the various components of psychometric evidence into overall conclusions regarding a measure’s psychometric quality.

Participants are encouraged to bring their own ideas for new measures so we can discuss whether and how to apply techniques overviewed in our session to proposed research.

## Round-table Agenda for 18th May

### Round-table Meeting One

#### Trauma Informed Intervention after Disasters and Crises

**Time: 8:30-11:30**

**Tea Break: 9:50-10:05( Lobby, Yifu Building)**

**Room: Meeting Room One, Yifu Building**

**Presenter:Shairi Turner, MD, MPH/Amy L. Ai, PhD, MSW**

**Coordinator: Xiao LI**

**Abstract:**

This interactive roundtable will provide an opportunity for the participants to engage in a discussion about trauma, disasters and trauma-informed interventions found to be effective after disasters and crises. Individual trauma results from an event, series of events, or set of circumstances, experienced by an individual as physically and/or emotionally harmful or threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, and/or spiritual well-being.

Trauma was once considered an abnormal experience. The National Comorbidity Study established how prevalent traumas were. In this U.S. study 61 percent of men and 51 percent of women reported experiencing at least one trauma in their lifetime, with witnessing a trauma, being involved in a natural disaster, and/or experiencing a life-threatening accident ranking as the most common (Kessler et al., 1999). Traumatic events overwhelm the individual's ability to cope. Often, the bodily integrity of a person or someone close to the individual is threatened. Both emotional and physiological functioning may be impacted. Traumatic events include sexual assault, interpersonal violence, community violence, natural disasters, and experiencing warfare.

Individuals with and without trauma histories can be greatly impacted by community environments. Community violence, impoverishment, and general lack of resources create an intense vulnerability for those who live there. Vulnerable communities are at increased risk for emergencies, crises or disasters. Generally, emergencies are defined as unexpected and usually dangerous situations that call for immediate action, while a crisis as a time of intense difficulty, trouble, or danger. Whereas a disaster is a serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources. A disaster occurs when hazards and vulnerability meet with immediacy and widespread implications. (World Health Organization). Communities that are unprepared, impoverished and/or under-resourced have a harder time rebuilding and recovering from disasters. The individuals then are the ones who suffer greatly.

Interventions that address crises and disasters should do so with an understanding of the immediate trauma and the likelihood of pre-existing trauma histories among the individuals. A trauma informed intervention or system:

- Realizes the widespread impact of trauma and understands potential paths for recovery
- Recognizes the signs and symptoms of trauma in clients, families, staff, and others involved;
- Responds by fully integrating knowledge about trauma into policies, procedures, and practices; and
- Seeks to actively resist re-traumatization.

Fairly recently, Psychological First Aid has become a recognized intervention. Developed by the National Child Traumatic Stress Network and the National Center for PTSD, it is an evidence-informed, modular approach to help children, adolescents, adults, and families in the immediate aftermath of disaster and terrorism. Psychological First Aid is designed to reduce the initial distress caused by traumatic events and to foster short- and long-term adaptive functioning and coping.

## **Round-table Meeting Two**

### **Science of Social Work**

**Time:13:30-15:00**

**Tea Break: 15:00-15:15( Lobby, Yifu Building)**

**Room: Meeting Room One, Yifu Building**

**Presenter:Bruce Thyer, PhD, LCSW/James Clark, PhD, LCSW**

**Coordinator: Wenqian WEI**

#### **Abstract:**

From the beginnings of professional social work, a reliance on the findings of the emerging disciplines of social and behavioral science were claimed to distinguish the truly professional worker from the friendly visitor or philanthropic-minded dispenser of charity. The earlier apprenticeship model of training involving shadowing an experienced agency staff member and gradually assuming more duties and responsibilities evolved into the blended university-based academic programs now characterizing social work training around the world, including China. Although agency-based internships remain an essential element of professional training, social work's continuing reliance on science is very clear. For example, the definition of social work given in the Social Work Dictionary states that social work is "1. The applied science of helping people achieve an effective level of psychosocial functioning and effecting society changes to enhance the well-being of all people." (Barker, 2014, p. 402, emphasis added).

The global definition of social work provided by the International Federation of Social Workers states that: "Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life

challenges and enhance wellbeing.” (emphasis added, cited from <http://ifsw.org/what-we-do/>)

Next week the 4th International Conference on Practice Search in Social Work is being held at Hong Kong Polytechnic University, and among the purposes of the conference is to have it serve “...as a means of engaging social work and other social sciences educators regarding the role of practice research in educating future helping professionals” (emphasis added, cited from <http://icpr2017.miceapps.com/client/sites/page/293/200>). Thus we have three widely disparate groups, the American National Association of Social Workers and the IFSW agreeing on the role of science for modern social work services, and Hong Kong faculty viewing social work educators as social science educators.

