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Pepperdine University
Graduate School of Education and Psychology

UNDERSTANDING RESILIENCE WITH CHINESE EMERGING ADULTS WHO HAD EARLY
RELATIONAL TRAUMA: AN INTEGRATIVE SYSTEMATIC REVIEW

A clinical dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Psychology

by

Yuen (Rachel) Wu

April, 2024

Susan Hall, J.D., Ph.D. – Dissertation Chairperson

This clinical dissertation, written by

Yuen (Rachel) Wu

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF PSYCHOLOGY

Doctoral Committee:

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DEDICATION

Firstly, I would like to dedicate my dissertation work to my parents, Yan (Adam) Wu and Li (Sindy) Huang. Dad, thank you for inspiring me to experience different cultures by bringing me along on family trips to many different countries since I was young and for generously supporting me to pursue my very expensive education abroad. These valuable opportunities allowed me to see the beauty of different cultures and cherish the richness of our own culture more. Thank you for your wisdom in encouraging me to find a path I love and be extraordinarily good at it. This motto guided me to where I am today- obtaining my doctorate in psychology. Thank you, mom, for exposing me to the wisdom of holistic health practices in the Chinese culture since an early age. This knowledge offered me the unique lens to respect and integrate cultural wisdoms when I work with clients from various cultural backgrounds. Thank you also for your unconditional encouragement, love, and support, which cultivated my own resilience to withstand the challenges and unknown I encountered along this journey.

I also dedicate this to my loving husband, who has been my greatest support and cheerleader every step of the way. Thank you for seeing the potential in me and encouraging me to pursue my dreams. Thank you for always being there for me during my toughest time. Without your understanding and encouragement in the past few years, it would not be possible for me to make it this far.

I am also grateful for the support and love I received from friends, colleagues, supervisors, and professors during my doctoral journey. Lastly, I also want to express gratitude towards all the clients I have the privilege of serving, for they allowed me to witness their resilience and growth along their respective journeys, which served as an inspiration for me to work on this dissertation topic.

ACKNOWLEDGEMENT

First and foremost, I would like to express my sincere gratitude to my amazing dissertation chairperson, Dr. Suan R. Hall for her continuous support, invaluable advice, and patience throughout this process of writing my dissertation. This endeavor would not have been possible without her kind encouragement, helpful guidance, and thorough feedback. I would also like to extend my sincere gratitude to my committee members, Dr. LaTonya Wood and Dr. Veronica Viesca, for their feedback and support in this dissertation.

Many thanks to my research assistants for their help at different stages of the review process.

I am also grateful for my current supervisors at UCI, especially, Dr. Suan Stapataynon, Dr. Yuri Choi, Dr. Spurty Surapaneni, and my training director, Dr. Chun-Chung Choi, for their unwavering support during my internship journey. Thank you all for providing constant encouragement and always willing and enthusiastic to assist in any way. I am also grateful for all the supervisors, professors, and supportive colleagues I have had the privilege of working with over the years of my clinical training and education, for their guidance, support, and care helped me grow to become a better clinician and researcher.

I would like to express my gratitude to my dear friends in my doctoral program, Melanie David M.A., Na Du M.S., for providing valuable support that helped guide this dissertation.

Last but not least, to my husband and parents, my completion of this dissertation would not have been possible without all your loving support. My heartfelt thank you.

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EDUCATION

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Final Defense- *Pass with Distinction*

Columbia University **New York, NY**
 M.S.W. Social Work *May 2019*
 Concentration: Advanced Clinical Practice

University of California, Irvine (UCI) **Irvine, CA**
 B.A. Psychology and Social Behavior *June 2017*
 B.A. Criminology, Law, and Society *June 2017*
 Dean's Honor Lists
 Excellence in Research (*Exceptional Achievement in Undergraduate Research*)

CLINICAL EXPERIENCE

The Counseling Center, University of California, Irvine (APA-Accredited) **Irvine, CA**

Pre-Doctoral Intern *August 2023-Current*

Supervisors: Suan Stapatyanon, Ph.D., Yuri Choi, Ph.D. Spurdy Surapaneni, Ph.D., Jessica Ortega Ph.D., Shaozhuan Li, Ph.D., Ylena Shayne, Psy.D., Meladee Garst, Ph.D.

Training Director: Chun-Chung Choi, Ph.D.

