

CONVERGE Emotionally Challenging Research Annotated Bibliography

This annotated bibliography includes resources on conducting emotionally challenging extreme events research. This bibliography is meant to help researchers recognize the role that emotion can play in research and to complement the CONVERGE Conducting Emotionally Challenging Research Training Module. These references were compiled through searching Web of Science and Google Scholar databases. If you identify missing references, please send them to converge@colorado.edu, and we will add them to the list.

Citation

Adams, T. M., & Anderson, L. R. (2019). *Policing in natural disasters: Stress, resilience, and the challenges of emergency management*. Temple University Press.

Abstract

N/A

Citation

Adams, R. M., Evans, C. M., Mathews, M. C., Wolkin, A., & Peek, L. (2020). Mortality from forces of nature among older adults by race/ethnicity and gender. *Journal of Applied Gerontology*, 1-10.
<https://doi.org/10.1177/0733464820954676>

Abstract

Older adults are especially vulnerable to disasters due to high rates of chronic illness, disability, and social isolation. Limited research examines how gender, race/ethnicity, and forces of nature—defined here as different types of natural hazards, such as storms and earthquakes—intersect to shape older adults' disaster-related mortality risk. We compare mortality rates among older adults (60+ years) in the United States across gender, race/ethnicity, and hazard type using the Centers for Disease Control and Prevention's Wonder database. Our results demonstrate that older adult males have higher mortality rates than females. American Indian/Alaska Native (AI/AN) males have the highest mortality and are particularly impacted by excessive cold. Mortality is also high among Black males, especially due to cataclysmic storms. To address disparities, messaging and programs targeting the dangers of excessive cold should be emphasized for AI/AN older adult males, whereas efforts to reduce harm from cataclysmic storms should target Black older adult males.

Citation

Barrios, R. E. (2017). *Governing affect: Neoliberalism and disaster reconstruction*. University of Nebraska Press.
<https://doi.org/10.2307/j.ctt1mtz7p9>

Abstract

Roberto E. Barrios presents an ethnographic study of the aftermaths of four natural disasters: southern Honduras after Hurricane Mitch; New Orleans following Hurricane Katrina; Chiapas, Mexico, after the Grijalva River landslide; and southern Illinois following the Mississippi River flood. Focusing on the role of affect, Barrios examines the ways in which people who live through disasters use emotions as a means of assessing the relevance of governmentally sanctioned recovery plans, judging the effectiveness of such programs, and reflecting on the risk of living in areas that have been deemed prone to disaster. Emotions such as terror, disgust, or sentimental attachment to place all shape the meanings we assign to disasters as well as our political responses to them. The ethnographic cases in *Governing Affect* highlight how reconstruction programs, government agencies, and recovery experts often view postdisaster contexts as opportune moments to transform disaster-affected communities through principles and practices of modernist and neoliberal development. *Governing Affect* brings policy and politics into dialogue with human emotion to provide researchers and practitioners with an analytical toolkit for apprehending and addressing issues of difference, voice, and inequity in the aftermath of catastrophes.

Citation

Beatson, R., Murphy, S., Johnson, C., Pike, K., & Corneil W. (1998). Exposure to duty-related incident stressors in urban firefighters and paramedics. *Journal of Traumatic Stress*, 11(4), 821-828.
<https://doi.org/10.1023/A:1024461920456>

Abstract

Little is known about the variables that might be associated with posttraumatic stress symptomatology in high-risk occupational groups such as professional firefighters and paramedics. A sample of 173 urban professional firefighter/EMT's and firefighter/paramedics rated and ranked the stressfulness of 33 actual and/or potential duty-related incident stressors. They also reported whether they had experienced each of these incident stressors within the past 6 months and, if they had, to recall on how many occasions within the past 6 months. A principal components analysis of their rescaled incident stressor ratings yielded five components: Catastrophic Injury to Self or Co-worker, Gruesome victim Incidents, Render Aid to Seriously Injured, Vulnerable Victims, Minor Injury to Self and Death & Dying Exposure.

Citation

Beatson, R., Murphy, S., Johnson, C., Pike, K., & Corneil, W. (1999). Coping responses and posttraumatic stress symptomatology in urban fire service personnel. *Journal of Traumatic Stress*, 12(2), 293-308.
<https://doi.org/10.1023/A:1024776509667>



Abstract

Emergency workers, including urban fire fighters and paramedics, must cope with a variety of duty-related stressors including traumatic incident exposures. Little is known about coping responses of emergency workers or whether their coping responses predict future mental health outcomes. The previously formulated Coping Responses of Rescue Workers Inventory (CRRWI) underwent a principal components analysis employing a sample (N = 220) of urban fire fighters and paramedics. Six empirically and theoretically distinct CRRWI components were identified which were relatively stable over a 6-month period. Scores on one of the CRRWI scales, but neither years of service nor their past half year's traumatic incident exposures, predicted future changes in self-reports of posttraumatic stress symptomatology.

Citation

Behar, R. (1996). *The vulnerable observer: Anthropology that breaks your heart*. Beacon Press.

Abstract

N/A

Citation

Bendelow, G., & Williams, S. J. (Eds.). (1998). *Emotions in social life: Critical themes and contemporary issues*. Psychology Press.

Abstract

N/A

Citation

Berceli, D., & Napoli, M. (2006). A proposal for a mindfulness-based trauma prevention program for social work professionals. *Complementary Health Practice Review*, 11(3), 153-165.
<https://doi.org/10.1177/1533210106297989>

Abstract

The pervasiveness of traumatic events and the increasing awareness of their persistent and sometimes devastating effects on individuals and populations has repositioned trauma from a peripheral topic of interest for social workers to a mainstream subject of study. This article explores the personal and professional challenges that mass trauma presents to social workers and provides a rationale for, and description of, a proposed mindfulness-based trauma prevention program. This program is designed to guide social workers and other health professionals in learning effective self-directed techniques to maintain equanimity in the face of danger and human suffering, thereby reducing the incidence of secondary trauma and posttraumatic stress disorder. Components of the program include mindfulness of breathing, body scan, and trauma-releasing exercises.



Citation

Browne, K. E. (2015). *Standing in the need culture, comfort, and coming home after Katrina* (1st ed.). University of Texas Press.

Abstract

N/A

Citation

Browne, K. E., & Peek, L. (2014). Beyond the IRB: An ethical toolkit for long-term disaster research. *International Journal of Mass Emergencies and Disasters*, 32(1), 82-120.

Abstract

This article argues for expanding the ethical frame of concern in disaster research from the early phases of site access to longer-term issues that may arise in the field. Drawing on ethical theory, these arguments are developed in five sections. First, we identify the philosophical roots of ethical principles used in social science research. Second, we discuss how ethical concerns span the entire lifecycle of disaster-related research projects but are not fully addressed in the initial protocols for gaining Institutional Research Board (IRB) approval. Third, we introduce the idea of the philosophically informed “ethical toolkit,” established to help build awareness of moral obligations and to provide ways to navigate ethical confusion to reach sound research decisions. Specifically, we use the work of W. D. Ross to introduce a template of moral considerations that include fidelity, reparation, gratitude, justice, beneficence, self improvement, and non-maleficence. We suggest that in the absence of a clear framework that researchers can use to think through ethical dilemmas as they arise, Ross’ pluralist approach to ethical problem solving offers flexibility and clarity, and, at the same time, leaves space to apply our own understanding of the context in question. Fourth, we draw on six examples from our respective research studies conducted following Hurricane Katrina. Using these examples, we discuss how, in retrospect, we can apply Ross’ moral considerations to the ethical issues raised including: (1) shifting vulnerability among disaster survivors, (2) the expectations of participants, and (3) concerns about reciprocity in long-term fieldwork. Fifth, we consider how the ethical toolkit we are proposing may improve the quality of research and research relationships

Citation

Burkitt, I. (1997). Social relationships and emotions. *Sociology*, 31(1), 37-55.
<https://doi.org/10.1177/0038038597031001004>

Abstract

In this article I propose a relational understanding of emotions which I believe overcomes many of the dualisms in previous sociological attempts to understand this realm of social life. I also suggest that it is rare in such studies for the object under scrutiny to be defined, and attempt to answer the question of what it is we are exploring when we approach emotions. The view is put forward of emotions as complexes rather than things, ones that are multi-dimensional in their composition: they only arise within relationships, but they



have a corporeal, embodied aspect as well as a socio-cultural one. They are constituted by techniques of the body learned within a social habitus, which produces emotional dispositions that may manifest themselves in particular situations. Furthermore, these techniques of the body are part of the power relations that play an important part in the production and regulation of emotion. Using examples of emotions like love and aggression, I argue my central thesis - that emotions are not expressions of inner processes, but are modes of communication within relationships and interdependencies.

