

CONVERGE Training Modules



CONVERGE

- CONVERGE is a National Science Foundation-funded shared-use facility dedicated to advancing the **ethical conduct** and **scientific rigor** of convergent hazards and disaster research



converge.colorado.edu



Today's Webinar



Motivation for CONVERGE Training Modules



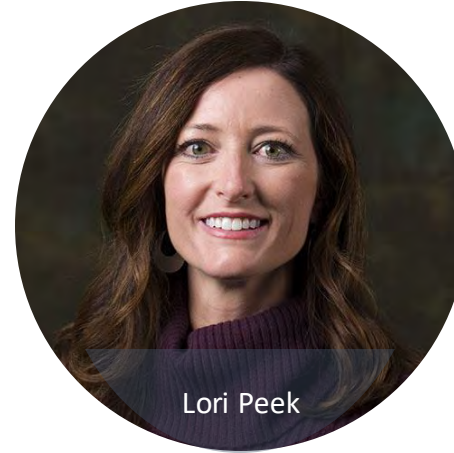
Training Module Development Team



LEAD DEVELOPER



CO-LEAD DEVELOPER



PRINCIPAL INVESTIGATOR

Our Training Module development team works with graduate students, faculty, and others who are working on cutting edge topics relevant to the series' core themes.



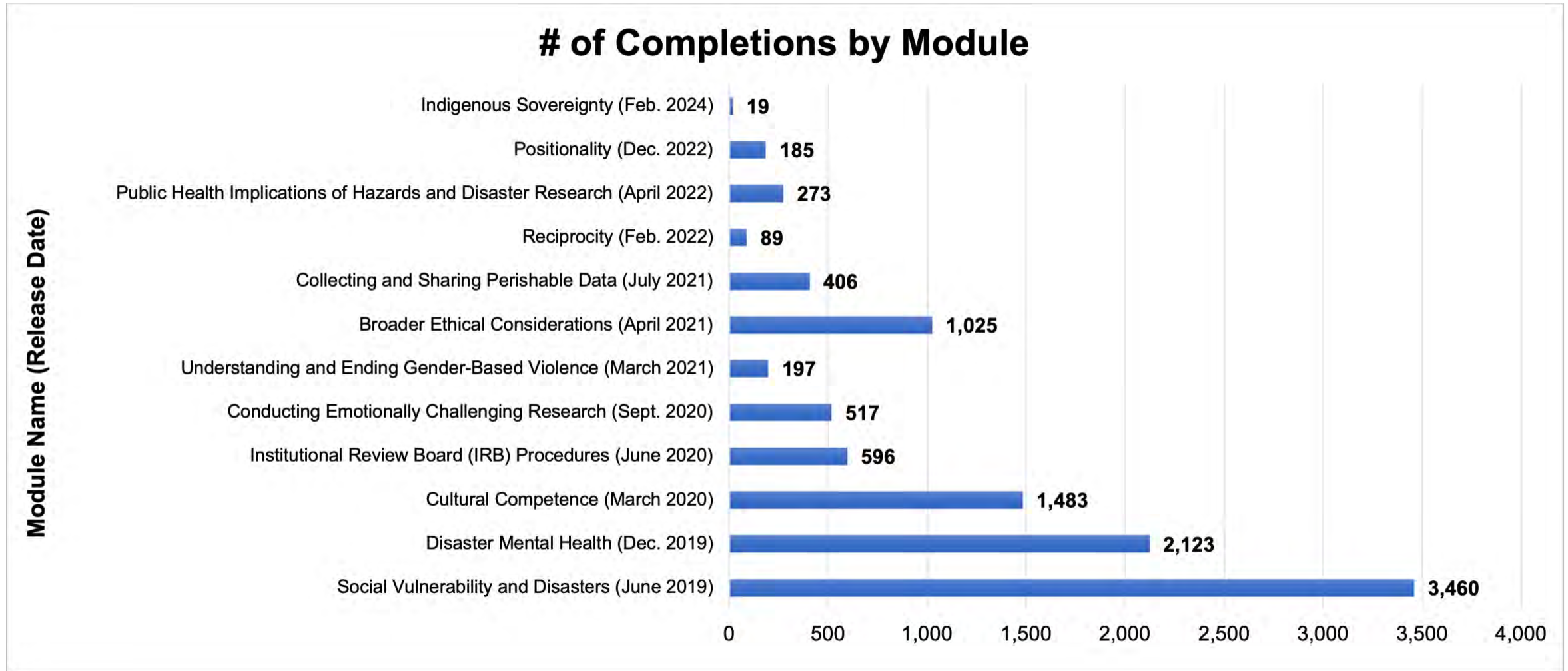
CONVERGE Training Modules

Free, interactive, online trainings designed for students, early career professionals, and others who are new to hazards and disaster research and practice. They incorporate an all-hazards approach grounded in cutting edge research from the social sciences, public health, engineering, and other disciplines. Each module features:

- Learning objectives
- Lesson plans
- Case studies
- A list of additional resources
- A final quiz worth **one contact hour** of general management training through the International Association of Emergency Managers (IAEM) certification program.