- Conduct initial assessment sessions to determine treatment dispositions and treatment plans
- Provide short-term individual psychotherapy and bridge care to a diverse student population in English and Mandarin Chinese
- Cover 3 hours crisis care shift weekly, conduct risk assessment, stabilization, and facilitate hospitalization
- Provide frequent consultation and outreach services to UCI staffs, faculty, and students
- Serve as co-liaison to the UCI International Center, coordinate, design, and deliver outreach programs for international students
- Conduct learning disability assessment using MMPI-III, WAIS-IV, BAI, BDI-II, WIAT
- Conduct screening for and co-lead Authentic Connections therapy groups
- Provide weekly individual and group supervision to undergraduate students from the COACH peer program
- Serve on the training committee to review intern applications, co-conduct intern interviews, and participate in intern selection

- Co-teach a 5-week Goals in Action (GIA) course to students on academic recovery plans

Pepperdine University Community Mental Health Clinics

Irvine, CA

Practicum Trainee

September 2020- July 2023

Supervisors: Edward Shafranske Ph.D. ABPP. FIPA.; Joan Rosenberg, Ph.D.

- Provided weekly long-term psychotherapy to individuals utilizing a psychodynamically-oriented approaches (Transference-focused, Mentalization-based, and ISTDP)
- Conducted comprehensive clinical intakes with incoming community clinic clients
- Formulated and implemented treatment plans to increase level of functioning and decrease distress and maladaptive symptomatology

Psychological Health Services, Saddleback College

Mission Viejo, CA

Psychologist Intern

August 2022-June 2023

Supervisor: Stephan (Philips) Pines, Psy.D.

- Conducted consultation, intake, and individual short-term therapy and facilitate on and off campus referral
- Provided weekly in-person crisis services and conduct risk assessments
- Administered psychodiagnostics, personality, emotional, and cognitive assessments for students referred by Disabled Students Program and Services (DSPS)
- Conducted campus outreach presentations and provide consultation to third parties
- Completed assessment reports and progress notes documentation utilizing electronic medical records (Point and Click)

Counseling and Psychological Services, California State University Fullerton Fullerton, CA

Practicum Trainee

August 2021-May 2022

Supervisors: Julie Meisels, Ph.D.; Nicole Enrique, Psy.D.; Megan Bonyne, LMFT

- Provided short-term individual psychotherapy to a multicultural student population
- Maintained a regular caseload of 17 students throughout the academic year
- Regularly administered the Counseling Center Assessment of Psychological Symptoms (CCAPS) to assess client functioning and monitor treatment progress
- Conducted weekly initial consultation evaluations and facilitated on-campus and external referrals, treatment planning, medication management, and clinical case management
- Provided regular psychoeducational program and outreach services to CSUF student body regarding stress, sleep, mood, and thought wellness
- Participated in annual athlete mental health screening using the CCAPS

Boys Hope and Girls Hope California

Irvine, CA

Examiner

June 2022

Supervisor: Susan Himmelstein, Ph.D.

- Administered a test battery that consisted of the WISC-V, WRAT-4, VMI-6, M-PACI, Roberts-2, and Child Sentence Completion Test to assess a potential candidate's intellectual and academic functioning, evaluate emotional functioning, and determine the candidate's appropriateness for the program
- Completed a brief agency report and a psychoeducational assessment report

Greenhouse Therapy Center

Pasadena, CA

Floortime Specialist II (promotion)

July 2021-July 2022

*Floortime Specialist I**September 2019-June 2021*Supervisors: Andrea Davis, Ph.D.; Cynthia Davis, Ph.D.

- Trained to provide multi-weekly intensive DIR/Floortime interventions to children diagnosed with autism spectrum disorder (ASD) and other comorbid conditions, and their families to promote social-emotional development
- Conducted Floortime sessions that combined 1:1 work with the child, social facilitation with siblings and peers, parent coaching and parent consultation
- Helped clients acquire regulation skills, develop critical developmental capacities including social understanding, logical thinking, and emotional reasoning through following their natural interests, having a nurturing relationship and respecting their individual differences
- Coached parents to develop emotional attunement and co-regulation skills with their children
- Completed required training to conduct mentoring sessions with newly hired specialists
- Supported parents in understanding their children's diagnoses and unique sensory profiles, and tailored intervention specific to each child's sensory-motor processing skills
- Worked in collaboration with school and other service providers (ABA, Occupational therapist, feeding specialist and etc.) to facilitate development

New York Center for Children**New York, NY***Social Work Intern**September 2018-May 2019*Supervisor: Jennifer Grubman, LCSW

- Conducted weekly individual and collateral therapy sessions for children with history of trauma (sexual and physical abuse, neglect, witness of domestic violence and constant replacement in foster care) to address posttraumatic stress symptomatology
- Utilized an integrated approach to treatment, including cognitive-behavioral, psychodynamic, play, and art therapy through a trauma-informed lens
- Administered evidence-based assessment tools to inform DSM diagnosis and created quarterly updated treatment plans (CBCL, TRF, YSR, UCLA PTSD, Vanderbilt PTSSA)
- Collaborated with a multidisciplinary team that consisted of a psychiatrist, social workers, a medical doctor, and a psychologist on clinical cases through weekly case conferences, supervision (individual, peer, and group) and clinical meetings