Citation

Caruana, C. (2010). Picking up the pieces: Family functioning in the aftermath of natural disaster. *Family Matters*, (84), 79-88.

Abstract

The devastating Victorian bushfires of February 2009, which caused unprecedented destruction and loss of life, brought forth stories of horror and suffering, triggering a collective outpouring both of grief and generosity. In the months that followed, extensive flooding occurred across the eastern seaboard of Australia. In some areas, drought relief funding was temporarily re-allocated for flood relief. While far from unusual occurrences in Australia, the fires and floods afflicting the continent in early 2009 may be the harbinger of more frequent and ferocious weather events associated with climate change. Coupled with protracted drought across much of the country, these events have dealt a heavy financial, social and personal blow on rural and urban fringe communities. For the families directly affected, surviving the lived reality and aftermath of acute and chronic natural disaster can be bewildering and arduous. What follows is a review of the literature on the psychosocial impacts of both sudden-onset, catastrophic events (such as severe bushfires) and chronic, slow-onset ecological disasters (such as drought) on individual and family functioning, with a particular focus on the responses of children and adolescents.

Citation

Chopko, B., & Schwartz, R. (2009). The relation between mindfulness and posttraumatic growth: A study of first responders to trauma-inducing incidents. *Journal of Mental Health Counseling*, 31(4), 363-376.
<https://doi.org/10.17744/mehc.31.4.9w6lhk4v66423385>

Abstract

Research on the reactions of first responders (e.g., police officers, fire fighters) to traumatic incidents has largely focused on negative symptoms (e.g., posttraumatic stress disorder) rather than aspects promoting mental health. Consistent with the counseling profession's focus on growth and development, this study investigated the relation between mindfulness (using the Kentucky Inventory of Mindfulness Skills) and posttraumatic growth (using the Posttraumatic Growth Inventory) among 183 police officers. Results of multiple regression analyses showed that effort toward spiritual growth was positively correlated, and accepting events without judgment was negatively correlated, with posttraumatic growth. Implications for mental health counseling are discussed.



Citation

Crawford, G., L. Kruckenberg, N. Loubere, and R. Morgan. (2017). *Understanding global development research: Fieldwork issues, experiences and reflections*. SAGE Publication. <https://dx.doi.org/10.4135/9781473983236>

Abstract

N/A

Citation

Desmond, M. (2016). *Evicted: Poverty and profit in the American city* (1st ed.). Broadway Books.

Abstract

N/A

Citation

DiAngelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Beacon Press.

Abstract

Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, antiracist educator Robin DiAngelo explores how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively

Citation

Dickson-Swift, V., James, E. L., Kippen, S., & Liamputtong, P. (2007). Doing sensitive research: What challenges do qualitative researchers face?. *Qualitative Research*, 7(3), 327-353.
<https://doi.org/10.1177/1468794107078515>

Abstract

As health researchers we need to investigate a wide range of topics to enhance our understanding of the many issues that affect health and well-being in today's society. Much of the health research undertaken today involves face-to-face encounters with participants using qualitative methodologies. There is a growing recognition that undertaking qualitative research can pose many difficulties for researchers. However, very little research has focused directly on the experiences of researchers while undertaking qualitative research and the issues that their involvement in the research raises for them. To explore these issues, one-to-one interviews were conducted with 30 qualitative health researchers. A grounded theory analysis revealed that researchers can face a number of challenges while undertaking qualitative research. These include issues relating to rapport development, use of researcher self-disclosure, listening to untold stories, feelings of guilt



and vulnerability, leaving the research relationship and researcher exhaustion. These results are discussed and recommendations for researchers involved in qualitative research are made.

Citation

Dominey-Howes, D. (2015). Seeing 'the dark passenger'—Reflections on the emotional trauma of conducting post-disaster research. *Emotion, Space and Society*, 17, 55-62. <https://doi.org/10.1016/j.emospa.2015.06.008>

Abstract

This paper acknowledges 'the [my] dark passenger' of emotional vicarious trauma associated with conducting post-disaster research. Post-disaster research is tightly bounded by ethics and professional codes of conduct requiring us to be vigilant about the impact of our work on our participants. However, as a disaster researcher, I have been affected by vicarious trauma. 'Direct personal' vicarious trauma is where I experienced trauma associated with witnessing devastation making a professional separation from my objective subjects impossible. 'Indirect professional' vicarious trauma occurred when PhD students and others under my supervision that I sent to disaster affected places, experienced significant negative emotional responses and trauma as they interviewed their participants. In these situations, I became traumatised by my lack of training and reflected on how the emphasis on the participants came at the expense of the researcher in my care. Limited literature exists that focuses on the vicarious trauma experienced by researchers, and their supervisors working in post-disaster places and this paper is a contribution to that body of scholarship. In acknowledging and exploring the emotions and vicarious trauma of researchers embedded in landscapes of disaster, it becomes possible for future researchers to pre-empt this phenomenon and to consider ways that they might manage this.

Citation

Emerald, E., & Carpenter, L. (2015). Vulnerability and emotions in research: Risks, dilemmas, and doubts. *Qualitative Inquiry*, 21(8), 741-750. <https://doi.org/10.1177/1077800414566688>

Abstract

Researchers are familiar with ethics applications that endeavor to ensure the safety of their participants, but only recently have they been urged to examine the short- and long-term effects of research on themselves and consider the risks to their own safety and well-being. This article considers some of the risks to researchers of engaging in research by exploring some emotional dangers the authors encountered while engaged in their own research. The authors use their autoethnographies to create a co-constructed narrative to identify some of the emotional risks that can be associated with being a researcher. The risks are discussed in terms of vulnerability, emotional labor, emotions as data or evidence, and emotionally sensed knowledges. It is Laurel Richardson's argument that "the ethnographic life is not separable from the self" that informs the authors' efforts to understand, rather than simply know, the potential of emotions in research.

Citation

Eriksen, C., & Ditrich, T. (2015). The relevance of mindfulness practice for trauma-exposed disaster researchers. *Emotion, Space and Society*, 17, 63-69. <https://doi.org/10.1016/j.emospa.2015.07.004>



Abstract

This paper aims to raise awareness of vicarious trauma amongst disaster researchers, and suggests ways to prevent vicarious traumatisation from happening and/or reaching incapacitating levels. The paper examines the potential of mindfulness practice, grounded in Buddhist meditation, as a set of contemplation tools through which optimal level of functionality can be maintained or restored. The relevance of the emphasis in mindfulness on understanding suffering, non-attachment, non-judgement, and full participation in the present moment are related to the context of disaster research. The paper demonstrates the potential for increased researcher resilience through acknowledgement and understanding of impermanence, as well as skillful observation of external and internal phenomena in trauma without forming attachment to the pain and suffering.

Citation

Evans, R., Ribbens McCarthy, J., Bowlby, S., Wouango, J., & Kébé, F. (2017). Producing emotionally sensed knowledge? Reflexivity and emotions in researching responses to death. *International Journal of Social Research Methodology*, 20(6), 585-598. <https://doi.org/10.1080/13645579.2016.1257679>

Abstract

This paper reflects on the methodological complexities of producing emotionally-sensed knowledge about responses to family deaths in urban Senegal. Through engaging in 'uncomfortable reflexivity', we critically explore the multiple positionings of the research team comprised of UK, Senegalese and Burkinabé researchers and those of participants in Senegal and interrogate our own cultural assumptions. We explore the emotional labour of the research process from an ethic of care perspective and reflect on how our multiple positionings and emotions influence the production and interpretation of the data, particularly exemplified through our differing responses to diverse meanings of 'family' and religious refrains. We show how our approach of 'uncomfortable reflexivity' helps to reveal the work of emotions in research, thereby producing 'emotionally sensed knowledge' about responses to death and contributing to the cross-cultural study of emotions.