Available Training Modules



CONVERGE

Training Modules

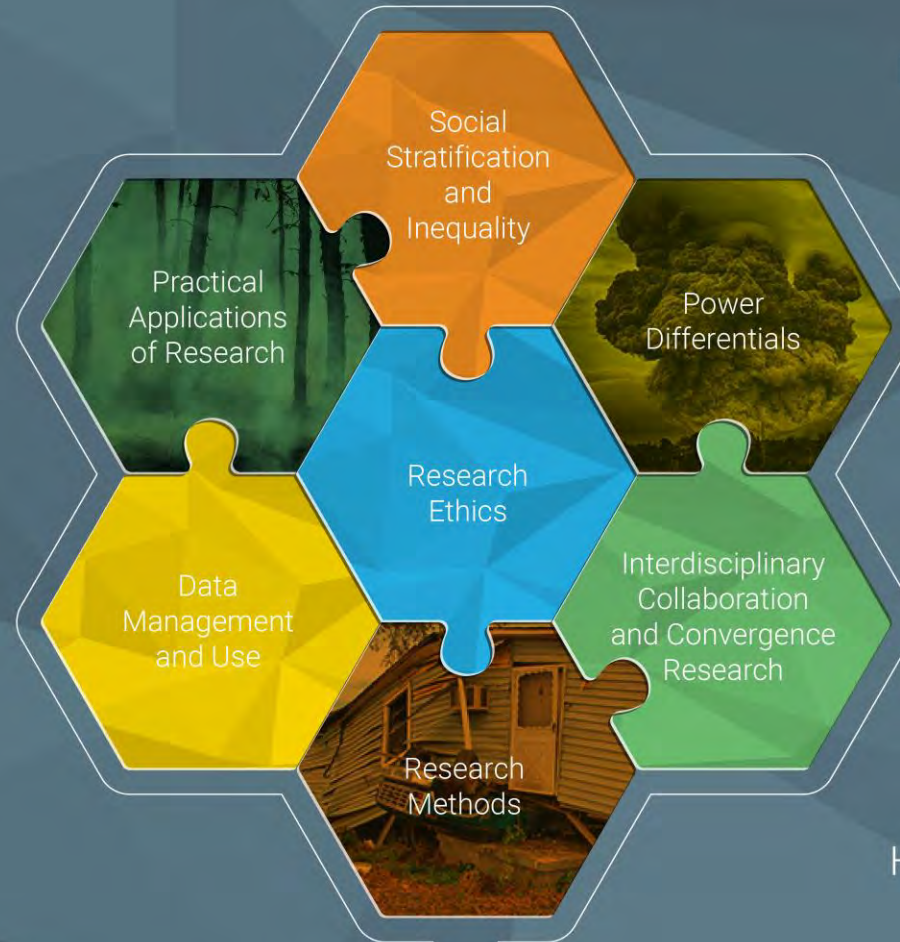
Foundational Training Module Topics

- Institutional Review Board (IRB) Procedures
- Conducting Emotionally Challenging Research
- Cultural Competence
- Collecting and Sharing Perishable Data
- Social Vulnerability and Disasters
- Disaster Mental Health

Advanced Training Module Topics

- Broader Ethical Considerations
- Indigenous Sovereignty
- Positionality
- Reciprocity
- Understanding and Ending Gender-Based Violence in Fieldwork
- Public Health Implications of Hazards and Disaster Research

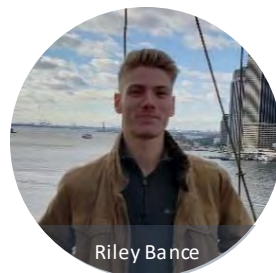
Shared Themes



Training Module Collaborators



Jessica Austin



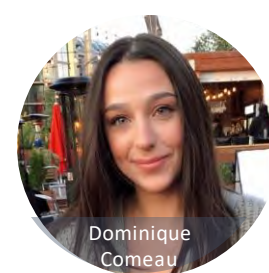
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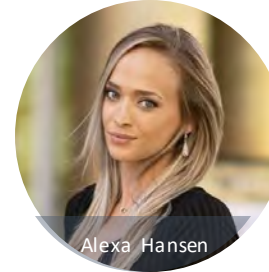
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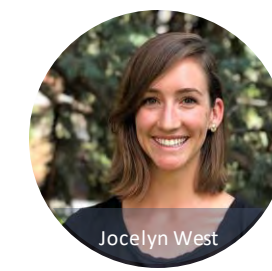
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Melissa Villarreal