**New York City Mission Society, Emma Lazarus High School
NY****New York,***Social Work Intern**September 2017-May 2018*Supervisor: Jasmine Knowles, LCSW

- Worked with immigrant youths from diverse cultural and national backgrounds
- Provided individual and dyadic therapy for a caseload of five to seven students to address a range of clinical symptoms including anxiety, depression, and mood-lability related to crisis, trauma, discrimination, adjustment difficulty and interpersonal challenges
- Participated in crisis-intervention and suicide assessment
- Conducted individual and dyadic therapy sessions in English, Mandarin and Cantonese
- Led and facilitated weekly advisory sessions to groups of students with different ESL (English as Second Language) levels to support students' emotional wellbeing, adjustment and college preparation

RESEARCH & PRESENTATION EXPERIENCE

Pepperdine University, Graduate School of Psychology and Education **Los Angeles, CA**
Head Researcher *January 2021-Current*

Chairperson: Susan R. Hall JD, PhD

- Leading a group of research assistants and overseeing the implementation of a systematic review of literature
- Designed and provided ongoing training workshops on research methodology, quality appraisal protocol, and qualitative analysis

Institute on Violence, Abuse and Trauma (IVAT) **San Diego, CA**
 Zhu, J., **Wu, Y.**, & Hall, S. R. (2023, August 21). *Understanding Resilience Factors for Chinese Youth Who Have Left-Behind Experience* [Poster Presentation] 28th International Summit on Violence, Abuse & Trauma, San Diego, CA.

Institute on Violence, Abuse and Trauma (IVAT) **San Diego, CA**
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The UCI Family Lab **Irvine, CA**
Research Assistant *January 2016-June 2017*
Translator *March 2014-July 2014*

Advisors: Wendy Goldberg, Ph.D.; Sharon Shenhav, Ph.D.

- Administered phone interviews with participants in English and Chinese
- Transcribed and collected qualitative data
- Reviewed, translated and back-translated self-report measures to ensure linguistic equivalence
- Conducted weekly literature reviews on intercultural romantic relationships
- Maintained proactive communication between the lab manager, other research assistants and the translation team

The UCI Jury Labs **Irvine, CA**
Research Assistant *January 2016-June 2017*

Advisors: Nicolas Scurich, Ph.D.; Mona Lynch, Ph.D.; Emily Shaw, Ph.D.

- Collaborated with six confederates as a team to resemble jury decision-making process
- Actively communicated between lab manager and other research assistants

ADDITIONAL EXPERIENCE

Pepperdine Graduate School of Education and Psychology **Los Angeles, CA**
Graduate Assistant *September-December 2021*

Instructors: Susan Himmelstein, Ph.D.; Alison Vargas, Psy.D.; Carolyn Keating, Ph.D.

- Held assessment labs to help first-year doctoral students practice administering the WAIS-IV and Rorschach, and answered related questions
- Checked student scoring and provided feedbacks on these following assessments: WAIS-IV, WRAT, Rorschach, MMSE, MMPI, NEO, Bender-Gestalt II, COWAT/FAS, RAVLT)

UCI, Department of Psychology and Social Behavior

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Teaching Assistant

June 2016-June 2017

Instructor: Larry Jamner, Ph.D. (Abnormal Psychology)

- Held weekly office hours to academically assist a class of 400 students academically
- Planned diagnosis workshops to help students understand different diagnosis criteria of specific disorders
- Facilitated biweekly review workshops

Child Abuse Services Team (CAST)

Orange, CA

Child Advocate

June 2016-June 2017

Supervisor: Joan Kilgore, M.A.

- Trained to ethically assist affected families and their children (aged between 0-18) under strict confidentiality
- Provided emotional support for child survivors before and after forensic interviews
- Accompanied and supported sexual abuse survivors during medical examinations

International Peer Group (IPG) Program, UCI

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September 2014-June 2015

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- Led individual academic counseling sessions with 28 culturally diverse international students
- Connected students to various campus resources
- Organized quarterly academic, service, social and professional-oriented events
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-
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Association of Chinese Helping Professionals and Psychologists–International (ACHPPI)

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Division 52 - International Psychology

Division 56 - Trauma Psychology

ABSTRACT

This integrative systematic review aimed to enhance understanding of resilience among Chinese emerging adults with early relational trauma by synthesizing available information on how culture is incorporated into the conceptualization, measurement, and interpretation of resilience in the current body of literature. By utilizing a qualitative content analysis approach, the researcher identified main ways in which resilience was conceptualized, assessment tools used to assess, and culturally-specific elements in conceptualizing and understanding resilience.