In this presentation, I will present some of my views, evolved over 35 years of academic services, and as the Editor for over a quarter of a century of one of social work’s leading research journals, *Research on Social Work Practice*, as to the meaning of social work, of social work practice, and of science. I will then review some recent developments that have attempted to define what is meant by social work science, efforts aimed at distinguishing scientific investigations undertaken by social work researchers from studies completed by members of other professions and disciplines, such as sociology, psychology, public health, and medicine. I will use my recently published bibliography of randomized experiments published by social workers to illustrate the breadth of social work research. My conclusions may surprise you.

## References

Barker, R. L. (Ed.) (2014). *The social work dictionary* (6th edition). Washington, DC: NASW Press.

Thyer, B. A. (2015). A bibliography of randomized controlled experiments in social work (1949- 2013): *Solvitur Ambulando. Research on Social Work Practice*, 25, 753-793.

## Expert Introduction

**James J. Clark, PhD, LCSW**, is currently Dean of the Florida State University College of Social Work. He is an academic leader, clinician, educator, and researcher. He graduated from Siena College (B.A. 1980), the University of Kentucky College of Social Work (MSW 1983) and the University of Chicago School of Social Service Administration (Ph.D. 1995). From 2012-2015 he served as the Director of the School of Social Work at the University of Cincinnati. He served on the faculty of the University of Kentucky from 1991-2012, where he worked sequentially as a faculty member, an empirical researcher with the UK Center on

Drug & Alcohol Research, as co-founder and director of the Ph.D. program, and as Associate Dean for Research. He has been funded for research and published in the areas of forensic mental health, child maltreatment and traumatic stress, secondary traumatic stress, addiction research, utilization of evidence based practices, and anti-terrorism/disaster projects. He has published books on ethics and professional accountability, as well as on criminal justice practice. Dr. Clark was co-founder in 1999 of the University of Kentucky Center on Trauma & Children, and served as associate director until 2012. During that period, he participated in the evidence-based training of mental health professionals to respond to natural and man-made disasters, and he also served as a responder for the state disaster and crisis response team. He also has worked in the private sector individually and as part of mental health teams that responded to school shootings, bank robberies, suicide, and traumatic accidental death. Dr. Clark was Co-PI on a US National Institute of Homeland Security grant that investigated the impacts of H1N1 pandemic flu on North America and involved extensive fieldwork in the US, Canada, and Mexico with public health and healthcare providers and policymakers. As dean, he currently has oversight responsibility for three clinical, research, and public policy institutes that impact the well-being of children and families.

**Bruce Thyer, PhD, MS, MSW**, is former Dean and currently Professor of Social Work at Florida State University. He received his MSW from the University of Georgia in 1978 and his PhD in social work and psychology from the University of Michigan in 1982. He worked as a therapist for five years with the Anxiety Disorders Program at the University of Michigan's Department of Psychiatry. Dr. Thyer has produced over 270 articles in peer reviewed journals, over 110 book chapters and over 35 books, all in the fields of social work, behavior analysis, psychology, and psychiatry. He is the founding and current Editor of the peer-reviewed journal *Research on Social Work Practice*, produced by Sage Publications and now in its 26th year of publication and is Co-Editor of the *Child & Adolescent Social Work Journal* and the *Journal of Evidence-Informed Social Work*. His most recent books include *Quasi-Experimental Research Designs* (Oxford University Press, 2012), *Science and Pseudoscience in Social Work Practice* (Springer, 2015) and *Program Evaluation: An Introduction to an Evidence-Informed Approach* (6<sup>th</sup> Edition, Cengage, 2016). He is a Fellow of the American Psychological Association, the Association for Psychological Science, the Society for Social Work and Research, and the American Academy of Social Work and Social Welfare. He is a Licensed Clinical Social Worker and a Board Certified Behavior Analyst. He has presented conference papers and colloquia numerous times Chinese venues, including the Chinese University of Hong Kong, Hong Kong Polytechnic University, the University of Hong Kong, and Peking University. Dr. Thyer's publications related to stress and trauma have appeared in professional periodicals such as *Crisis Intervention*, *Journal of Traumatic Stress*, *Psychosomatic Medicine*, *Journal of Anxiety Disorders*, and the *Phobia*

*Practice and Research Journal*. He is a member of the International Advisory Board of the *China Journal of Social Work*.