Citation

Faulkner, W. (2007). 'Nuts and bolts and people': Gender-troubled engineering identities. *Social Studies of Science*, 37(3), 331-356. <https://doi.org/10.1177/0306312706072175>

Abstract

Engineers have two types of stories about what constitutes 'real' engineering. In sociological terms, one is technician, the other heterogeneous. How and where boundaries are drawn between 'the technical' and 'the social' in engineering identities and practices is a central concern for feminist technology studies, given the strong marking of sociality as feminine and technology as masculine. I explore these themes, drawing on ethnographic observations of building design engineering. This is a profoundly heterogeneous and networked engineering practice, which entails troubled boundary drawing and identities for the individuals involved — evident in interactions between engineers and architects, and among engineers, especially around management and design. Many engineers cleave to a technician engineering identity, and even those who



embrace the heterogeneous reality of their actual work oscillate between or straddle, not always comfortably, the two identities. There are complex gender tensions, as well as professional tensions, at work here — associated with distinct versions of hegemonic masculinity, with the technical/social dualism, and with what I call 'gender in/authenticity' issues. I conclude that technician engineering identities persist in part because they converge with (and perform) available masculinities, and that women's (perceived and felt) membership as 'real' engineers is likely to be more fragile than men's. Engineering as a profession must foreground and celebrate the heterogeneity of engineering work. Improving the representation of women in engineering requires promoting more heterogeneous versions of gender as well as engineering.

Citation

Figley, C. R. (2002). Compassion fatigue: Psychotherapists' chronic lack of self care. *Journal of Clinical Psychology*, 58(11), 1433-1441. <https://doi.org/10.1002/jclp.10090>

Abstract

Psychotherapists who work with chronic illness tend to disregard their own self-care needs when focusing on the needs of clients. The article discusses the concept of compassion fatigue, a form of caregiver burnout among psychotherapists and contrasts it with simple burnout and countertransference. It includes a multi-factor model of compassion fatigue that emphasizes the costs of caring, empathy, and emotional investment in helping the suffering. The model suggests that limiting compassion stress, dealing with traumatic memories, and more effectively managing case loads are effective ways of avoiding compassion fatigue. The model also suggests that, to limit compassion stress, psychotherapists with chronic illness need to develop methods for both enhancing satisfaction and learning to separate from the work emotionally and physically in order to feel renewed. A case study illustrates how to help someone with compassion fatigue.

Citation

Fordham, M., Lovekamp, W. E., Thomas, D. S. K., & Phillips, B. D. (2013). Understanding social vulnerability. In D. S. K. Thomas, B. D. Phillips, W. E. Lovekamp, A. Fothergill (Eds.), *Social vulnerability to disasters* (2nd ed., pp. 1-32). CRC Press.

Abstract

This opening chapter provides an overview of why understanding social vulnerability matters for the practice and research of disaster management. The chapter content contrasts the historically dominant hazards paradigm with that of the social vulnerability paradigm and concludes with an overview of upcoming sections and chapters.

Citation

Fothergill, A., & Peek, L. (2015). *Children of Katrina*. University of Texas Press.



Abstract

The vulnerability of children was starkly apparent in Hurricane Katrina, the most disruptive and destructive disaster in modern U.S. history. A dozen children and youth in Louisiana perished in the disaster. An untold number of children lost loved ones, were orphaned, or were left homeless. Over 5,000 children were reported missing, many of whom were separated from their family members for weeks or even months after the storm. Over 370,000 school-age children were displaced immediately following Katrina, while 160,000 remained dislocated for years. *Children of Katrina* examines what happened to children and youth in Hurricane Katrina and how their lives unfolded in the years after the catastrophe and displacement. They wanted to know: What happened to these children? What did they need during the emergency response and recovery periods? Who helped them? How did they help themselves and other children as well as adults? How did their lives unfold following the catastrophe and displacement? To answer these questions, the authors spent seven years using ethnographic methods to study and analyze the experiences of children and youth in the aftermath of Katrina.

Citation

Freudenberger, H. (1974). Staff burnout. *Journal of Social Issues*, 30(1), 159–165.
<https://doi.org/10.1111/j.1540-4560.1974.tb00706.x>

Abstract

The concept of staff burn-out is explored in terms of the physical signs and the behavioral indicators. There is a discussion of how the cognitive, the judgmental as well as the emotional factors are intruded upon once the process is in motion. Further material deals with who is prone to staff burn-out and what dedication and commitment can imply from both a positive and negative point of view. A practical section deals with what preventive measures a clinic staff can take to avoid burn-out among themselves, and if unluckily it has taken place then what measures may be taken to insure caring for that person, and the possibility of his return to the clinic at some future time.

Citation

Gaillard, J. C., & Peek, L. (2019). Disaster-zone research needs a code of conduct. *Nature*, 575(7783), 440-442.
<https://doi.org/10.1038/d41586-019-03534-z>

Abstract

This article calls for a code of conduct in large scale disasters that affect large numbers of researchers. It highlights several ethical dilemmas and power imbalances that have emerged in the context of recent major events.

Citation

Gilbert, K. R. (2001). *The emotional nature of qualitative research*. CRC Press.



Abstract

N/A

Citation

Gill, D. A. (2007). Secondary trauma or secondary disaster? Insights from Hurricane Katrina. *Sociological Spectrum*, 27(6), 613-632. <https://doi.org/10.1080/02732170701574941>

Abstract

Hurricane Katrina is destined to become one of the most studied disasters in U.S. history. This manuscript offers a sociology of disaster framework in which to situate past, on-going, and future research on this event. By examining Katrina on a continuum of natural and technological disasters, we are able to gain insights into the different paths of impact and recovery taken by New Orleans and the rest of the disaster-stricken region. Specifically, this disaster has produced a series of secondary traumas that continue to thwart recovery efforts. Understanding these secondary traumas can lead to amelioration of their effects and development of responses to diminish their occurrence in future disasters.

Citation

Goda, K., Kiyota, T., Pokhrel, R. M., Chiaro, G., Katagiri, T., Sharma, K., & Wilkinson, S. (2015). The 2015 Gorkha Nepal earthquake: Insights from earthquake damage survey. *Frontiers in Built Environment*. <https://doi.org/10.3389/fbuil.2015.00008>

Abstract

The 2015 Gorkha Nepal earthquake caused tremendous damage and loss. To gain valuable lessons from this tragic event, an earthquake damage investigation team was dispatched to Nepal from 1 May 2015 to 7 May 2015. A unique aspect of the earthquake damage investigation is that first-hand earthquake damage data were obtained 6 to 11 days after the mainshock. To gain deeper understanding of the observed earthquake damage in Nepal, the paper reviews the seismotectonic setting and regional seismicity in Nepal and analyzes available aftershock data and ground motion data. The earthquake damage observations indicate that the majority of the damaged buildings were stone/brick masonry structures with no seismic detailing, whereas the most of RC buildings were undamaged. This indicates that adequate structural design is the key to reduce the earthquake risk in Nepal. To share the gathered damage data widely, the collected damage data (geo-tagged photos and observation comments) are organized using Google Earth and the kmz file is made publicly available.

Citation

Goodale, J. (2008). What is ethnography? Is it real? In L. Zimmer-Tamakoshi & J. Dickerson-Putman (Eds.), *Pulling the right threads: The ethnographic life and legacy of Jane C. Goodale*, (pp. 209–226). University of Illinois Press.



Abstract

N/A

Citation

Grandey, A. A., & Melloy, R. C. (2017). The state of the heart: Emotional labor as emotion regulation reviewed and revised. *Journal of Occupational Health Psychology*, 22(3), 407-422. <https://doi.org/10.1037/ocp0000067>

Abstract

Emotional labor has been an area of burgeoning research interest in occupational health psychology in recent years. Emotional labor was conceptualized in the early 1980s by sociologist Arlie Hochschild (1983) as occupational requirements that alienate workers from their emotions. Almost 2 decades later, a model was published in *Journal of Occupational Health Psychology* (JOHP) that viewed emotional labor through a psychological lens, as emotion regulation strategies that differentially relate to performance and wellbeing. For this anniversary issue of JOHP, we review the emotional labor as emotion regulation model, its contributions, limitations, and the state of the evidence for its propositions. At the heart of our article, we present a revised model of emotional labor as emotion regulation, that incorporates recent findings and represents a multilevel and dynamic nature of emotional labor as emotion regulation.

Citation

Hafkenscheid, A. (2005). Event countertransference and vicarious traumatization: Theoretically valid and clinically useful concepts? *European Journal of Psychotherapy & Counselling*, 7(3), 159-168. <https://doi.org/10.1080/13642530500183804>

Abstract

The event countertransference and vicarious traumatization concepts have been introduced in the 1990s to describe the adverse emotional impacts that working with severely traumatized patients may have for the helping professional. These concepts are increasingly popular among trauma therapists. The present paper critically discusses the empirical evidence, theoretical validity and clinical utility of both concepts. Vulnerable trauma therapists may too eagerly embrace the event countertransference and vicarious traumatization perspectives as a cover up for their own failures. Interpersonal communication theory is suggested as a more useful conceptual framework for the analysis of countertransference reactions in therapies with severely traumatized patients.