Analysis results indicated the static way of conceptualization was most common among other ways of conceptualizing. Results also revealed that the majority of literature incorporated culture in their conceptualizations and utilized assessment tools that demonstrated cultural validity.

Among the studies that incorporated a culturally-sensitive way of conceptualization, culturally-congruent individual quality, interdependent self-construal, and relational/collective harmony were highlighted as culturally specific elements to consider. Among those that discussed culturally specific elements in their understanding of resilience among Chinese emerging adults, the role of interpersonal and social support, culturally-congruent personal characteristics as well as positive reframe were identified to be important. These findings provided helpful implications for the development and use of culturally-appropriate interventions and assessment tools in clinical practice, and offered helpful directions for further research.

Keywords: resilience, emerging adults, Chinese culture, early relational trauma

Chapter I: Introduction

Statement of the Problem

Over the past few decades, there has been increasing interest to understand resilience following traumatic experiences internationally. Within the Chinese context, there has been a similar trend and a growing number of literature focusing on understanding resilience among Chinese emerging adults. Given that resilience research was born out of western scientific soil, resilience literature has received criticism for their lack of consideration of cultural context over the years (Arrington & Wilson, 2000; Raghavan & Sandanapitchai, 2020; Ungar, 2008, 2013; Xie & Wong, 2020). A recent research by Xie and Wong (2020) continued to point out this lack of cultural sensitivity in literature focusing on understanding resilience among the Chinese population and noted the lack of attention to consider ways in which major Chinese philosophies, including Confucianism, Buddhism, and Taoism, serve as sources of strength for Chinese persons following adverse events. They additionally called for and proposed a model towards more culturally sensitive conceptualization and interpretation of Chinese resilience. To inform future research and culturally sensitive clinical practice, it is necessary to gain clarity in terms of the state of resilience research within a Chinese context. Thus, in this integrative systematic review, the researcher synthesized existing literature with the goal to provide a clear understanding on how culture has been incorporated in conceptualizing, measuring, and understanding resilience focusing on Chinese emerging adults who had early relational trauma to inform future research and provide direction for clinical practice.

Background

In China, child maltreatment is not uncommon. The overall estimated prevalence of childhood physical abuse (CPA) is roughly 26.6%, childhood neglect is estimated to be 26%,

childhood emotional abuse (CEA) is around 19.6%, and childhood sexual abuse (CSA) is about 8.7% (Fang et al., 2015). When these statistics are compared to those in other Asian countries (CSA prevalence ranging between 4% to 27.2%, CPA: 9.5% to 40.2%, and neglect: 11.1% to 67.3%), the prevalence of childhood maltreatment in China is not low (Gwenllian et al., 2018). In a study specifically looking at retrospective data of childhood maltreatment reported by Chinese college students, the overall prevalence rate of childhood maltreatment was estimated to be around 64.7%, of which 17.4% experienced CPA, 36.7% experienced CEA, 15.7% experienced CSA, 54.9% childhood physical neglect (CPN), 60.0% childhood emotional neglect (CEN; H. Fu et al., 2018). In another study, the prevalence of childhood sexual abuse reported by Chinese college students was estimated to be about 27.5% (Tang et al., 2018). Even though there are some variations when comparing statistics looking at data reported by different age groups, the rate of occurrence for these adverse early incidents is still strikingly high, which highlights the significance of examining the impact of these early adverse events.

Childhood maltreatment has long been shown to cause mental health problems later on in life, which may extend to adulthood. Adverse childhood experiences (ACE) research has well documented the detrimental mental health as well as physical health consequences caused by early adverse experiences (Miller et al., 2011). More specifically, researchers have found that childhood maltreatment, including both physical and emotional maltreatment, contributes to depression, anxiety, and low self-esteem in adolescents and young adults (Badr et al., 2018). In systematic reviews examining the mental health consequences of childhood physical abuse in the Chinese population, researchers found that a history of CPA strongly associates with adverse mental health outcomes, including developing post-traumatic stress disorder (PTSD), anxiety disorder, depression, conduct disorder, and personality disorders (Fang et al., 2015; Ip et al.,

2016). In a study that examined the mental health consequences of CSA in Chinese society, results indicated that individuals with CSA were more depressed, suicidal, and engaged with alcohol or tobacco use more frequently than those who did not have a CSA history (J. Q. Chen et al., 2004). Additionally, research has suggested that individuals with pre-pandemic maltreatment are at an elevated risk to develop anxiety and post-traumatic stress symptoms, and exacerbating existing mental health problems during social upheaval such as exposure to the global pandemic of COVID-19 (Guo et al., 2020).