Courtney Welton-Mitchell



Jocelyn West



Haorui Wu



Training Module Topics



Ideas? Contact us at converge@colorado.edu

Broader Ethical Considerations for Hazards and Disaster Researchers

Collecting and Sharing Perishable Data

Conducting Emotionally Challenging Research

Cultural Competence in Hazards and Disaster Research

Disaster Mental Health

Indigenous Sovereignty in Disaster Research

Institutional Review Board (IRB) Procedures and Extreme Events Research

Positionality in Hazards and Disaster Research and Practice

Public Health Implications of Hazards and Disaster Research

Reciprocity in Hazards and Disaster Research

Social Vulnerability and Disasters

Understanding and Ending Gender-Based Violence in Fieldwork



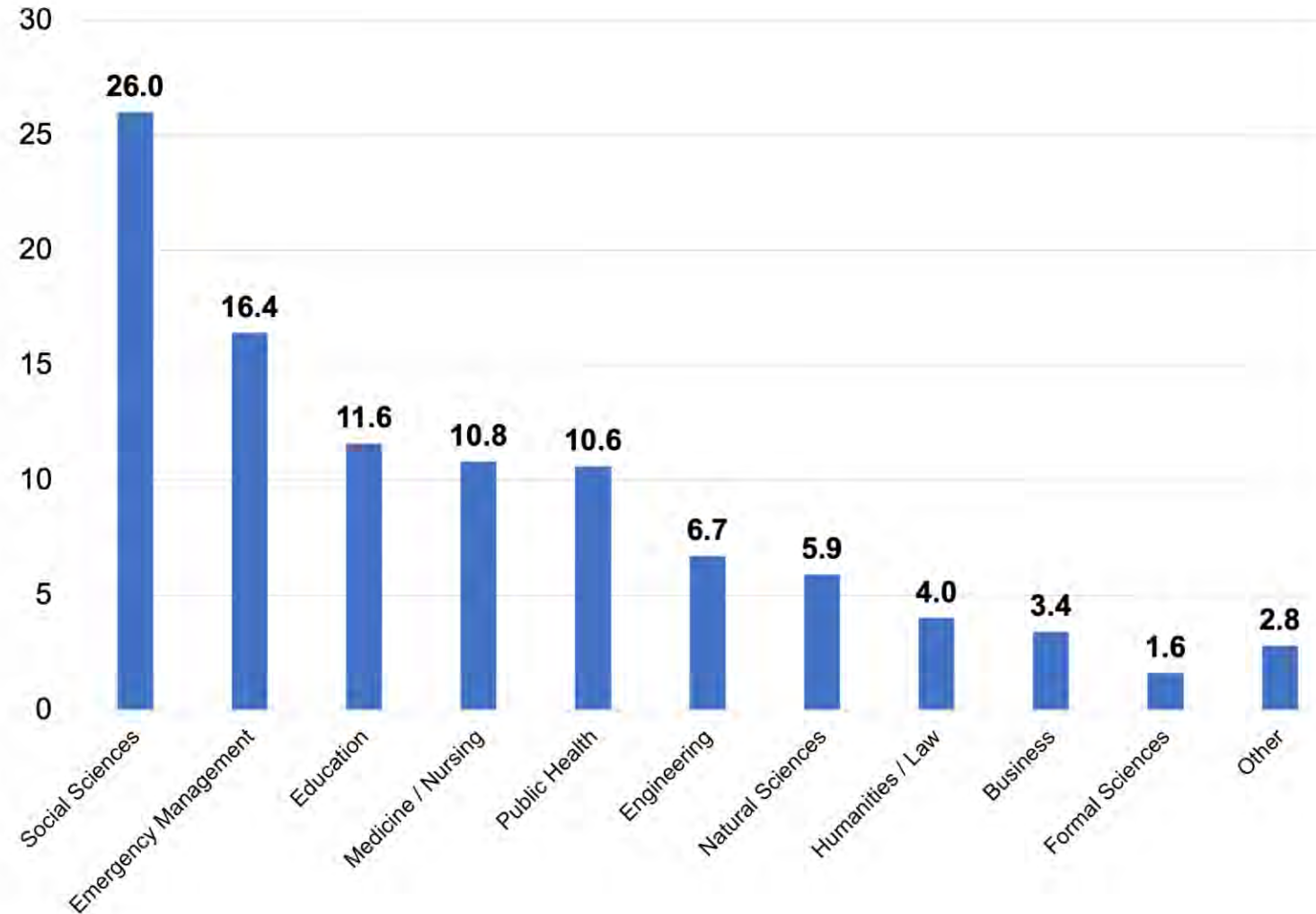
University of Colorado Boulder

CONVERGE

Training Modules: Use and Impact

- **9,726** Training Module Registrants
- **10,348** Successfully Completed Modules
 - 78% Students
 - 68% Emerging Researchers

% Completions by Discipline



CONVERGE Training Modules: Use and Impact

We evaluated Training Module impacts in the following articles:

Adams, R. M., Evans, C., Wolkin, A., Thomas, T. & Peek, L. (2022). **Social vulnerability and disasters: Development and evaluation of a CONVERGE Training Module for researchers and practitioners.** *Disaster Prevention and Management: An International Journal*, 31(6), 13-29.