**Neil Abell, PhD, LCSW**, is Professor and Director of International Programs at the College of Social Work, Florida State University. He received his PhD and MSW from the Florida State University. His primary methodological focus is in psychometrics, teaching doctoral seminars on measurement for over twenty-five years, and validating and publishing more than twenty instruments for use in social work practice and research. He has authored a primary measurement text and presented frequently in national and international settings. As international programs director, he has coordinated placement of social work interns in agencies ranging from the Eastern Caribbean to the United Kingdom, Republic of Ireland, South Africa, and Canada. His teaching abroad includes HIV/AIDS courses in Vietnam and the U.K., and courses in international social work and criminal justice in the Czech Republic. He oversees collaborative agreements with universities in Sweden and Australia. His research and consultation has included confronting HIV/AIDS in the Eastern Caribbean (Barbados, Jamaica, Grenada, Trinidad and Tobago, St. Vincent & the Grenadines), supported in part by the Florida Association for Volunteer Action in the Caribbean and the Americas (FAVACA). In India, he has presented and consulted with Indira Ghandi National Open University, supported in part by a U.S. State Department Speakers and Specialists grant, on HIV/AIDS prevention and service delivery, and on social work curriculum development for distance learning. Recent efforts explore the transfer of mindfulness principles framed in the Awareness/Acceptance/Action Model to compassionate social service engagement in the context of sectarian conflict. Working with community and academic partners in Northern Ireland, he seeks to integrate these ideas with theories of identity and reflective and anti-oppressive practice into training modules for social work students and practice learning teachers. He serves on the Council on Global Learning and Practice within the Council on Social Work Education.

**Amy L. Ai, PhD, MS, MA, MSW**, is Professor, Colleges of (a) Social Work (CSW; also former Associate Dean of Research), (b) Art and Science (Psychology), (c) Medicine (Social Medicine and Behavioral Science), (d) Social Science and Public Policy (Pepper Institute), and (e) Nursing, Florida State University. She is Dr. Ai earned her three Masters, joint PhD in Psychology and Social Work, and NIA post-doctoral training at the University of Michigan. Her academic career has focused on interdisciplinary research on traumatic experiences, existential crises, and positive psychology, using mixed-methods. Dr. Ai's work on trauma addresses the role of spirituality in coexistence of posttraumatic stress and growth, involving very different types of traumatic events in life (e.g., open-heart surgery, regional war, terrorist attacks, national disasters, and childhood abuse). She is Fellow of the *Association of Psychological Science*, *American Psychological Association* (Divisions 38, 36, and 20), and

*Grontological Society of America*, and a John A. Hartford Geriatric Faculty Scholar. Her work in collective trauma led to invitations for her to serve a Senior Fulbright Specialist to Germany, and subsequently another specialist to China. In 2016, she received the most prestigious appointment of Fulbright Program, Distinguished Chair, on trauma-informed practice and leadership development. She has been PI or Co-PI on \$2.5 million research grants, funded by Federal, State, and foundational agencies. Dr. Ai is a scientific grant reviewer for national, international, and private funding agencies (e.g., *US Departments of State and Defense, Health and Human Services, National Institutes of Health, and Patient Centered Outcome Research Institute*, as well as *Economic and Social Research Council*, UK). She has authored over 124 research articles and an edited book. She was a Gubernatorial Appointee as a member on the *Washington State Council on Aging* and an at-large Delegate of academia to the 2005 *White House Conference on Aging*.

**Shairi R. Turner, MD, MPH**, is a CSW researcher and physician who has expertise in trauma. A Stanford graduate and a Harvard-trained Internist and Pediatrician with a Master of Public Health from the Harvard School of Public Health, her interest in trauma began as a fellow in the Yerby Postdoctoral Research Program. During this time, Dr. Turner researched both the public health effects of Disproportionate Minority Confinement and the trauma histories of incarcerated women. In 2005 Dr. Turner became the first Chief Medical Director for the Florida Department of Juvenile Justice (DJJ). She established the Office of Health Services that provided oversight of the provision of Health, Mental Health, Disability and Substance abuse services to the nearly 100,000 justice-involved youth. She was instrumental in the introduction of trauma informed care to DJJ. Subsequently, DJJ has been recognized for its innovative and immersive trauma initiatives. From 2009-2011 Dr. Turner served as the Deputy Secretary for Health for the Florida Department of Health (DOH), Dr. Turner prioritized work around the intersection between trauma and chronic health conditions. Under her leadership, DOH was endorsed by the Centers for Disease Control as a state that recognized child maltreatment as a public health issue. After her departure, Dr. Turner was a faculty consultant for the National Center for Trauma Informed Care where she provided national trainings on the neurobiology of trauma to state and local entities including mental health and criminal/juvenile justice administrators and staff. Currently Dr. Turner is the Project Co-Leader for the Trauma Informed Medicine Cases (working title). This is a series of online virtual patient cases targeting primary care providers and focused on effective approaches to the care of patients who have survived traumatic life experiences such as sexual assault, interpersonal and community violence, military sexual trauma, child abuse, neglect, and family dysfunction.