Citation

Heath, S. E., Voeks, S. K., & Glickman, L. T. (2000). A study of pet rescue in two disasters. *International Journal of Mass Emergencies and Disasters*, 18(3), 361-381.



Abstract

Pet rescues endanger public and animal health in disasters and are a direct consequence of pet evacuation failure. This study characterized pet rescue attempts in two disasters. A random digit dial telephone survey was conducted of 397 households in Yuba County, California, where residents were under an evacuation notice due to flooding. A mail survey was conducted of 241 households in Weyauwega, Wisconsin, where residents evacuated from a hazardous chemical spill. Risk factors for pet rescue were identified using multivariate logistic regression. Case households were defined as those that evacuated without pets and later attempted to rescue them, while control households were those that evacuated without their pet and did not attempt a rescue. Approximately 20 percent and 50 percent of pet-owning households that evacuated failed to take their pet with them in Yuba County and Weyauwega, respectively. Approximately 80 percent of persons who reentered the evacuated area did so to rescue their pet. Attempts to rescue a pet was most common by households with children. Predisaster planning should, therefore, place a higher priority on facilitating pet evacuation so as to minimize the subsequent need to rescue pets.

Citation

Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling* (1st ed.). University of California Press.

Abstract

N/A

Citation

Holland, J. (2007). Emotions and research. *International Journal of Social Research Methodology*, 10(3), 195-209. <https://doi.org/10.1080/13645570701541894>

Abstract

This article discusses emotions and research from a number of perspectives to unearth the ways that emotions are implicated in the research process. The emergence of the Sociology of the Emotions urges rethinking of the relation between knowledge and emotion, arguing that emotion is necessary for knowledge. We discuss memory work in a study of emotion, and the psychosocial approach of Walkerdine and her colleagues, concerned with their own subjectivity in the research process and emotion and unconscious processes. Ethical issues raised by feminists in the case of women establishing rapport in researching women are considered, as is the emotion work demanded by particularly qualitative research. Some examples from researchers' field experiences and potential solutions to the pains of emotions and emotion work in the field are given. The argument is made that emotions are important in the production of knowledge and add power in understanding, analysis and interpretation.



Citation

Hubbard, G., Backett-Milburn, K., & Kemmer, D. (2001). Working with emotion: Issues for the researcher in fieldwork and teamwork. *International Journal of Social Research Methodology*, 4(2), 119-137.
<https://doi.org/10.1080/13645570116992>

Abstract

This paper addresses the role of emotion in the qualitative research process and in particular, the effects of emotional experiences on the researcher. Drawing briefly on the literature, we show the importance of emotion for understanding the research process. Whilst this literature acknowledges the emotional risk for research respondents, there is little evidence providing in-depth understanding of the emotions of the researcher. We consider theoretically and empirically, the significance of emotion throughout the duration of a research project. Using our own personal experiences in the field, we present a range of emotional encounters that qualitative researchers may face. We offer suggestions for research teams who wish to develop strategies for 'managing' emotion and effectively utilizing 'emotionally-sensed knowledge'. We conclude that unless emotion in research is acknowledged, not only will researchers be left vulnerable, but also our understandings of the social world will remain impoverished. The challenge therefore is how to construct meaning and develop understanding and knowledge in an academic environment that, on the whole, trains researchers to be rational and objective, and 'extract out' emotion.

Citation

Jaggar, A. M. (1989). Love and knowledge: Emotion in feminist epistemology. *Inquiry*, 32(2), 151-176.
<https://doi.org/10.1080/00201748908602185>

Abstract

This paper argues that, by construing emotion as epistemologically subversive, the Western tradition has tended to obscure the vital role of emotion in the construction of knowledge. The paper begins with an account of emotion that stresses its active, voluntary, and socially constructed aspects, and indicates how emotion is involved in evaluation and observation. It then moves on to show how the myth of dispassionate investigation has functioned historically to undermine the epistemic authority of women as well as other social groups associated culturally with emotion. Finally, the paper sketches some ways in which the emotions of underclass groups, especially women, may contribute to the development of a critical social theory.

Citation

Johnson, G. (n.d.). *Theories of emotion*. Internet Encyclopedia of Philosophy.
<https://www.iep.utm.edu/emotion/>

Abstract

N/A



Citation

Keltner, D., Otaley, K., & Jenkins, J. M. (2018). *Understanding emotions* (4th ed). Wiley.
<https://www.wiley.com/en-us/Understanding+Emotions%2C+4th+Edition-p-9781119492542>

Abstract

Emotions are an inescapable part of the human experience. They motivate actions and reactions, guide our interpersonal and business relationships, inspire political and societal trends, and influence our sense of self and well-being. Emphasizing the broad practical reach of this field of study, *Understanding Emotions* draws from neuroscience, psychiatry, biology, genetics, the humanities, economics, and more to provide a strong foundation in core concepts. An easy-to-follow narrative arc encompasses the entire life span, while representative studies provide immediate insight into the real-world implications of important findings. This new Fourth Edition continues to provide clear and concise guidance toward the factors that drive emotion, with new, revised, and expanded discussions that reflect the current state of the field. Detailed coverage of social and anti-social motivations, moral judgment, empathy, psychological disorders, the physiological components of emotion, and many more equip students with the conceptual tools to probe deeper into the material and apply methods and techniques to their own personal lives.

Citation

Kiyimba, N., & O'Reilly, M. (2016). The risk of secondary traumatic stress in the qualitative transcription process: A research note. *Qualitative Research*, 16(4), 468-476. <https://doi.org/10.1177/1468794115577013>

Abstract

It is recognised that transcribing is not merely a neutral and mechanical process, but is active and requires careful engagement with the qualitative data. Whether the researcher transcribes their own data or employs professional transcriptionists the process requires repeated listening to participants' personal narratives. This repetition has a cumulative effect on the transcriptionist and hearing the participants' personal narratives of a sensitive or distressing nature, can have an emotional impact. However, this potential emotional impact is often not something which is accounted for in the planning stages of research. In this article we critically discuss the importance of considering the effects on transcriptionists who engage with qualitative data.

Citation

Kroll-Smith, S., Baxter, V., & Jenkins, P. (2015). *Left to chance: Hurricane Katrina and the story of two New Orleans neighborhoods* (1st ed.). University of Texas Press.

Abstract

N/A



Citation

Kruml, S. M., & Geddes, D. (2000). Exploring the dimensions of emotional labor: The heart of Hochschild's work. *Management Communication Quarterly*, 14(1), 8-49. <https://doi.org/10.1177/0893318900141002>

Abstract

This study empirically identifies the dimensions and initiates the development of a measure of emotional labor. Phase 1 of this project generated items for an exploratory questionnaire to which a broad sample of service workers responded (N = 358). Analysis revealed two dimensions of emotional labor: emotive effort, a construct never before identified in the emotional labor literature; and emotive dissonance, an acknowledged dimension that is further validated by this study. Several viable antecedent constructs of emotional labor also were identified and incorporated into an emerging model of emotional labor. In Phase 2, revised scales were administered to a second sample of service workers (N = 427) for reliability and validity purposes. Structural equation modeling also was used to establish relationships among emotional labor's dimensions and various antecedent variables, facilitating development of a model of emotional labor.

Citation

Lerias, D., & Byrne, M. K. (2003). Vicarious traumatization: Symptoms and predictors. *Stress Health*, 19(3), 129-138. <https://doi.org/10.1002/smi.969>

Abstract

Having to intervene in severe crises or bearing witness to human tragedy, can take its toll on the individual (Erickson, Vande Kemp, Gorsuch, Hoke & Foy, 2001; Lind, 2000; Lugris, 2000). These effects can include severe, debilitating anxiety that persists for months and sometimes even years following the event. Because these people are not directly involved in the event, their distress often goes undetected (Brady, Guy, Poelstra & Brokaw, 1999; Motta, Joseph, Rose, Suozzi & Leiderman, 1997). Support resources for people who are indirectly affected by a traumatic event are limited. To date, a history of previous trauma, previous psychological well-being, social support, age, gender, educational achievement, socio-economic status and styles of coping have been highlighted as mediating the effects of indirect exposure to a traumatic incident. Understanding this phenomenon and the mechanisms precipitating such distress is an important step in providing appropriate help for a large number of people indirectly affected by tragic events.