<https://doi.org/10.1108/DPM-04-2021-0131>

Evans, C., Adams, R. M., & Peek, L. (2021). **Incorporating mental health research into disaster risk reduction: An online training module for researchers and practitioners.** *International Journal of Environmental Research and Public Health*, 18(3), 1244.

<https://doi.org/10.3390/ijerph18031244>

Our results demonstrated a significant increase in **knowledge, skills, and attitudes** – especially among **students, early career researchers, and members of historically underrepresented groups**



Training Module Publications

To learn more about the CONVERGE Training Modules and the process we used to develop and evaluate them, please see the following article:

Adams, R. M., Evans, C. M., & Peek, L. (2023). **CONVERGE Training Modules: A free online educational tool for hazards and disaster researchers and practitioners.** *Frontiers in Built Environment*, 9.

<https://doi.org/10.3389/fbuil.2023.1096204>

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University of Colorado Boulder

frontiers | Frontiers in Built Environment

TYPE Original Research
PUBLISHED 23 February 2023
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CONVERGE Training Modules: A free online educational tool for hazards and disaster researchers and practitioners

Rachel M. Adams^{1*}, Candace M. Evans² and Lori Peek²

¹Natural Hazards Center and NHERI CONVERGE, University of Colorado Boulder, Boulder, CO, United States, ²Department of Sociology, Natural Hazards Center and NHERI CONVERGE, University of Colorado Boulder, Boulder, CO, United States

The National Science Foundation-supported CONVERGE facility was established in 2018 as the first social science-led component of the Natural Hazards Engineering Research Infrastructure (NHERI). Headquartered at the Natural Hazards Center at the University of Colorado Boulder, CONVERGE identifies, trains, connects, and funds researchers across disciplines in the hazards and disaster field. This article provides an overview of one of our most widely used tools, the CONVERGE Training Modules. These free, interactive, online trainings are designed for students, early career professionals, and others who are new to hazards and disaster research and practice. Since July 2019, our team has released 10 modules that cover a range of foundational topics in hazards and disaster research, including Institutional Review Board procedures, conducting emotionally challenging research, cultural competence, collecting and sharing perishable data, social vulnerability, and disaster mental health. In addition, CONVERGE offers advanced trainings in specialized topics such as broader ethical considerations for hazards and disaster researchers, reciprocity, gender-based violence in fieldwork, and public health implications of hazards and disaster research. Between July 2019 and November 2022, 6,311 unique users registered for the modules, and these users logged 7,222 module completions. Of the module completions to date, the largest percentage of users completed only one (46.0%) of the available trainings, although a small group of “superusers”—whom we surveyed for this article—have completed all or almost all of the available modules. When asked why they planned to complete the modules at the time of registration, most users indicated that it was to fulfill a classroom or other educational requirement (51.2%), for personal interest/to learn more (9.0%), or to prepare for or to support research (7.1%) or practice-oriented activities (5.8%). In addition to providing more information regarding module users, this article details the development of the technology and discusses the impact and success of this tool for transferring knowledge and skills to the hazards and disaster research and practice community. We conclude with a discussion of future directions for this research-based educational intervention.

KEYWORDS
education, convergence research, multidisciplinary training, Natural Hazards, disasters, workforce development

Frontiers in Built Environment | 01 | frontiersin.org

Additional Training Module Publications

Defining, collecting, and sharing perishable disaster data

Rachel M. Adams Research Associate, Natural Hazards Center, University of Colorado Boulder, United States, Candace M. Evans Doctoral Candidate, Department of Sociology, and Graduate Research Assistant, Natural Hazards Center, University of Colorado Boulder, United States, and Lori Peek Professor, Department of Sociology, and Director, Natural Hazards Center, University of Colorado Boulder, United States

Researchers across disciplines have long sought to collect 'perishable data' in the context of disasters. Yet, this data type is neither consistently defined nor discussed in specific detail in the literature. To address this gap, this paper defines perishable data and provides guidance on ways to improve both how it is collected and shared. Here, perishable data is conceptualized as highly transient data that may degrade in quality, be irrevocably altered, or be permanently lost if not gathered soon after it is generated. Perishable data may include ephemeral information that must be collected to characterize pre-existing hazardous conditions, near-miss events, actual disasters, and longer-term recovery processes. This data may need to be gathered at multiple points in time across varying geographies; scales to accurately characterize exposure, susceptibility to harm, or coping capacity. The paper considers ethical and logistical challenges and discusses opportunities to advance equitable perishable data collection and dissemination.