**XU Yongxiang**, is Professor and former Dean at the School of Social and Public

Administration of East China University of Science and Technology. He is currently the President of China Association for Social Work Education, executive member and state representative of International Association of Schools of Social Work. His research interests include disaster social work services and management, community construction and social services and social development and management. He has been committed to researches on social system reform and non - profit organization, community construction and social service, social work theory and practice, social development and social management for years. Since 1980s, Dr. Xu has been working on social development in China, introducing social work services to construction of harmonious society, adhering to “Be global, act local” , promoting practical and developmental researches, and focusing on major theoretical and practical issues during social transformation in China. He has put forward a series of influential academic opinions in the field of social system reform, social governance innovation and institutionalization of social work, and has played an important role in the relevant policies. He has published more than 70 papers in *China Social Science*, *Guangming Daily* and other newspapers, and has published more than 10 books and series of text books.

**HE Xuesong, Ph.D**, is Dean and Professor at the School of Social and Public Administration of East China University of Science and Technology. He is currently the executive director of the China Society for Social Work Education and the director of the Chinese Society. He has been committed to promoting theoretical innovation, scientific research and discipline construction of social work sciences. He has published more than 50 papers in Chinese and English core journals such as *Sociological Studies* and *British Journal of Social Work*. He has published and translated six books. He has edited and participated in the planning of book series of *Social Work and Management*, *Social Work Masterpieces*, *Social Work Sects* and *Social Work Practices*. Dr. He is an influential young scholar in the field of social work. He actively participates in professional practices of post-disaster social reconstruction, construction of mental health social work system and community governance innovation.

**WEN Jun, PhD**, is Professor and Dean at the School of Social Development of East China Normal University. Dr. Wen’s research interests include sociology, social work theories, community construction, social policy, urban sociology and social development. Dr. Wen holds many academic positions including: director of the China Association for Social Worker Education, executive director of China Association of Social Workers, vice president of the Shanghai Social Work Association and vice president of the Shanghai Sociological Association. He has published 20 books and over 200 papers in more than 80 Chinese and English core journals such as *China Social Science*, *Sociological Studies* and *China Journal of Social Work*. He has presided over ten key projects funded by National Social Science Grants and Science Foundation of Ministry of Education of China. He is currently the external expert reviewer for *China Social Science*, *Society*, *Sociological Review*, *Global*

*Social Welfare: Research, Policy & Practice* and so on. He is also the editor of *Sociology* and *Social Work*.

**ZHANG Heqing, PhD**, is Professor at the School of Sociology and Social Work of Sun Yat-sen University. He is currently the vice president of China Association for Social Worker Education, executive director of Guangzhou Social Work Association and deputy director of South China Rural Research Center. He has 18-year's working experience of rural social work in China and 9-year's working experience of disaster social work in China. He advocates studying urban-rural social movement in the context of daily life. His research interests include community-based social work theories and practices, rural social work and disaster social work. He has been PI on projects of "The role of social work in post-quake reconstruction in Wenchuan" funded by Ministry of Civil Affairs and "Researches on post-quake community reconstruction in Wenchuan, Sichuan" funded by the Hong Kong Polytechnic University. He has published more than ten papers in core journals and six books.

**FAN Bing**, is professor at the Department of Social Work of East China University of Science and Technology, Director of Social Welfare and Social Policy Research Institute, vice president of Shanghai University think tank "social work and social policy research institute", vice president of Shanghai Social Work Association, vice president of Shanghai Red Cross, chairman of Shanghai Oriental Social Affairs Office, and chairman of Shanghai Oriental Society Organization and Service Evaluation Center. Her research interests include social welfare and social policy, social organization and service assessment and development research, social work theory and practice. She served as the team leader and evaluator of post-quake social services in Wenchuan, Ludian and Yaan. She has been PI on more than 30 projects funded by National Social Science Grants, Science Foundation of Ministry of Education of China, Ministry of Civil Affairs and Shanghai Municipal Government. Her representative book is *Welfare Sociology*. Her representative papers include *Empowerment of vulnerable populations and choice mode*, *The development of NGO and its constructive roles in harmonious society*, *Implications of social investment on social welfare policies in China*, *The combination of community mobilization: structure, organization and language*, and so on.

**XIAO Congqi, PhD**, is chair professor of Social Development at Xihua University in Sichuan, director of West China Public Welfare Innovation Research and Development Center, and director of Social Work Department, Taiwan Family Support Foundation. He is committed to the study of family social work practice and child welfare research. He has worked as advisor and supervisor for Shenzheng Association of Social Work, Suzhou Association of Social Work, Taicang Research Center of Social Work Development and Save the Children from 2014 to 2016. He has been the PI on the project of "The delivery mode of services for children's protection in China" funded by Save the Children since 2016.

**ZHANG Haibo**, PhD, is professor at the School of Government Management at Nanjing University, researcher with Center for Social Risks and Public Crisis Management at Nanjing University, and researcher with Center for Social Risks Management in Jiangsu Province. His research interests include emergency management (crisis/risk management), public security and social governance. He is currently the director of China Society of Emergency Management and deputy secretary of Jiangsu Society of Urban Emergency Management. He has published six books and over 50 books. He has been PI on 21 projects.