Citation

Lorde, A. (1997). The uses of anger. *Women's Studies Quarterly*, 25(1/2), 278-285.

Abstract

N/A



Citation

Lund, R. (2012). Researching crisis—Recognizing the unsettling experience of emotions. *Emotion, Space and Society*, 5(2), 94-102. <https://doi.org/10.1016/j.emospa.2010.09.003>

Abstract

Based on ethnographic research from Sri Lanka on post-tsunami recovery and displacement due to war, this article examines how emotions may have impacted on the research process and how the research participants (researcher, affected people, and partners) construct knowledge in crisis situations. The author discloses her own emotions while researching crisis and also explores the emotions that prevail among research participants in collaborations. Emotions are understood as mental and cultural constructions which unfold in the interaction between individuals and the world. A key driver for the author has been her commitment to those who suffer, which explains her willingness to take risk. It is argued that researchers who make themselves vulnerable to emotions not only make research more engaging and intelligible, but also provoke reflections. In places of crisis, both fluidity and pervasiveness of disillusionment prevail. Building on emotionally sensed knowledge of the research participants in such places, additional insights may be gained and new methods of discovery may be developed. A prerequisite for such a research agenda is a high level of trust and honesty among participants during fieldwork and beyond.

Citation

Lupton, D. (1998). *The emotional self: A sociocultural exploration*. SAGE Publication.

Abstract

N/A

Citation

Macy, J., & Johnstone, C. (2012). *Active hope: How to face the mess we're in without going crazy*. New World Library.

Abstract

N/A

Citation

Maykut, P., & Morehouse, R. (1994). The qualitative posture: Indwelling. In P. S. Maykut & R. Morehouse (Eds.), *Beginning qualitative research: A philosophic and practical guide* (pp. 25-40). Falmer Press.

Abstract

N/A



Citation

McCann, I. L., & Pearlman, L. A. (1990). Vicarious traumatization: A framework for understanding the psychological effects of working with victims. *Journal of Traumatic Stress, 3*(1), 131-149. <https://doi.org/10.1007/BF00975140>

Abstract

Presents a new constructivist self-development theory for understanding therapists' reactions to clients' traumatic material. This theory is contrasted with previous conceptualizations such as burnout and countertransference. The phenomenon termed "vicarious traumatization" can be understood as related both to the graphic and painful material that trauma clients often present and to the therapist's unique cognitive schemata or beliefs, expectations, and assumptions about self and others. Therapists may experience disruptions in their schemata of dependency, safety, power, independence, esteem, intimacy, and/or frame of reference. Ways that therapists can transform and integrate clients' traumatic material in order to provide the best services to clients, as well as to protect themselves against serious harmful effects, are discussed.

Citation

McFarlane, A. C., & Raphael, B. (1984). Ash Wednesday: The effects of a fire. *Australian & New Zealand Journal of Psychiatry, 18*(4), 341-351. <https://doi.org/10.3109/00048678409158796>

Abstract

The psychological effects of bushfires that devastated areas of South Australia on Ash Wednesday 1983 are described. We emphasise the need to assess the various components of a disaster to understand its immediate and long-term impact. In the inventory phase, much of the symptomatic disturbance is different from that seen in psychiatric clinic populations and is best dealt with in the early stages using a consultation model. Providing information about the nature of these reactions is helpful for those affected and for service personnel managing disaster relief. In the reconstruction phase, it is important for relief agencies to be aware of the ways in which grief and psychological morbidity can interfere with people's ability to make decisions and carry out practical tasks.

Citation

McQueeney, K., & Lavelle, K. M. (2017). Emotional labor in critical ethnographic work: In the field and behind the desk. *Journal of Contemporary Ethnography, 46*(1), 81-107. <https://doi.org/10.1177/0891241615602310>

Abstract

In this article, the concept of emotional labor is used to capture dilemmas of critical ethnographic research. We frame our experiences not simply as "confessional tales," or personalized accounts of how researchers experience their fieldwork, but as part of critical methodology itself. We identify three strategies for transforming our emotional labor into an analytic tool: contextualizing emotions, using emotions to unmask power in the research process, and linking emotions to personal biographies. Following ethnographers who



question the separation between data and analysis, we explore how emotions and power intersected in two key ethnographic “moments”: collecting data and writing the research narrative.

Citation

Michalchuk, S., & Martin, S. L. (2018). Vicarious resilience and growth in psychologists who work with trauma survivors: An interpretive phenomenological analysis. *Professional Psychology, Research and Practice*, 50(3), 145-154. <https://doi.org/10.1037/pro0000212>

Abstract

How do psychologists experience resiliency, satisfaction, and personal growth despite the challenges of working with trauma survivors? Although many psychologists experience negative effects related to working with traumatized clients, it is important to acknowledge the potential for some to experience resiliency and growth in the face of such work. Interpretive phenomenological analysis was used to explore the lived experiences of vicarious resiliency and growth in psychologists who work with trauma survivors. In-depth semistructured interviews were conducted with 6 psychologists experienced in providing services to trauma survivors. Results revealed that participants maintained resiliency by privileging a shared journey, developing purpose and personal growth, deriving positive meaning, and serving humanity. Findings contribute to the limited literature on psychologists' ability to foster positive outcomes for themselves, and ultimately for their clients, through focusing on resiliency, satisfaction, and growth despite the risks associated with trauma work. Implications for future research and applications to practice and are discussed. Public Significance Statement This study suggests that although psychologists may experience negative effects related to working with traumatized clients, some also derive resiliency, growth, and enhanced meaning. Findings suggest the importance of cultivating trainees' and clinicians' ability to foster positive personal and career outcomes for themselves, and ultimately for their clients, by focusing on the growth-promoting potential of trauma work.

Citation

Moezzi, M., & Peek, L. (2019). Stories for interdisciplinary disaster research collaboration. *Risk Analysis*. <https://doi.org/10.1111/risa.13424>

Abstract

What if we used the stories that researchers and practitioners tell each other as tools to advance interdisciplinary disaster research? This article hypothesizes that doing so could foster a new mode of collaborative learning and discovery. People, including researchers, regularly tell stories to relate "what happened" based on their experience, often in ways that augment or contradict existing understandings. These stories provide naturalistic descriptions of context, complexity, and dynamic relationships in ways that formal theories, static data, and interpretations of findings can miss. They often do so memorably and engagingly, which makes them beneficial to researchers across disciplines and allows them to be integrated into their own work. Seeking out, actively inviting, sharing, and discussing these stories in interdisciplinary teams that have developed a strong sense of trust can therefore provide partial escape from discipline-specific reasoning and frameworks that are so often unconsciously employed. To develop and test this possibility, this article argues that the diverse and rapidly growing hazards and disaster field needs to incorporate a basic theoretical understanding of stories, building from folkloristics and other sources. It would also need



strategies to draw out and build from stories in suitable interdisciplinary research forums and, in turn, to find ways to incorporate the discussions that emanate from stories into ongoing analyses, interpretations, and future lines of interdisciplinary inquiry.

Citation

Morrow, B. H. (1999). Identifying and mapping community vulnerability. *Disasters*, 23(1), 1-18.
<https://doi.org/10.1111/1467-7717.00102>

Abstract

Disaster vulnerability is socially constructed, i.e., it arises out of the social and economic circumstances of everyday living. Most often discussed from the perspective of developing nations, this article extends the argument using American demographic trends. Examples from recent disasters, Hurricane Andrew in particular, illustrate how certain categories of people, such as the poor, the elderly, women-headed households and recent residents, are at greater risk throughout the disaster response process. Knowledge of where these groups are concentrated within communities and the general nature of their circumstances is an important step towards effective emergency management. Emergency planners, policy-makers and responding organisations are encouraged to identify and locate high-risk sectors on Community Vulnerability Maps, integrating this information into GIS systems where feasible. Effective disaster management calls for aggressively involving these neighbourhoods and groups at all levels of planning and response, as well as mitigation efforts that address the root causes of vulnerability.

Citation

Newman, E., & Kaloupek, D. G. (2004). The risks and benefits of participating in trauma-focused research studies. *Journal of Traumatic Stress*, 17(5), 383-394. <https://doi.org/10.1023/B:JOTS.0000048951.02568.3a>

Abstract

Concern about minimizing harm and maximizing benefit has been particularly acute with regard to the scientific study of individuals exposed to potentially traumatic events such as terrorist attack or disaster. This review outlines conceptual and practical issues and summarizes available evidence regarding potential risks and benefits of participation in trauma-related research. Current, limited evidence suggests that most individuals make favorable cost-benefit appraisals regarding their participation. Although a subset of participants report strong negative emotions or unanticipated distress, the majority of these do not regret or negatively evaluate the overall experience. Continuing efforts are needed to identify individuals at risk for unfavorable reactions to research participation. A systematic empirical approach to evaluating participant experience in all human research is recommended.