Keywords: data collection, data publication, perishable data, quick response, reconnaissance, research ethics, research coordination

Introduction

The rapid collection of data (immediately prior to, during, and in the direct aftermath of a disaster) is a cornerstone of the multidisciplinary field of hazards and disaster studies (Tierney, 2019). Yet, to date, very little has been written about what is often referred to as 'perishable data', including what distinguishes it and what challenges are associated with its collection and dissemination.

Considering this gap in the literature, the goal of this paper is twofold: (i) to clarify the attributes of perishable data; and (ii) to offer recommendations to improve how it is collected and shared. We begin with an overview of how the collection of perishable data has been approached in the hazards and disaster field by both researchers and funders. We then review available literature to synthesize and advance a definition that encompasses the distinctive qualities of perishable data. In our search for available definitions of perishable data, we reviewed relevant peer-reviewed and grey literature from the past 50 years and read more than 300 reports of studies funded through the Natural Hazards

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The current issue and full text archive of this journal is available on Emerald Insight at: <http://www.emerald.com/insight/0965-3502.htm>

Social vulnerability and disasters: development and evaluation of a CONVERGE training module for researchers and practitioners

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Abstract

Purpose – Social vulnerability in the context of disaster management refers to the sociodemographic characteristics of a population and the physical, social, economic, and environmental factors that increase their susceptibility to adverse disaster outcomes and capacity to anticipate, cope with, resist, and recover from disaster events. Because disasters do not impact people equally, researchers, public health practitioners, and emergency managers need training to meet the complex needs of vulnerable populations. **Design/methodology/approach** – To address gaps in current education, the CONVERGE initiative, headquartered at the Natural Hazards Center at the University of Colorado Boulder, developed the Social Vulnerability and Disasters Training Module. This free online course draws on decades of research to examine the factors that influence social vulnerability to disasters. Examples of studies and evidence-based programs are included to illuminate common methods for studying social vulnerability and ways that research can guide practice. To evaluate the module, all trainees completed a pre- and post-training questionnaire. **Findings** – Between July 2019 and September 2021, 1,089 people completed the module. Wilcoxon signed rank tests demonstrated a significant perceived increase in self-rated knowledge, skills, and attitudes (SSA). Students, members of historically underrepresented populations, and those new to or less experienced in the field, had the greatest perceived increase.

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Social vulnerability and disasters

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Technical Note

Cultural Competence for Hazards and Disaster Researchers: Framework and Training Module

Haorui Wu, Ph.D.¹; Lori Peek, Ph.D.²; Mason Clay Mathews, Ph.D.³; and Nicole Mattson⁴

Abstract: Although the need for cultural competence among healthcare service providers and other practitioners has long been recognized, there has been much less focus on this concept in the field of hazards and disaster research. To help fill this gap, this technical note offers a definitional framework for building cultural competence among hazards and disaster researchers and describes a training module that assists with developing such competency. Drawing on the extant literature, this article conceptualizes cultural competence in hazards and disaster research as an ongoing process that contributes to an understanding of the cultural attributes of affected individuals, households, communities, and societies that researchers are attempting to characterize. The four-step process presented here helps researchers move from cultural awareness to cultural knowledge in cultural sensitivity, and ultimately, to cultural competence. This ongoing practice requires reflexivity, respect, and humility. The time and effort involved in developing cultural competence can promote ethical research, improve the research experience for participants, enrich the quality of the data collected, and enhance the overall quality of knowledge creation and mobilization. DOI: 10.1108/IJDR-11-2022-0000536. This work is made available under the terms of the Creative Commons Attribution 4.0 International license. <https://creativecommons.org/licenses/by/4.0/>.

Author keywords: Cultural awareness; Cultural knowledge; Cultural sensitivity; Cultural competence; Hazards and disaster researchers; Training and education; Workforce development.

Introduction: Closing the "Culture Gap" in Hazards and Disaster Research

In the early 1960s, Moore (1964) developed the concept of "minority subculture" to describe the adjustments that must be made in response to disasters. Yet, despite its significance in shaping the social world, culture has remained largely overlooked and undertheorized in hazards and disaster research (Oliver-Smith and Hoffman 2002; Burton 2010; Browne 2015). Moreover, culture remains underutilized as an explanatory variable in the field (VanLandingham 2017). This neglect of culture as a factor to be studied in disasters has had severe consequences for research and practice, ranging from one-dimensional research designs to stalled recovery efforts (Hoffman 2011; Browne 2015).