Nevertheless, not every child with a history of childhood maltreatment develops psychopathology or maladaptive symptoms; some become well-adjusted into adulthood through the use of coping strategies (Sheffler et al., 2019; Wang, Zhang, et al., 2015; Wang, He et al., 2020). In the context of understanding children's ability to develop positive life trajectory despite detrimental early conditions, the concept of psychological resilience first emerged in the psychology literature (Werner, 1992). In early resilience research, the positive adaptation ability was understood as a personal trait or competency independent from its environmental context. Multiple resilience factors have been shown to mediate post-traumatic symptomatology like depression and anxiety in a Chinese context. These resilience factors include emotional intelligence (Zhao et al., 2020), personality traits such as extraversion, openness, agreeableness, conscientiousness (Gong et al., 2020), grit (perseverance and passion for long-term goals in the face of adversities; Lan et al., 2019), and stress-coping ability (J. Wang et al., 2020).

In recent years, resilience researchers began to incorporate a socio-ecological lens when conceptualizing resilience which actively takes the impact of cultural context into consideration (Xie & Wong, 2020; Ungar, 2008). For example, the importance of support systems has been highlighted. More specifically, peer, parent, and social support has also been shown to help

individuals recover from adverse childhood experiences (Fan & Fan, 2021; Lan et al., 2019). Additionally, Leung et al. (2022) argued that a cultural-laden appraisal process called *self-righting* promotes one's resilience after exposure to early adversity. In this study, researchers noted that self-righting is an important concept for understanding resilience for emerging adults. According to Leung et al. (2022), self-righting describes the process in which an individual selectively overlooks negative cultural connotations associated with their early adversity, focuses on positive meanings related to their experience(s), flexibly seeks out support from their environment, and takes initiative to accumulate social, cultural, and economic capital through perseverance and persistence needed for future growth. They further emphasized that self-righting is interactionally impacted by its socio-relational and cultural context, instead of being an innate attribute an individual is born with (Leung et al., 2022).

These relevant findings called attention to the importance of considering the role of social and cultural contexts when conceptualizing resilience. Informed by these recent findings, this systematic review aims to analyze how the concept of resilience has been studied, and how has culture been incorporated in understanding resilience in the current literature.

The economic loss associated with early childhood trauma has also been shown to be profound. Based on a systematic review looking at the economic losses associated with child maltreatment in China, it is estimated that the monetary loss associated with CPA related health and behavioral outcomes roughly equals 84% of China's gross domestic product (GDP), monetary loss associated with emotional abuse roughly equals 47% of the Chinese GDP, and lastly, loss associated with CSA is roughly 39% of China's GDP. It was also noted in this research that effects of child maltreatment such as poor educational and employment outcomes, high level of engagement in criminal acts, increased use of healthcare resources, and poor

reproductive health were not included in the monetary loss calculation due to difficulty estimating the cost associated. Otherwise, economic costs related to child welfare, criminal justice, rehabilitation, and policing funding would further elevate the costs estimated earlier (Fang et al., 2015). These studies underscore the necessity of providing mental health resources to those with childhood trauma.

Many have suggested promoting resilience while providing services among those with childhood trauma could effectively facilitate more preferable mental health outcomes and reduce costs. As suggested by Leung et al. (2022), health promotion education focusing on promoting resilience factors could be beneficial in preventing adverse mental health outcomes among emerging adults exposed to early childhood trauma. Research also suggests that a resilience-based approach, such as enhancing psychological *suzhi* (this refers to an individual's mental quality in three dimensions - cognition, individuality, and adaptability), provides a buffering effect against negative impacts from early adversity (J. L. Wang et al., 2015).

The researcher identified an urgent need for policymakers to allocate more funding for research and resources dedicated to child maltreatment prevention and treatment so that individuals with early trauma adapt better later on in life (H. Fu et al., 2018). That being said, understanding how culture impacts the development of resilience would be highly relevant to identify protective assets and resources that could help emerging adults buffer from the negative psychological impact resulting from their early relationship trauma (J. L. Wang et al., 2015).

In order to provide culturally-congruent and strength-based mental health services to Chinese emerging adults exposed to early relational trauma, mental health professionals would benefit from a rigorous systematic review to synthesize currently available findings from the literature. Therefore, the author of this manuscript thematically analyzed available literature and

summarized how culture has been incorporated into the current understanding of resilience within the Chinese cultural context.

Current Theory and Research

Definition of Chinese Context

The definition of the Chinese context used in the present manuscript is broadly defined. The Chinese context refers to the population in which Chinese is used as the primary language (including individuals residing within and outside of Mainland China). Across different regions where Chinese is used as the primary language, there is a strong influence from three central philosophies: Confucianism, Buddhism, and Taoism. Due to the sharing these main cultural values, norms, and traditions, the majority of studies focusing on understanding child maltreatment, traumatic stress symptoms/disorders, and resilience in mainland China, Hong Kong, and Taiwan consistently adopted a similar definition when conceptualizing cultural influence in their respective areas (Chou et al., 2011; Fung, Chan, et al., 2019; Xie & Wong, 2020).