Citation

Norris, F. H., Friedman, M. J., Watson, P. J., Byrne, C. M., Diaz, E., & Kaniasty, K. (2002). 60,000 disaster victims speak: Part I. An empirical review of the empirical literature, 1981–2001. *Psychiatry*, 65(3), 207-239.
<https://doi.org/10.1521/psyc.65.3.207.20173>



Abstract

Results for 160 samples of disaster victims were coded as to sample type, disaster type, disaster location, outcomes and risk factors observed, and overall severity of impairment. In order of frequency, outcomes included specific psychological problems, nonspecific distress, health problems, chronic problems in living, resource loss, and problems specific to youth. Regression analyses showed that samples were more likely to be impaired if they were composed of youth rather than adults, were from developing rather than developed countries, or experienced mass violence (e.g., terrorism, shooting sprees) rather than natural or technological disasters. Most samples of rescue and recovery workers showed remarkable resilience. Within adult samples, more severe exposure, female gender, middle age, ethnic minority status, secondary stressors, prior psychiatric problems, and weak or deteriorating psychosocial resources most consistently increased the likelihood of adverse outcomes. Among youth, family factors were primary. Implications of the research for clinical practice and community intervention are discussed in a companion article in this volume.

Citation

Palm, K. M., Polusny, M. A., & Follette, V. M. (2004). Vicarious traumatization: Potential hazards and interventions for disaster and trauma workers. *Prehospital and Disaster Medicine, 19*(1), 73-78. <https://doi.org/10.1017/S1049023X00001503>

Abstract

Disaster and trauma workers often disregard their own reactions and needs when focusing on caring for those directly exposed to traumatic events. This article discusses the concept of vicarious traumatization, a form of post-traumatic stress response sometimes experienced by those who indirectly are exposed to traumatic events. It includes an examination of how vicarious trauma reactions are experienced across different professions, and suggestions on how to limit or prevent vicarious traumatization. The authors review self-care strategies as well as training and organizational considerations that may be beneficial for individuals and organizations to address.

Citation

Pawley, A. L. (2009). Universalized narratives: Patterns in how faculty members define “engineering.” *Journal of Engineering Education, 98*(4), 309-319. <https://doi.org/10.1002/j.2168-9830.2009.tb01029.x>

Abstract

U.S. engineering educators are discussing how we define engineering to ourselves and to others, such as in the recently released U.S. National Academy of Engineering (NAE) report, *Changing the Conversation*. In these conversations, leaders have proposed the skills, knowledge, processes, values, and attitudes that should define engineering. However, little attention has been paid to the daily work of engineering faculty, through their engineering research and teaching students to be new engineers, that puts these discipline-defining ideas into practice in academia. The different types of narratives engineering faculty explicitly or implicitly use to describe engineering are categorized. Categorizing these common narratives can help inform the nationwide conversation about whether these are the best narratives to tell in order to attract a diverse population of future engineers. Interviews with ten engineering faculty at a research-extensive university were



conducted. Interview transcripts were coded thematically through coarse then fine coding passes. The coarse codes were drawn from boundary theory; the fine codes emerged from the data. Faculty members' descriptions moved within and among the narratives of engineering as applied science and math, as problem-solving, and as making things. The narratives are termed "universalized" because of their broad-sweeping discursive application within and across participants' interviews. These narratives drawn from academic engineers' practice put engineering at odds with recommendations from the NAE report. However, naming the narratives helps make them visible so we may then develop and practice telling contrasting narratives to future and current engineering students.

Citation

Payne, G., & Payne, J. (2004). Questionnaires. In G. Payne & J. Payne (Eds.), *Key concepts in social research* (pp. 187-190). SAGE Publications. <https://doi.org/10.4135/9781849209397.n39>

Abstract

N/A

Citation

Peek, L. (2015). *Behind the backlash: Muslim Americans after 9/11*. Temple University Press.

Abstract

The 9/11 terror attacks sparked a surge in hate crime, discrimination, and racial and religious profiling against Muslim Americans. Although the most violent acts—including anti-Muslim murders, physical assaults, and the desecration of mosques—began to taper off in the year following 9/11, anti-Muslim sentiment has continued to rise. Indeed, a series of Gallup polls show that about 14% of Americans expressed negative views of Islam and Muslims in 2001; by late 2009, that figure had grown to encompass a majority (53%) of the American public. *Behind the Backlash*, which draws on hate crime statistics, bias crime reports, field observations, and 140 in-depth interviews, focuses on the Muslim American women and men who were caught up in the backlash that followed the terrorist attacks. It offers the first theoretical model that explains why backlash occurs after particular crises and why some individuals and groups may be excluded from moments of collective post-disaster social solidarity.

Citation

Peek, L., Champeau, H., Austin, J., Mathews, M., & Wu, H. (2020). What methods do social scientists use to study disasters? An analysis of the Social Science Extreme Events Research Network. *American Behavioral Scientist*, 64(8), 1066-1094. <https://doi.org/10.1177/0002765220938105>

Abstract

Methods matter. They influence what we know and who we come to know about in the context of hazards and disasters. Research methods are of profound importance to the scholarly advancement of the field and, accordingly, a growing number of publications focus on research methods and ethical practices associated



with the study of extreme events. Still, notable gaps exist. The National Science Foundation-funded Social Science Extreme Events Research (SSEER) network was formed, in part, to respond to the need for more specific information about the status and expertise of the social science hazards and disaster research workforce. Drawing on data from 1,013 SSEER members located across five United Nations (UN) regions, this article reports on the demographic characteristics of SSEER researchers; provides a novel inventory of methods used by social science hazards and disaster researchers; and explores how methodological approaches vary by specific researcher attributes including discipline, professional status, researcher type based on level of involvement in the field, hazard/disaster type studied, and disaster phase studied. The results have implications for training, mentoring, and workforce development initiatives geared toward ensuring that a diverse next generation of social science researchers is prepared to study the root causes and social consequences of disasters.

Citation

Peek, L., Tobin, J., Adams, R. M., Wu, H., & Mathews, M. C. (2020). A framework for convergence research in the hazards and disaster field: The natural hazards engineering research infrastructure CONVERGE facility. *Frontiers in Built Environment*, 6(110), 1-19. <https://doi.org/10.3389/fbuil.2020.00110>

Abstract

The goal of this article is twofold: to clarify the tenets of convergence research and to motivate such research in the hazards and disaster field. Here, convergence research is defined as an approach to knowledge production and action that involves diverse teams working together in novel ways – transcending disciplinary and organizational boundaries – to address vexing social, economic, environmental, and technical challenges in an effort to reduce disaster losses and promote collective well-being. The increasing frequency and intensity of disasters coupled with the growth of the field suggests an urgent need for a more coherent approach to help guide what we study, who we study, how we conduct studies, and who is involved in the research process itself. This article is written through the lens of the activities of the National Science Foundation-supported CONVERGE facility, which was established in 2018 as the first social science-led component of the Natural Hazards Engineering Research Infrastructure (NHERI). Convergence principles and the Science of Team Science undergird the work of CONVERGE, which brings together networks of researchers from geotechnical engineering, the social sciences, structural engineering, nearshore systems, operations and systems engineering, sustainable material management, and interdisciplinary science and engineering. CONVERGE supports and advances research that is conceptually integrative, and this article describes a convergence framework that includes the following elements: (1) identifying researchers; (2) educating and training researchers; (3) setting a convergence research agenda that is problem-focused and solutions-based; (4) connecting researchers and coordinating functionally and demographically diverse research teams; and (5) supporting and funding convergence research, data collection, data sharing, and solutions implementation.

Citation

Pollard, A. (2009). Field of screams: Difficulty and ethnographic fieldwork. *Anthropology Matters*, 11(2). <https://doi.org/10.22582/am.v11i2.10>



Abstract

Ethnographic fieldwork can be a time of intense vulnerability for PhD students. Often alone and in an unfamiliar context, they may face challenges that their pre-fieldwork training has done little to prepare them for. This study seeks to document some of the difficulties that PhD anthropologists at three UK universities have faced. It describes a range of feelings as experienced by 16 interviewees: alone, ashamed, bereaved, betrayed, depressed, desperate, disappointed, disturbed, embarrassed, fearful, frustrated, guilty, harassed, homeless, paranoid, regretful, silenced, stressed, trapped, uncomfortable, unprepared, unsupported, and unwell. The paper concludes with a set of questions for prospective fieldworkers, a reflection on the dilemmas faced by supervisors and university departments, and a proposal for action.