When researchers enter communities that are at risk of or recently affected by disasters, it is crucial that they remain aware of their cultural surroundings and recognize that their own cultural worldviews, perspectives, and beliefs shape who they study.

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Note: This manuscript was submitted on January 22, 2022; accepted on October 2, 2021; published online on November 17, 2021. Discussion period open until April 17, 2022; separate discussions must be submitted for individual papers. This technical note is part of the *Natural Hazards Review*. © ASCE, ISSN 1527-6988.

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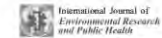
08071005-1

Nat. Hazards Rev.

Nat. Hazards Rev., 2022, 24(1): 08071005



ASCE



Incorporating Mental Health Research into Disaster Risk Reduction: An Online Training Module for the Hazards and Disaster Workforce

Candace M. Evans^{1,2,3}; Rachel M. Adams² and Lori Peek³

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Abstract: There is an expansive and growing body of literature that examines the mental health consequences of disasters and large-scale emergencies. There is a need, however, for more explicit incorporation of mental health research into disaster risk reduction practices. Training and education programs can serve as a bridge to connect academic mental health research and the work of disaster risk reduction practitioners. This article describes the development and evaluation of one such intervention, the CONVERGE Disaster Mental Health Training Module, which provides users from diverse academic and professional backgrounds with foundational knowledge on disaster mental health risk factors, mental health outcomes, and psychosocial well-being research. Moreover, the module helps bridge the gap between research and practice by describing methods used to study disaster mental health, showcasing examples of evidence-based programs and tools, and providing recommendations for future research. Since its initial release on 8 October 2019, 317 trainees from 12 countries have completed the Disaster Mental Health Training Module. All trainees completed a pre- and post-training questionnaire regarding their disaster mental health knowledge, skills, and attitudes. Wilcoxon Signed Rank tests demonstrated a significant increase in all three measures after completion of the training module. Students, emerging researchers or practitioners, and trainees with a high school/GED education level experienced the greatest benefit from the module, with Kruskal-Wallis results indicating significant differences in change in knowledge and skills across the groups. This evaluation research highlights the effectiveness of the Disaster Mental Health Training Module in increasing knowledge, skills, and attitudes among trainees. This article concludes with a discussion of how this training can support workforce development and ultimately contribute to broader disaster risk reduction efforts.

Keywords: disasters; disaster risk reduction; disaster mental health; psychosocial well-being; risk factors; training; education; workforce development

1. Introduction

Disasters disrupt entire communities and cause widespread destruction, injury, and displacement. Such traumatic experiences can overwhelm regular coping capacity and available resources, contributing to adverse mental health outcomes among adults as well as children [1–3]. Decades of research on the mental health aspects of disaster indicate that the specific nature of acute, as well as chronic, outcomes is shaped by a number of individual- and societal-level characteristics and conditions that exist before, during, and after disaster [4]. For example, people experiencing poverty, residents of developing countries, children, and middle-aged adults are all at increased risk for adverse mental health outcomes in disaster [3,4,5–9]. Developing a skilled workforce that is trained to understand and respond to the root causes and complex consequences of disasters

Int. J. Environ. Res. Public Health 2022, 19, 1244. <https://doi.org/10.3390/ijerph19121244>

<https://www.mdpi.com/journal/ijerph>

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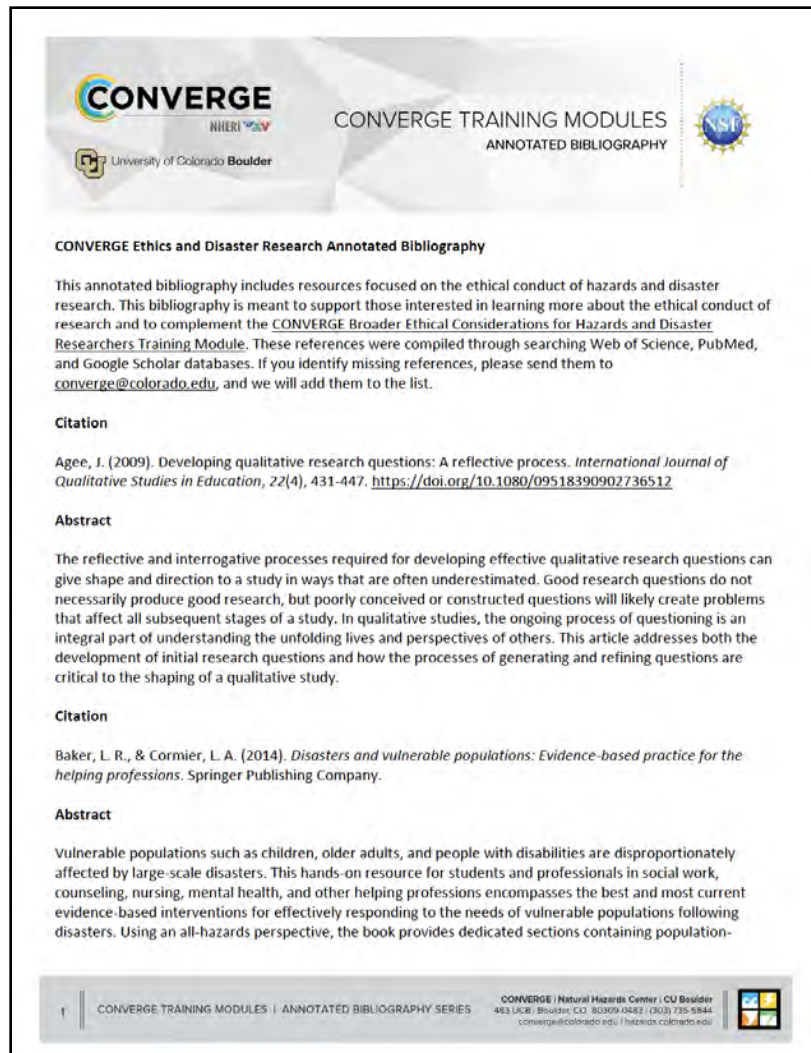
University of Colorado Boulder