**HUANG Rui, PhD**, is deputy director of Department of Social Work at East China University of Science and Technology, researcher with Institute of Social Work and Social Policy, University Think Tank of Shanghai, and member of Shanghai Social Work Group served in Ludian after earthquake. His research interest include social work theories, disaster social work and community development and social policies. He has been PI on a project funded by National Social Science Grants. He has published and translated two books. He has published more than ten papers on *Sociological Studies*, *Social Science*, *Tianjing Social Science* and *The Journal of Humanities*.

## **Abstract**

### **Disaster, Trauma, and Social Work Research**

**James Clark, PhD, MSW**

Natural and man-made disasters change the course of planetary and human history. Recent international scholarship in the area of “deep history” has shown that “natural” disasters such as climate change, earthquakes, floods, famines, and plagues until the recent past have impacted the course of human civilizations and cultures at scales exponentially greater than that of human statecraft and war. The technological advancements of late modernity have given human societies the capacities to respond more effectively than in the past to natural disasters, often (but not always) reducing their scales of impact. Unfortunately, recent technological advancements have created new, large-scale risks. The threats imposed by man-made disasters, along the continuum of global nuclear destruction to regional industrial-, engineering-, and warfare-driven catastrophic events present new and even more complex problems, especially when these trigger and interact with natural disasters. This international scientific conference is an important effort to evaluate the impacts of these threats and events on persons, families, and communities. In addition, it strives to examine the types of interventions that can help people and societies to plan for, prevent, and

respond to disasters. The overarching purpose of the conference is to discuss the translational knowledge “problems and opportunities” associated with these lines of inquiry, including pathways to promising conceptual and empirical research and dissemination approaches that can support evidence-based and effective social policies and professional practices. This keynote address will set the stage for some of the significant and broader challenges and opportunities animating international disaster research that will be taken up more specifically by conference presenters and participants.

### **Evaluation of Disaster Relief Mental Health Interventions**

**Bruce Thyer, PhD, LCSW, BCBA-D**

When a disaster occurs, immediate relief efforts properly focus on rescuing people in danger, providing material services such as medical care, food, shelter and water to survivors, restoring damaged crucial infrastructure such as electricity, clean water, and sewage treatment. When the immediate danger has passed, clean up and reconstruction efforts begin of physically damaged building and other facilities. Unfortunately, disasters create much more than physical damage, they also leave considerable psychological injury in their wake. Survivors mourn the unexpected death of loved ones, the loss of treasured possessions, and collapse of immediate life plans. Other psychological sequelae involve the development of traumatic psychological reactions, up to and including both acute and chronic anxiety disorders and other psychosocial problems such as depression. A considerable amount of outcomes research has emerged evaluating the effectiveness of treatments intended to help the survivors of disaster overcome serious anxiety and depressive disorders, and morbid grief. Reviewing this research reveals that some psychosocial interventions have a reasonably positive research foundation, in that controlled research has found them to be effective in promoting a more rapid recovery from the psychological injuries caused by being a victim of a disaster. Other interventions have been shown they do not work very well, and a few have been demonstrated to exacerbate psychological traumatic injuries. This presentation will have two foci. The first will be a review of simplified approaches to conducting program evaluations of post-disaster recovery efforts targeting survivors’ mental health problems that emerged following their experiencing a disaster. These will include pre-experimental (involving one group of clients) and quasi-experimental nomothetic group research designs involving an active treatment compared to no-treatment, placebo treatment, conventional treatment, or delayed treatment. The use of randomized controlled experiments in evaluating disaster relief mental health treatments will also be described. The use of these various research designs will be illustrated with examples of actual published studies, demonstrating how they can be pragmatically employed. Another methodology that will be reviewed is the use of single-case research designs, aimed at determining the effects of a disaster relief intervention at the level of an individual client. Published examples will be used to

illustrate this pragmatic approach to evaluation as well. The second major component of this presentation will be to describe selected psychological and psychosocial interventions that have been found to be helpful in promoting a restoration to pre-disaster mental health functioning, and the relief of anxiety, depression and chronic grief. Guidance will be provided on how to locate high quality intervention studies in the area of post-disaster mental health treatments.

### **Delivery of Social Services following “The Troubles” in Northern Ireland: Acknowledging Personal and Social Trauma and Cultivating Compassionate Response**

**Neil Abell, PhD, LCSW**

This presentation examines whether and how lessons learned from a career-long focus on HIV/AIDS service delivery might transfer to the context of conflict following “The Troubles” in Northern Ireland. Integrating principles from mindfulness, identity, and stigma theories, I will overview social workers’ challenges in acknowledging how deeply held biases and fears might compromise delivery of compassionate services to persons whose sectarian identities differ from one’s own.