Citation

Prati, G., & Pietrantonio, L. (2009). Optimism, social support, and coping strategies as factors contributing to posttraumatic growth: A meta-analysis. *Journal of Loss and Trauma*, 14(5), 364-388.
<https://doi.org/10.1080/15325020902724271>

Abstract

This meta-analytic review examines the role of optimism, social support, and coping strategies in contributing to posttraumatic growth. Results from 103 studies showed that all three systems of variables yielded significant effect sizes. Religious coping and positive reappraisal coping produced the largest effect sizes. Social support, seeking social support coping, spirituality, and optimism were moderately related to posttraumatic growth. Acceptance coping yielded the smallest effect sizes. Moderator analyses showed that effect sizes did not differ according to time elapsed since trauma, gender, and type of posttraumatic growth measure (posttraumatic growth vs. benefit finding). Age and gender were significant moderators of religious coping, whereas study design (longitudinal vs. cross-sectional) significantly moderated the effect of positive reappraisal coping. Implications for research and interventions on posttraumatic growth are also discussed.

Citation

Rademaker, L. (2019). White grief, happy friendship: Jane Goodale and emotional anthropological research. *History and Anthropology*, 30(3), 313-330. <https://doi.org/10.1080/02757206.2019.1579088>

Abstract

In the 1950s, anthropologist Jane Goodale had bright hopes for her informant Happy Cook, an Aboriginal girl from the Tiwi Islands in North Australia, who she considered constrained by paternalistic government policies. Goodale was devastated witnessing Cook's suffering over following decades. Looking at Goodale's feelings of friendship turned to grief over the second half of the twentieth century, this article reveals a crisis of self-understanding among researchers in late twentieth-century Australia. This grief, originally private for Goodale, became increasingly public and performed in white anthropologists' discourse as they wrote on Aboriginal communities' experience. Goodale later concluded that this supposedly new era was, in many ways, similar to what had come before, a conclusion that brought on a grief shared by many of her generation. Her experience reveals how ethnographers' subjective dilemmas and their performances of anti-racism through friendship shifted as they entered what they hoped to be a post-colonial context.



Citation

Rager, K. B. (2005). Self-care and the qualitative researcher: When collecting data can break your heart. *Educational Researcher*, 34(4), 23-27. <https://doi.org/10.3102/0013189X034004023>

Abstract

Conducting qualitative research on topics that are emotionally laden can have a powerful impact on the researcher. Recent literature addresses the essential nature of the emotional connection that must be part of the qualitative research process. However, for the most part, it neglects the issue of self-care strategies for the researcher that are appropriate under these circumstances. Based on the author's experience in researching the self-directed learning of breast cancer patients and on the limited literature that is available, this article addresses these important topics and calls for increased awareness of these issues and their significance in the preparation of novice researchers.

Citation

Robinson-Keilig, R. A. (2014). Secondary traumatic stress and disruptions to interpersonal functioning among mental health therapists. *Journal of Interpersonal Violence*, 29(8), 1477-1496. <https://doi.org/10.1177/0886260513507135>

Abstract

Disruptions within interpersonal relationships are often cited as a symptom of secondary traumatic stress (STS) and vicarious trauma among mental health therapists. However, the primary evidence to support these claims is based on theoretical explanations and limited descriptive data. The current study sought to test the theoretical model of STS and to extend prior research by directly measuring interpersonal and sexual disruptions and their association with STS symptomology. The study hypothesized that mental health therapists with higher levels of intrusion, avoidance, and arousal symptoms would also report disruptions in their interpersonal relationships. A total of 320 licensed mental health therapists completed the online study questionnaire. Results of the current study were mixed. Higher levels of STS symptoms showed a significant association with lower relationship satisfaction, lower social intimacy, less use of constructive communication patterns, and more use of avoidance communication and demand-withdrawal communication patterns. These relationships remained after controlling for gender, years of counseling experience, and exposure level to trauma clients. However, no association was found between STS, sexual activity interest, and sexual relationship satisfaction. Implications of these findings are reviewed.

Citation

Schreuder, C. (2015, July 14). *The 1995 Chicago heat wave*. Chicago Tribune. <https://www.chicagotribune.com/nation-world/chi-chicagodays-1995heat-story-story.html>

Abstract

N/A



Citation

Schlenger, W. E., Caddell, J. M., Ebert, L., Jordan, B. K., Rourke, K. M., Wilson, D., Thalji, L., Dennis, J. M., Fairbank, J. A., & Kulka, R. A. (2002). Psychological reactions to terrorist attacks: Findings from the National Study of Americans' Reactions to September 11. *JAMA*, 288(5), 581-588.
<https://doi.org/10.1001/jama.288.5.581>

Abstract

N/A

Citation

Schwalbe, M., Holden, D., Schrock, D., Godwin, S., Thompson, S., & Wolkomir, M. (2000). Generic processes in the reproduction of inequality: An interactionist analysis. *Social Forces*, 79(2), 419-452.
<https://doi.org/10.1093/sf/79.2.419>

Abstract

The study of inequality has been largely defined as the study of its measurable extent, degree, and consequences. It is no less important, however, to understand the interactive processes through which inequalities are created and reproduced in concrete settings. The qualitative research that bears on understanding these processes has not yet been consolidated, and thus its theoretical value remains unrealized. In this article we inductively derive from the literature a sensitizing theory of the generic processes through which inequality is reproduced. The major processes that we identify are othering, subordinate adaptation, boundary maintenance, and emotion management. We argue that conceiving the reproduction of inequality in terms of these generic processes can resolve theoretical problems concerning the connection between local action and extralocal inequalities, and concerning the nature of inequality itself.

Citation

Solnit, R. (2009). *A Paradise Built in Hell: The extraordinary communities that arise in disaster*. The Viking Press.

Abstract

N/A

Citation

St. Louis, K., & Barton, A. C. (2002). Tales from the science education crypt: A critical reflection of positionality, subjectivity, and reflexivity in research. *Forum: Qualitative Social Research*, 3(3). <https://doi.org/10.17169/fqs-3.3.832>



Abstract

Over the past three years, we have been working in urban settings to investigate specific understandings that poor minority parents have about science education reform, their role in reform, and how they negotiate their role with other parents, their children, and their children's teachers. As critical qualitative researchers, we understand that because we work with people, methodological issues arise that we had not previously considered as part of our research design. In particular, we found ourselves confronted with questions about subjectivity and the intersections between the parents' lives, our own lives, the research process, and the intended and unintended outcomes of research. One of us (Kathleen) worked more closely with the parents to collect their stories through interviews and focus groups. Using (self-) reflexivity, we examine the methodological issues that became salient through two main questions that the research process raised for us. First, what is our responsibility, or to whom should our responsibility be, as qualitative researchers? Second, how do we address assumptions in our research that are uncovered in the process of working with the data? In this paper, we chronicle Kathleen's complex struggle with these two questions to make sense of her positionality, responsibilities, and assumptions as a researcher.

Citation

Stamm, B. H. (Ed.). (1995). *Secondary traumatic stress: Self-care issues for clinicians, researchers, and educators*. The Sidran Press.

Abstract

Beginning with the assumption that caring for people who have experienced highly stressful events puts the caregiver at risk for developing similar stress-related symptoms, this book brings together some of the best thinkers in the trauma field to write about the prevention and treatment of Secondary Traumatic Stress.

Citation

Substance Abuse and Mental Health Services Administration. (2014). *Tips for disaster responders: Understanding compassion fatigue*. SAMHSA. <https://store.samhsa.gov/product/Understanding-Compassion-Fatigue/sma14-4869>

Abstract

This fact sheet explains the causes and signs of compassion fatigue, which is the burnout and secondary trauma disaster response workers can experience. It offers self-care tips for coping, and discusses compassion satisfaction as a protective tool.