NHERI

Annotated Bibliographies

We offer annotated bibliographies that summarize the various readings that informed the development of the CONVERGE Training Modules. If you have a reading to contribute as a shared resource for our broader community, please contact us at converge@colorado.edu.

- [CONVERGE Cultural Competence Annotated Bibliography](#)
- [CONVERGE Disaster Mental Health Annotated Bibliography](#)
- [CONVERGE Emotionally Challenging Research Annotated Bibliography](#)
- [CONVERGE Ethics and Disaster Research Annotated Bibliography](#)
- [CONVERGE Gender-Based Violence in Fieldwork Annotated Bibliography](#)
- [CONVERGE Indigenous Sovereignty in Disasters Annotated Bibliography](#)
- [CONVERGE Institutional Review Board Annotated Bibliography](#)
- [CONVERGE Perishable Data Annotated Bibliography](#)
- [CONVERGE Positionality in Hazards and Disaster Research and Practice Annotated Bibliography](#)
- [CONVERGE Public Health and Disaster Research Annotated Bibliography](#)
- [CONVERGE Reciprocity in Research Annotated Bibliography](#)
- [CONVERGE Social Vulnerability and Disasters Annotated Bibliography](#)



The screenshot shows a page titled "CONVERGE TRAINING MODULES ANNOTATED BIBLIOGRAPHY". It features the CONVERGE logo (University of Colorado Boulder) and the NSF logo. The page is divided into sections for two different annotated bibliographies. The first is titled "CONVERGE Ethics and Disaster Research Annotated Bibliography" and includes a description, a citation for Agee, J. (2009), and an abstract. The second is titled "CONVERGE Ethics and Disaster Research Annotated Bibliography" (though the title in the image appears to be "CONVERGE Ethics and Disaster Research Annotated Bibliography" based on the text) and includes a citation for Baker, L. R., & Cormier, L. A. (2014) and an abstract. At the bottom, there is contact information for the CONVERGE / Natural Hazards Center at CU Boulder.

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CONVERGE TRAINING MODULES
ANNOTATED BIBLIOGRAPHY

CONVERGE Ethics and Disaster Research Annotated Bibliography

This annotated bibliography includes resources focused on the ethical conduct of hazards and disaster research. This bibliography is meant to support those interested in learning more about the ethical conduct of research and to complement the [CONVERGE Broader Ethical Considerations for Hazards and Disaster Researchers Training Module](#). These references were compiled through searching Web of Science, PubMed, 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

Agee, J. (2009). Developing qualitative research questions: A reflective process. *International Journal of Qualitative Studies in Education*, 22(4), 431-447. <https://doi.org/10.1080/09518390902736512>

Abstract

The reflective and interrogative processes required for developing effective qualitative research questions can give shape and direction to a study in ways that are often underestimated. Good research questions do not necessarily produce good research, but poorly conceived or constructed questions will likely create problems that affect all subsequent stages of a study. In qualitative studies, the ongoing process of questioning is an integral part of understanding the unfolding lives and perspectives of others. This article addresses both the development of initial research questions and how the processes of generating and refining questions are critical to the shaping of a qualitative study.

Citation

Baker, L. R., & Cormier, L. A. (2014). *Disasters and vulnerable populations: Evidence-based practice for the helping professions*. Springer Publishing Company.