In the context of Northern Ireland, the sectarian conflict between Protestants (Unionists or Loyalists aligned with the United Kingdom) and Catholics (Republicans aligned with the Republic of Ireland who often seek reunification as a single nation) lingers as a part of daily life. While roots of this conflict can be traced back nearly 1,000 years, in the late 1960s, sectarian violence between these groups came to a peak and was only resolved through the Good Friday Agreement of 1998, a brokered peace accord still in effect today. While there has been great progress in peace and healing, many people remain affected by this division. Some areas of Belfast are segregated by sectarian and socioeconomic class differences, and people continue to suffer direct and indirect psychological and social consequences of a violent and disruptive history. “Peace walls” serve as physical barriers dividing the city into “safe” and “restricted” zones associated with communal identities, providing daily reminders of an ongoing history of antagonism and defensiveness among a deeply divided populace.

In a recent series of focus group conversations with social work students and practice learning teachers, they reflected on their feelings and concerns when engaging with “the other”, and processed the difficulties in revealing personal fears and biases to colleagues and service users. The resulting conflicts they faced when asked to be candid about their fears resulted in reliance on ‘tolerance strategies’, wherein they attempted to adopt a mask of neutrality when confronting differences in sectarian identity. Layers of shame associated with deeply held prejudices and discriminatory behavior led to a tension between acknowledging and denying their true feelings, as social workers struggle to see themselves and others as they really are rather than as they imagine themselves and others to be.

This presentation will illustrate the opportunities and challenges faced by an “outsider” engaging with such a community and attempting to develop training modules for social workers guided by awareness, acceptance, and action. These constructs, adapted from mindfulness principles, provided a template for development of a proposed measure for use in education and research. That process will provide the core illustration for the scale validation workshop I will offer on May 18.

### **Outcome Report from Two Multi-University Studies on National Disasters**

**Amy L. Ai, PhD, MS, MA, MSW**

This presentation summarizes the major outcome of studying collective disaster/crises in the United States (US) with a focus on the role of psychosocial strengths in the aftermath of trauma. Taken examples from two multi-university studies, I will describe our motive of developing new research, process of forging urgent research collaboration, and innovative findings using structural equation model (SEM). The emphasis is placed on theories and implications of our research rather than on methodological details. Overall, national disasters, such as the 9/11 terrorist attacks and Hurricanes Katrina-Rita (H-KR), provided unprecedented windows for social scientists and social workers to gain deep insights into public traumatization. Our studies have demonstrated the simultaneous existence of seemingly contradictory possibilities, posttraumatic distress disorder (PTSD) symptoms and post-traumatic growth (PTG), that have not been precisely examined together in one model. PTG is defined as experienced of positive change or gains resulting from crisis-related struggle, beyond the conventional concept, resilience, referring to returning to the pre-disaster baseline or reduced symptom levels.

The H-KR study presented a hypothetical conceptual model with two pathways, altruism and perceived spiritual support, leading to resilience among 554 H-KR pre-professional volunteers. The underlying theory lines in positive psychology, the science of human strengths, which promotes research on positive characteristics and human virtues rather than on psychopathology. The survey examined how altruism (providing a favor) and perceived spiritual support (receiving a favor), indicators of character strengths Kindness and Spirituality), might enhance resilience (reduced depression) of volunteers. We expected that strengths in racial minorities would be primarily faith-related, whereas altruism in racial majorities were not, due to their inherent mainstream-cultural influence, secular spirituality, emerged in the Victorian England. As anticipated, three main pathways to reduced levels of depression were all mediated through positive attitudes, indicators of a character strength, “Hope, Optimism, and Future Mindedness.” However, a racial majority identity was directly linked with altruism, whereas a minority identity was associated with both pathways indirectly, mediated through faith factors. The finding suggests the need for developing culturally sensitive approaches in recovery from crises.

The prospective 9/11 study followed 250 social work students. The theoretical framework underlying the hypothetical model was rooted in existential concepts of meaning-making in post-trauma survival in relation to theories of PTG. SEM showed that 9/11 emotional turmoil triggered two processes of meaning-making: a) assimilation, as indicated in pathways through perceived spiritual and social support, and b) accommodation, as indicated in the pathway through existential struggle. Leading to both PTG and PTSS, meaning-related pathways implied the sense of both deep interconnectedness and deep spiritual conflict during the crisis due to tone's challenged worldview. Perceived spiritual and social support both contributed to lower levels of PTSD symptoms, whereas spiritual struggle had an opposite impact on symptoms. Although seemingly contradictory, both support and struggle pathways were directly associated with greater PTG. Interestingly, these pathways were both mediated through optimism but in opposite directions. The study illustrates complex crisis-related phenomena, following a massive disaster with existential crisis, suggesting multiple means to foster resilience and PTG.

### **The Neurobiological Impact of Trauma on Brain Development** **Shairi Turner, MD, MPH**

This presentation will provide a basic overview of trauma and the neurobiology of the developing brain. According to the Substance Abuse and Mental Health Services Administration, individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically and/or emotionally harmful or threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, and/or spiritual well-being.

