

PART II: SYSTEMATIC LITERATURE REVIEW TABLE

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The table presented below is intended to assist investigators in conducting a systematic literature review on a given topic. After carefully choosing literature search criteria and conducting your search (see [Part I: Conducting a Systematic Literature Review](#)), this table can be used to inventory the identified studies. We have adapted the topics listed in the table columns below to an extreme events research context, drawing from Petticrew & Roberts' (2008) *Systematic Reviews in the Social Sciences: A Practical Guide*. These topics can be used to summarize important elements of each publication and allow interdisciplinary researchers to be critical of the study design and methods employed in past research. An article by Prinstein and colleagues (1996) is included as an example to demonstrate how to summarize key information in this table.

Complete Reference Information	Abstract	Study Design/Theoretical Framework	Study Setting	Study Sample and Size	Data Collection Methods	Outcome Measures	Brief Summary of Key Findings	Extreme Event Studied	Disaster Stage	Keywords
Prinstein, M. J., La Greca, A. M., Vernberg, E. M., & Silverman, W. K. (1996). Children's coping assistance: How parents, teachers, and friends help children cope after a natural disaster. <i>Journal of Clinical Child Psychology</i> , 25(4), 463-475.	Investigated the construct of coping assistance, defined as actions taken by significant others to help children cope with stressful events, in the aftermath of Hurricane Andrew. The Children's Coping Assistance Checklist (CCAC) was developed to assess three types of coping assistance (Emotional Processing, Roles and Routines, and Distraction) from three sources (Parents, Teachers, and Friends). The CCAC and measures of children's social support, coping, and posttraumatic stress disorder (PTSD) symptomatology were administered to 506 third through fifth graders 7 months after Hurricane Andrew. Roles and Routines coping assistance was reported most frequently, followed by Distraction and Emotional Processing. Coping assistance from parents and friends was reported more frequently than from teachers. Third graders reported significantly more Emotional Processing from parents and friends than fourth and fifth graders; no sex effects were found. As expected, children with more severe levels of PTSD symptomatology reported more Emotional Processing and Distraction coping assistance. Findings suggest that coping assistance is an important construct for understanding children's reactions to natural disasters.	Cross-sectional assessment at 7 months post-hurricane. This study examined the construct of coping assistance.	Dade County, Florida, U.S.A.	506 children in grades 3, 4 and 5 from three elementary schools in southern Dade County.	Questionnaires were administered in a group setting where a member of the research team read the questions aloud and the children marked their responses.	Type and source of coping assistance received, children's coping, social support, and PTSD symptom level.	-Roles and Routines coping assistance was reported most frequently. -Coping assistance from parents and friends was reported more frequently than from teachers. -Third graders reported significantly more Emotional Processing from parents and friends than fourth and fifth graders. -Children with more severe PTSD symptoms reported more Emotional Processing and Distraction coping assistance.	Hurricane Andrew	Recovery	Child* AND "Hurricane Andrew" AND "Coping Assistance"

REFERENCE:

Petticrew, M., & Roberts, H. (2008). *Systematic Reviews in the Social Sciences: A Practical Guide*. Hoboken, NJ: John Wiley & Sons.

Suggested Citation: Adams, R., Wu, H., & Evans, C. (2020). Part II: Systematic Literature Review Table—CONVERGE Extreme Events Research Check Sheets Series. DesignSafe-CI. <https://doi.org/10.17603/ds2-zz9e-kc61>.



This series is based upon work supported by the National Science Foundation (NSF Award #1841338) and the Institute for Catastrophic Loss Reduction (ICLR). Any opinions, findings, conclusions, or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the NSF or ICLR.



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