Citation

Tedeschi, R. G., & Calhoun, L. G. (2004). Posttraumatic growth: Conceptual foundations and empirical evidence. *Psychological Inquiry*, 15(1), 1-18. https://doi.org/10.1207/s15327965pli1501_01



Abstract

This article describes the concept of posttraumatic growth, its conceptual foundations, and supporting empirical evidence. Posttraumatic growth is the experience of positive change that occurs as a result of the struggle with highly challenging life crises. It is manifested in a variety of ways, including an increased appreciation for life in general, more meaningful interpersonal relationships, an increased sense of personal strength, changed priorities, and a richer existential and spiritual life. Although the term is new, the idea that great good can come from great suffering is ancient. We propose a model for understanding the process of posttraumatic growth in which individual characteristics, support and disclosure, and more centrally, significant cognitive processing involving cognitive structures threatened or nullified by the traumatic events, play an important role. It is also suggested that posttraumatic growth mutually interacts with life wisdom and the development of the life narrative, and that it is an ongoing process, not a static outcome.

Citation

Thompson, J. A. (2014). On writing notes in the field: Interrogating positionality, emotion, participation and ethics. *McGill Journal of Education*, 49(1), 247-254. <https://doi.org/10.7202/1025781ar>

Abstract

Fieldnotes help researchers document research activities and position themselves in the field, invariably constructing the research, the researcher and the knowledges produced. Yet the process of how fieldnotes are produced often remains invisible. These “Notes from the Field” explore one doctoral student’s experiences writing fieldnotes. Interrogated here are some of the tensions that emerged writing fieldnotes in relation to positionality and emotion, as well as regarding participation and ethics.

Citation

Tierney, K. (2019). *Disasters: A sociological approach*. Wiley.

Abstract

Disasters kill, maim, and generate increasingly large economic losses. But they do not wreak their damage equally across populations, and every disaster has social dimensions at its very core. This important book sheds light on the social conditions and on the global, national, and local processes that produce disasters. Topics covered include the social roots of disaster vulnerability, exposure to natural hazards such as hurricanes and tsunamis as a form of environmental injustice, and emerging threats. Written by a leading expert in the field, this book provides the necessary frameworks for understanding hazards and disasters, exploring the contributions of very different social science fields to disaster research and showing how these ideas have evolved over time. Bringing the social aspects of recent devastating disasters to the forefront, Tierney discusses the challenges of conducting research in the aftermath of disasters and critiques the concept of disaster resilience, which has come to be seen as a key to disaster risk reduction. Peppered with case studies, research examples, and insights from very different disciplines, this rich introduction is an invaluable resource to students and scholars interested in the social nature of disasters and their relation to broader social forces.



Citation

Vernberg, E. M., Steinberg, A. M., Jacobs, A. K., Brymer, M. J., Watson, P. J., Osofsky, J. D., Layne, C. M., Pynoos, R. S., & Ruzek, J. I. (2008). Innovations in disaster mental health: Psychological first aid. *Professional Psychology, Research and Practice*, 39(4), 381-388. <https://doi.org/10.1037/a0012663>

Abstract

Professional psychologists are called upon to deal with a broad array of crises and traumatic events. However, training and expertise in crisis response varies widely among practitioners, and there has been considerable controversy about the value of widely disseminated mental health crisis intervention protocols that include "debriefing" as an essential feature. This article gives an overview of the developmental process, guiding principles, and core actions of the Psychological First Aid Field Operations Guide (PFA Guide), which provides guidance for practitioners in responding to immediate mental health needs of children, adults, and families who have recently experienced a disaster or terrorist event. Issues in training, provider self-care, and evaluation research are also presented. The PFA Guide presents approaches thought to be most consistently supported by current research and practice so that they can be taught, used, and evaluated in field settings. Although we expect further refinement as more systematic research becomes available, the PFA Guide represents a sustained collaborative effort to define current evidence-informed best practices that can be utilized now by practitioners involved in disaster mental health responses.

Citation

Weber, L., & Peek, L. A. (2012). *Displaced: Life in the Katrina diaspora* (1st ed.). University of Texas Press.

Abstract

Hurricane Katrina forced the largest and most abrupt displacement in U.S. history. About 1.5 million people evacuated from the Gulf Coast preceding Katrina's landfall. New Orleans, a city of 500,000, was nearly emptied of life after the hurricane and flooding. Katrina survivors eventually scattered across all fifty states, and tens of thousands still remain displaced. Some are desperate to return to the Gulf Coast but cannot find the means. Others have chosen to make their homes elsewhere. Still others found a way to return home but were unable to stay due to the limited availability of social services, educational opportunities, health care options, and affordable housing. The contributors to *Displaced* have been following the lives of Katrina evacuees since 2005. In this illuminating book, they offer the first comprehensive analysis of the experiences of the displaced. Drawing on research in thirteen communities in seven states across the country, the contributors describe the struggles that evacuees have faced in securing life-sustaining resources and rebuilding their lives. They also recount the impact that the displaced have had on communities that initially welcomed them and then later experienced Katrina fatigue as the ongoing needs of evacuees strained local resources. *Displaced* reveals that Katrina took a particularly heavy toll on households headed by low-income African American women who lost the support provided by local networks of family and friends. It also shows the resilience and resourcefulness of Katrina evacuees who have built new networks and partnered with community organizations and religious institutions to create new lives in the diaspora.



Citation

Weiss, D., Marmar, C., Metzler, T., & Ronfeldt, H. (1995). Predicting symptomatic distress in emergency services personnel. *Journal of Consulting and Clinical Psychology*, 63, 361-368. <https://doi.org/10.1037/0022-006X.63.3.361>

Abstract

This study identified predictors of symptomatic distress in emergency services (EMS) personnel exposed to traumatic critical incidents. A replication was performed in 2 groups: 154 EMS workers involved in the 1989 Interstate 880 freeway collapse during the San Francisco Bay area earthquake, and 213 counterparts from the Bay area and from San Diego. Evaluated predictors included exposure, social support, and psychological traits. Replicated analyses showed that levels of symptomatic distress were positively related to the degree of exposure to the critical incident. Level of adjustment was also related to symptomatic distress. After exposure, adjustment, social support, years of experience on the job, and locus of control were controlled, 2 dissociative variables remained strongly predictive of symptomatic response. The study strengthens the literature linking dissociative tendencies and experiences to distress from exposure to traumatic stressors.

Citation

Wharton, A. S. (2009). The sociology of emotional labor. *Annual Review of Sociology*, 35, 147-165. <https://doi.org/10.1146/annurev-soc-070308-115944>

Abstract

Emotional labor refers to the process by which workers are expected to manage their feelings in accordance with organizationally defined rules and guidelines. Hochschild's (1983) *The Managed Heart* introduced this concept and inspired an outpouring of research on this topic. This article reviews theory and research on emotional labor with a particular focus on its contributions to sociological understandings of workers and jobs. The sociological literature on emotional labor can be roughly divided into two major streams of research. These include studies of interactive work and research directly focused on emotions and their management by workers. The first uses emotional labor as a vehicle to understand the organization, structure, and social relations of service jobs, while the second focuses on individuals' efforts to express and regulate emotion and the consequences of those efforts. The concept of emotional labor has motivated a tremendous amount of research, but it has been much less helpful in providing theoretical guidance for or integration of the results generated by these bodies of work.

Citation

Whitt-Woosley, A., & Sprang, G. (2018). Secondary traumatic stress in social science researchers of trauma-exposed populations. *Journal of Aggression, Maltreatment & Trauma*, 27(5), 475-486. <https://doi.org/10.1080/10926771.2017.1342109>



Abstract

There is an expanding research database regarding secondary trauma exposure among helping professionals across disciplines and settings. However, there is limited research on the incidence of secondary traumatic stress in social science researchers studying traumatized populations. Various disciplines engage in this area of research, which exposes them to the details of aversive events, especially those engaging in qualitative research. This study explores the impact of such exposure by measuring indicators of secondary traumatic stress (STS), burnout (BO), and compassion satisfaction in a group of 104 researchers. Findings revealed high rates of exposure to traumatic material and a subset of researchers at risk for STS. Regression analyses revealed potential risk factors for STS and BO, and qualitative analysis was conducted to further explore the effects of this work on researchers from multiple disciplines.

Citation

Williams, S. J., & Bendelow, G. A. (1996). The 'emotional' body. *Body & Society*, 2(3), 125-139.
<https://doi.org/10.1177/1357034X96002003007>

Abstract

N/A

Citation

Williamson, E., Gregory, A., Abrahams, H., Aghtaie, N., Walker, S. J., & Hester, M. (2020). Secondary trauma: Emotional safety in sensitive research. *Journal of Academic Ethics*, 18(1), 55-70.
<https://doi.org/10.1007/s10805-019-09348-y>

Abstract

N/A

If you have questions about or updates to this bibliography, please contact us at converge@colorado.edu.