Examples of traumatic life experiences include physical, emotional and/or sexual abuse. For children, trauma can include abandonment or neglect by a caregiver; parental mental illness; loss of a parent through death or divorce, parental incarceration, domestic violence, or a family life that includes substance abuse or alcoholism. One of the largest research investigations directly connecting childhood abuse, neglect and family dysfunction to the health and mental health of adults later in life, was the CDC-Kaiser Permanente Adverse Childhood Experiences Study.

Traumatic events can alter the neurobiology of the developing brain, leading to cognitive, social and emotional impairments (Felitti, 1998).

According to the Center for the Developing Child, research has established that: Human brains are built over time from the bottom up. The basic architecture of the brain is an ongoing neurodevelopmental process beginning in utero proceeding into adulthood.

The brain's capacity for change decreases with age. Early in a child's life, the brain

is most flexible but as the maturing brain becomes more specialized to assume increasingly complex functions, it is less capable of reorganizing and adapting to new or unexpected challenges.

Toxic stress (the prolonged activation of the body's stress response system) damages the developing brain architecture, which can lead to lifelong problems in learning, behavior, physical and mental health.

Children ages 0-3 years constitute 27.3 percent of all maltreatment victims reported to authorities in 2013 (U.S. Department of Health and Human Services, 2013). In a survey of parents of children aged 0–6 years, one in ten children had witnessed a knifing or shooting with half of the reported violence occurring in the home (Taylor, Zuckerman, Harik, & Groves, 1992). (National Child Traumatic Stress Network). In addition to its effect on the developing brain, external stress can impact a child's emerging neuro-endocrine pathways and create an activated stress response system. Stress responses include activation of the sympathetic-adrenomedullary (SAM) system and the hypothalamic pituitary-adrenocortical (HPA) system. Both adrenaline and cortisol are produced under normal circumstances and help prepare the body for coping with stressors.

The relationships children have with their caregivers play critical roles in regulating stress hormone production during the early years of life. Those who experience the benefits of secure relationships have a more controlled stress hormone reaction when they are upset or frightened. In contrast, children whose relationships are insecure or disorganized demonstrate higher stress hormone levels even when they are mildly frightened (Center for the Developing Child). Understanding of the neurobiology of brain development in the context of trauma is critical for mental health providers to better serve traumatized clients and their families.

### **Disaster Social Work in China: Action, Research and Theory**

**Yongxiang XU, Professor, School of Social and Public Administration, ECUST.**

Disaster social work was first practiced in China during post-quake reconstruction in 2008 in Wenchuan. It was then localized after earthquakes in Yaan, Sichuan and Ludian, Yunnan. Its scientific value and status was established thereafter. The study first reviews the action background of disaster social work in China, and then analyzes three theories and modes of “constructivism”, “community-orientation”, and “integrationism” that guide disaster social work in China. The study finally compares disaster social work at home and abroad and proposes two future directions - the cooperation between the government and social organizations and the solution to post-quake sustainable development.

### **Community-based Disaster Social Work and Its Local Practice-A Case Study of Post-quake Social Work in Ludian, Yunnan**

**Jun WEN, PhD. Professor, School of Social Development, East China Normal University**

China is one of the countries most affected by natural disasters. Each year, more than 300 million people and 70% of urban areas are affected by various types of natural disasters in China. Disaster social work is the practice of helping people during natural disasters and therefore often encounters special “situational challenges.” The dominant theme of disaster social work is to design, organize and deliver social services effectively in emergency, uncertainty and complex situations. Based on community-based social work services in post-quake Ludian, the study elaborates the scheme formulation, project planning and local practice of disaster social work systematically. The study also summarizes the experience of how professional social work facilitates post-quake community reconstruction and proposes its reflections.

**The Structural Dilemma of Post-disaster Community Reconstruction and Its Solutions in China: An Example of NGO Practice**  
**Heqing ZHANG, PhD. Professor, Department of Sociology and Social Work, Sun Yat-Sen University**

Based on the nine-year social work projects of “Yinxu Mother” and “Mountain Dock” by Lvxiu NGO, the study elaborates the dilemma of post-quake community reconstruction policy and its implementation and its impacts on social work projects. The study also reflects on the solution to community reconstruction with the aid of experiences in Japan.

**Disaster Social Work Theory and Practice of Integration – A Comparison of Post-quake Social Work Services between Wenchuan and Ludian**  
**Bin FAN, Professor, Department of Social Work, ECUST**

Natural disasters occur frequently in China. Post-disaster reconstruction of individual and social life is of great importance. Social workers help people to help themselves. It has been found that social work has unparalleled advantage over traditional disaster relief models in consoling individuals, rebuilding social relations and recovering social orders. Social work in China is limited by the characteristics of “fragmentation”, “emergency”, “unsustainability”. By comparing post-quake social work services in Wenchuan and Ludian, the study explores integrated service system and theories of social work in China.