Resilience

Definition of Resilience. Historically, resilience has generally been defined as the ability to bounce back from adversity, the ability or strength to maintain equilibrium under threat, and the capacity to achieve positive adaptation in spite of stress and trauma (Bonanno, 2004; Ledesma, 2014; Greene et al., 2002; O’Leary, 1998). Within the field of psychology, the definition of resilience has evolved across time. Initially, this construct was understood from a western-centric and individualist perspective as a static, trait-like, and competence-based construct (Arrington & Wilson, 2000; Garmezy et al., 1984; Ungar, 2008). Under this model, resilience is assumed to be a set of static attributes that an individual is born with, which includes

a set of personal traits, skills, and personal competencies that could support the individual to overcome adversity and achieve optimal adaptation (J. L. Wang et al., 2015; Xie & Wong, 2020). However, this individualistic and western-centric perspective was criticized by subsequent resilience scholars, for its lack of cultural-sensitivity, and failure to capture contextual factors such as developmental phases, cultural, and religious contexts (Ungar, 2008; J. L. Wang et al., 2015).

Therefore, there was a collective effort from the field to push for using a culturally embedded approach to conceptualize resilience, recognizing variability across the environment (Ungar, 2008). This socio-ecological approach of conceptualizing resilience focuses on how the individual navigates, negotiates, finds resources, and makes meaning with their environment. Through these interactions, the individual optimizes their developmental trajectory following adversity (Ungar, 2013). In this framework, Ungar (2013) highlighted the importance of self-agency during the process.

Recently, there has been increasing literature conducted to focus on understanding the relationship between cultural variables and resilience incorporating this ecological approach (Raghavan & Sandanapitchai, 2020). In addition to improving attention to culture, the contemporary approach to understanding resilience also involves viewing resilience not as a static state, but as a fluid, interactive, and bidirectional process, which takes into consideration of the ongoing interaction between the individual and their ever-evolving environment (Raghavan & Sandanapitchai, 2020; Rutter, 2006; Ungar, 2008, 2013). As such, a more recent, dynamic and fluid way of conceptualizing resilience defines it as “a process of overcoming the negative effects of risk exposure, coping successfully with traumatic experiences, or avoiding the negative trajectories associated with risks” (J. L. Wang et al., 2015).

To sum up, consistent with its historical evolvement, there are three main ways to define resilience which involve describing it as a set of traits, a contextually based construct, a ecological concept, and a dynamic process (Arrington & Wilson, 2000; Raghavan & Sandanapitchai, 2020; Ungar, 2008, 2013; J. L. Wang et al., 2015). These models of conceptualization will inform our understanding of resilience among the emerging adult population in the current study.

Resilience within a Chinese Context. Chinese scholars believe that resilience theory provides a helpful theoretical framework to understand promotive factors in the Chinese context (Ho et al., 2021; H. Li et al., 2011; J. L. Wang et al., 2015; Xie & Wong, 2020). However, they also caution that specific cultural adaptations are required to fully understand resilience in different contexts, as culture may affect assets and resources available to individuals (Ho et al., 2021; H. Li et al., 2011; J. L. Wang et al, 2015; Xie & Wong, 2020).

When conceptualizing how adversity is perceived and dealt with within a Chinese context, it is important to consider the influence of three major philosophies: Confucianism, Buddhism, and Taoism, because they may serve as sources of strength when facing stressful life events. According to Xie and Wong (2020), these major belief systems influence how the notions of adversities and resilience are perceived and understood within the Chinese context in the following ways.

First, acceptance was emphasized and encouraged across all three philosophies. People are encouraged to embrace non-action and endure whatever challenges life poses to them because those who survived from life ordeals are considered to have a stronger ability to achieve more.

Second, individuals within the Chinese context are encouraged to find strength within relationships, which may include both relationships with people and with nature. Therefore, family resilience and connectedness could be a strong source of strength and support for Chinese people in the face of adversity because it may inspire the individual to overcome whatever challenge was presented for the wellbeing of their family members or significant others.

Third, maintaining a harmonious connection with nature, under Taoism, Confucius, and Buddhist views, helps free individuals from distress. It also builds connectedness with the cosmos, and brings in spiritual strength to deal with adversities.

Lastly, across all three philosophies, adversities are seen as opportunities to strengthen one's character. In Chinese culture, character cultivation is believed to be achieved through self-discipline, persistence, and endurance during challenging moments (Xie & Wong, 2020). Therefore, when conceptualizing resilience within the Chinese context, moral and relational aspects embedded in one's context should be taken into account.