Abstract

Vulnerable populations such as children, older adults, and people with disabilities are disproportionately affected by large-scale disasters. This hands-on resource for students and professionals in social work, counseling, nursing, mental health, and other helping professions encompasses the best and most current evidence-based interventions for effectively responding to the needs of vulnerable populations following disasters. Using an all-hazards perspective, the book provides dedicated sections containing population-

CONVERGE TRAINING MODULES | ANNOTATED BIBLIOGRAPHY SERIES

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[converge.colorado.edu/resources/training-modules/
annotated-bibliographies/](http://converge.colorado.edu/resources/training-modules/annotated-bibliographies/)



University of Colorado Boulder

Assignment Bank

converge.colorado.edu/resources/training-modules/assignment-bank/



The Assignment Bank contains assignments from a range of courses that have integrated the CONVERGE Training Modules into the learning curriculum. We currently offer assignments for:

- Undergraduate courses
- Graduate courses
- Research labs

Course: EHC 344: Emergency Preparedness
Description: 3 credits, undergraduate level course on emergency preparedness
Instructor: Adam C. Sutkus, Adjunct Lecturer, State University of New York at Albany, College of Emergency Preparedness, Homeland Security, and Cybersecurity
Email: asutkus@albany.edu
Session: Spring 2024
Due: April 7, 2024

SOCIAL VULNERABILITY AND EMERGENCY PREPAREDNESS TRAINING MODULE ASSIGNMENT

Overview:
The Natural Hazards Center at the University of Colorado Boulder offers several free online trainings through their National Science Foundation-funded CONVERGE facility. For this assignment, you will complete the CONVERGE Social Vulnerability and Disasters Training Module. While this training is largely focused on this topic as it relates to conducting research, the issues and strategies discussed in this module are relevant to the practice of emergency management as well. You will, undoubtedly, notice many connections to the course material.

The Social Vulnerability module should take you about 45 to 60 minutes to complete. Once you have passed the quiz at the end of the module, you will be able to download a PDF completion certificate. You must upload this PDF file into the Brightspace learning management system in order to complete the assignment and receive credit.

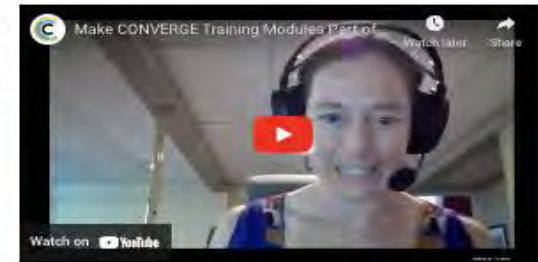
- Instructions:**
1. Go to the CONVERGE website.
 2. Click on 'Resources' and select 'Training Modules'.
 3. If you have not already done so for this class, you will need to first sign up and create a free account to access the modules. If you have previously created an account, just click 'Log in'.
 - To create an account: Click 'Register Here'. Follow the instructions on the screen to register, and then log in using your credentials.
 4. Select 'Social Vulnerability' training module.
 5. At the close of the module, you will have the opportunity to take a 10-question quiz. If you get 8 out of 10 questions correct, you will receive a certificate of completion for the CONVERGE Social Vulnerability and Disasters Training Module. Upload your certificate of completion to the Brightspace learning management system for this course.

Evaluation Criteria: Students who complete the training module and upload their certificate into the learning management system by April 7, 2024 will receive 10/10 points for this assignment.



CONVERGE Training Modules Assignment Bank

This page contains sample assignments from a range of courses that have integrated the CONVERGE Training Modules into the learning curriculum. Please click on the title below for the full text of the assignments. If you have an assignment to contribute as a shared resource for our broader community, please contact us at converge@colorado.edu.



Undergraduate Course Assignments

- ▢ Create a Training Module Assignment
- ▢ Cultural Competence Training Module Assignment
- ▢ Disaster Health Research Assignment
- ▢ Pandemic Diaries Project
- ▢ Reciprocity Training Module Assignment: Exploring Connections Between Yourself and the Living World
- ▢ Research Methods Training Module Assignment: Exploring the IRB And Research Ethics
- ▢ Social Dimensions of Natural Hazards Training Module Assignment
- ▢ Social Inequalities in Health Training Module Assignment
- ▢ Social Vulnerability Training Module Assignment
- ▢ Social Vulnerability and Disasters Training Module Assignment
- ▢ Social Vulnerability and Emergency Preparedness
- ▢ Social Vulnerability and Engineering Training Module Assignment
- ▢ Social Vulnerability and Warning Systems Training Module Assignment
- ▢ Understanding Mental Health as Public Health Assignment

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- ▢ Human and Social Factors of Disaster Training Module and Tabletop Exercise
- ▢ Research Design and Methods Training Module Assignment

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If you have an assignment to contribute as a shared resource for our broader community, please contact us at converge@colorado.edu.





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