**Children in Disasters: Needs and Services**  
**Congqi XIAO, PhD. Chair Professor, Institute of Social Development, Xihua University**

People, especially children, are at risk for experiencing mental health difficulties after a disaster. The care and support system for children is damaged during disasters. The unique needs of children during and after disasters are easily overlooked. Social work for vulnerable children exposed to disasters is particularly important. The study introduces problems children may encounter during disasters, needs assessment and step-by-step services for children during post-disaster reconstruction. The study also explores children's needs and services based on post-disaster reconstructions following the 921 Earthquake in Taiwan, Typhoon Morakot and the South Asia Tsunami.

### **Social Media and Organizational Adaptation in Response to Crisis**

**Haibo ZHANG, PhD. Professor, School of Government, Nanjing University**

To meet the challenges of emerging risks, the crisis management system needs to be complex and adaptive. Social media provides new opportunities to facilitate organization and adaptation during crisis management. Based on the association between social media and crisis management, the paper proposes the framework of 5W and explores how wechat facilitates crisis management in the case of Funing Tornado. The study proposes that network structures emerge in crisis responses in China. The widely-used wechat facilitates communication and adaptation for multiple heterogeneous organizations. Organizations use wechat to apperceive the trends, coordinate actions, motivate the public and spread information. Organizational utilization of wechat is predicted by organizational preferences, task types, backgrounds, administrative levels and time. Wechat is limited by its information fragmentation, omission, management burden and dysfunctions, which provides a direction for its application in crisis management.

### **Disaster Social Work following the New Partner Assistance Model: Practice and Reflection**

**Rui HUANG, PhD. Assistant Professor, Department of Social Work, East China University of Science and Technology**

The post-disaster social work for 5.12 Earthquake in Wenchuan and 8.03 Earthquake in Ludian followed the New Partner Assistance Model. The resources are transferred directly from the support party through community-based social work projects. The projects respond to local residents' needs and strengthen residents' personal and family functions, as well as community capacity of development. However, the projects are limited by factors such as the relationships between local and central governments, governmental networks, and the cooperation mechanisms between government and social agents.

# 公交线路

## 一、至酒店线路

酒店地址：上海园林格兰云天大酒店（徐汇区百色路 100 号）

### 1. 虹桥机场或虹桥火车站：

直接乘坐出租车到百色路格兰云天大酒店，约 35 分钟，人民币 80 元左右；  
或乘坐地铁 10 号线，在虹桥路站转 3 号线，到石龙路站下车，然后乘坐出租车 10 分钟即可到达酒店。

### 2. 浦东机场：

直接乘坐出租车到格兰云天大酒店，约 40 分钟，人民币 160 元左右；  
或乘坐机场 7 号线到达上海南站，2 号口出，然后乘坐出租车 10 分钟即可到达酒店。

### 3. 上海火车站：

乘坐地铁 3 号线到石龙路站，然后乘坐出租车 10 分钟即可到达酒店。

### 4. 上海南站：乘坐出租车 10 分钟达酒店。

## 二、至会场线路

### 1. 虹桥火车站/虹桥机场：

直接乘坐出租车到华东理工大学（南门），约 35 分钟，人民币 80 元左右；  
或乘坐地铁 10 号线，在虹桥路站转 3 号线，到上海南站下车，2 号口出，然后乘坐出租车，或乘坐 157/729 路公交车（3 站到华东理工大学站）即可到华东理工大学（南门）。逸夫楼位于华东理工大学南门进门右前方。

### 2. 浦东机场：

直接乘坐出租车到华东理工大学（南门），约 40 分钟，人民币 160 元左右；  
或乘坐机场 7 号线到达上海南站，2 号口出，然后乘坐出租车或乘坐 157/729 路公交车（3 站到华东理工大学站），约 10 分钟，即可到华东理工大学（南门）。逸夫楼位于华东理工大学南门进门右前方。

### 3. 上海火车站：

乘坐地铁 3 号线到石龙路站，2 号口出，然后乘坐出租车或乘坐 157/729 路公交（3 站到华东理工大学站），约 10 分钟，即可到华东理工大学（南门）。逸夫楼位于华东理工大学南门进门右前方。

### 4. 上海南站：乘坐出租车或乘坐 157/729 路公交车（3 站到华东理工大学站），约 10 分

钟，即可到华东理工大学（南门）。逸夫楼位于华东理工大学南门进门右前方。

### 三、酒店至会场路线

从酒店步行约 100 米，乘坐 720 路（白色路平福路站），乘坐 7 站到华东理工大学站下车，步行约 200 米即可抵达会场。

会议地点图



### 温馨提示

1. 为保证会场秩序，所有参会人员请在参会时将手机设置为静音模式，会场禁止吸烟。
2. 会议期间，会场人员注意安全，妥善保管好个人物品；个人外出时请带好房卡，退房时请将房卡交总台。
3. 会务联系电话：

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