Similarly, psychological *suzhi*, a Chinese culturally-laden concept has been found to overlap with the concept of resilience in many aspects as it also contributes to a buffering or countering of negative impacts caused by early adversity (Miao et al., 2021; J. L. Wang et al., 2015). Psychological *suzhi* is composed of three main components cognitive, individuality, and adaptability qualities, highlighting an individual's mental flexibility, motivation, self-regulation, interpersonal adaptation and ability to achieve harmony with a given context (Miao et al., 2021; J. L. Wang et al., 2015). Given its high relevance and significant overlaps with resilience, it would be necessary to include discussion about psychological *suzhi* in the current study.

Emerging Adulthood

Definition of Emerging Adulthood. The concept of emerging adulthood was coined by Jeffrey Arnett, as a distinct developmental period between the late teens through twenties (initially between the ages of 18 to 25, but now extending into the 30s), when individuals are facing many possibilities and uncertainties in terms of life decisions (Arnett, 2000). Arnett (2000) theoretically grounded his life stage in Erik Erikson's proposed concept of prolonged adolescence, Daniel Levinson's work on the *novice phase*, and Kenneth Keniston's theory of youth. In a modern context, this transitional period is marked by five main features (Arnett, 2000, 2004):

1. Centered on identity exploration.
2. Marked with a sense of instability.
3. Focus on self.
4. Feeling in-between due to the unpredictable nature of exploratory various demographic statuses.
5. Feeling of optimism for various possibility.

There seems to be a strong consensus among emerging adulthood scholars that achieving self-sufficiency marks the transition out of emerging adulthood, and that this holds true across different ethnic groups and social classes. For example, in the American context, three criteria were most widely regarded as main measures to determine whether an individual has successfully transitioned to adulthood: ability to take on one's own responsibility, making independent choices, and financial independence (Arnett, 2000, 2004).

Emerging Adulthood within a Chinese Context. Yet, because the concept of emerging adulthood was born within a western industrialized societal context, Arnett (2000) noted that cultural factors need to be taken into consideration when applying this concept to individuals

within non-western or non-industrialized society contexts. According to Badger et al. (2006), factors such as cultural structures, norms, the expectation for role transitions, and collectivist values, such as the tendency to prioritize family's and others' needs, should be considered when conceptualizing emerging adulthood outside of western industrialized societies.

Similarly, Nelson, Badger et al. (2004) suggested that Chinese young people may place a higher emphasis on putting the family's needs before one's own, and may be less likely to engage in risky behaviors such as substance use, due to the heavy focus on self-constraint, as well as the historical trauma and emotional stigma originated from the Opium War (1840–1842). They also suggested that due to the structure provided within the Chinese context in this age range, such as the college entrance exam and university selection process, Chinese young people may have far fewer opportunities to explore other life options during this age, compared to young people in American and Canada (Nelson, Badger et al., 2004).

Among literature focusing on the specific age range for emerging adulthood in the Chinese context, researchers have captured changes in perception across different age cohorts and noted a sharp change. In a 2004 study by Nelson, Badger et al., they found that 60% of young people in China considered themselves adults. Yet, in a later publication, researchers found a noticeable decrease in the number of young people considering themselves as adults to 22% (Nelson, Duan et al., 2012). Parallel to this finding, Wu (2017) found that 73.2% of young adults aged between 18 to 23 felt uncertain about their adult status, which marked a similar trend that more and more young adults experience the distinct transitional period before considering themselves as adults. Researchers hypothesized that this sharp change may be due to the rapid changes caused by China's opening to western individualism influence in the recent decades (Nelson, Duan et al., 2012). This trend is also regarded as evidence to support that the age range

between 18 to the late 20s is a distinct period of transition between adolescence and adulthood even in the Chinese context.

However, these trends do not necessarily mean that Chinese emerging adults may explore and experiment with their identities exactly as outlined in Arnett's model. In a study that compared the subjective perception of whether one has reached adulthood between Chinese and American young adults, the differences in results suggested that Chinese young people put more emphasis on values that reflected their obligations towards others, such as wanting to finish education early to fulfill family obligations, to get married, and enter parenthood than American young adults (Badger et al., 2006). Notwithstanding these differences in the two cultural groups they studied, this group of researchers also cautioned against viewing collectivist and individualistic cultures as two polar dichotomies, and argued that most cultures have elements of both; individualistic characteristics also exist in traditional collectivistic cultures, such as the Chinese culture.

Chinese college students were also more likely to view role transition as a criterion for adulthood when compared to their American counterparts (Badger et al., 2006). There was also a higher emphasis on norm compliance items, favoring items that reflect obedience, conformity, and cooperation, which was believed to be embedded in Confucius teaching (Badger et al., 2006; Nelson, Badger et al., 2004). Additionally, family responsibilities, such as promoting their family financially, responsibility to take care of parents, and caring for children, were more highly valued among Chinese (Badger et al., 2006; Nelson, Badger et al., 2004). Relational maturity, which pertains to carrying on responsibility, having adequate emotional control, and the ability to take care and show concerns for others, was another group of items where Chinese young

people tended to endorse more frequently than the sample of American young people (Badger et al., 2006).

In focus group study, Wu (2017) concluded that there were three main differences between how western young adults and Chinese young adults viewed adulthood: an emphasis on interdependence, different relational dynamics with parents, and a different emphasis on cognitive maturity. Yet, Wu (2017) also found that financial independence, making independent decisions, and deciding one's own beliefs/values are common criteria shared by both western and Chinese cultures, and that marriage, having a child, and home ownership are not considered by both cultures to be important criteria for adulthood. Based on these findings, they developed seven culturally-relevant adulthood criteria for Chinese young adults: 1) ability to think from different perspectives, 2) ability to endure pressure, 3) having certain life experiences, 4) having one's opinions and open to different opinions, 5) being filial to parents by providing supports financially and emotionally, 6) having formed a life meaning or goal, and 7) ability to take responsibility for people around them. Criteria 1, 2, 4, and 5 as well as the ability to control emotions and make independent decisions ranked as the top five most shared criteria for achieving adulthood (Wu, 2017). Wu (2017) concluded that unlike in western culture, becoming an adult in the Chinese context means becoming a responsible individual who can maintain harmony with people around them, instead of just gaining independence.

Social, historical, and political environments within the larger Chinese cultural context may also impact individuals' perceptions about adulthood. Both Nelson, Duan et al. (2012) and Wu (2017) highlighted the importance of paying special attention to the cultural clash between tradition value and modern ideas in the rapidly developing economy in China in the past few decades, and how they impact young adults' perception of the unique traditional concepts rooted

in Confucian regarding *face* and of *filial piety*. Fulda et al. (2019) additionally shed light on the impact of the one child policy, New Marriage Law (raising minimum marriage age from 20 to 22 for men and 18 to 20 for women), household origin *hukou* policy and their respective impact on reaching traditionally shared adulthood milestones such as marriage, having a child, and gaining academic and employment resources. In Wu (2017), gender, educational status (college versus non-college), and place of origin (rural versus urban) differences and its impact on different ways of perceiving adulthood among Chinese young adults were also discussed in detail. These different layers of factors are highly relevant in considering the concept of emerging adulthood within the larger Chinese context.

Early Relational Trauma

The concept of psychological trauma has been studied since the 19th century by Charcot, Pierre Janet, Sigmund Freud. According to Judith Herman, psychological trauma is “an affiliation of the powerless... that overwhelm the ordinary human adaptations to life generally involves threats to life or bodily integrity, or a close personal encounter with violence and death... and evoke the responses of catastrophe” (Herman, 2015, p. 33). Psychological trauma also represents invisible wounds, and mental injuries occurred as a result of experiencing disturbing and distressing experience. It has long been recognized that experiencing emotionally distressing events could lead to psychobiological consequences, cause traumatic stress, impact regulation functions, and alter one’s conception of the outer world and oneself long term (van der Kolk, 2000).

When psychological trauma occurs within interpersonal relationships, especially intimate ones, these experiences often create additional adverse psychological consequences. When taking an ecological-transactional perspective, trauma occurring within a broader macro system

may also influence the psychological well-being of those within it. According to Isobel et al.'s (2019) synthesized definition from the literature, relational trauma can be defined as “a subtle cumulative form of interpersonal trauma that particularly occurs within important attachment relationships and induces chronic unpredictable stress, not restricted to certain events but rather the effects of dynamics and circumstances upon individuals” (p. 552). In this review, we adopt an adapted definition from Isobel et al. (2019) to define early relational trauma as one or cumulative forms of interpersonal trauma that occurred within significant attachment relationships before the age of 18, which includes CPA, CSA, emotional abuse, neglect, exposure to domestic/intimate partner violence, and other adverse experiences.

Under this definition, two distinctive groups of disadvantaged youth in China, migrant children and left-behind children, would also be considered to fall under the category of children who have been exposed to early relational trauma. Left-behind children (LBC) refers to rural children who live separated from their migrant worker parents for at least 6 months every year. These two disadvantaged groups are results of the massive economic growth and rapid urbanization in China. There has been increasing evidence suggesting LBC faces a high level of childhood trauma, especially neglect, due to the lack of emotional support, educational and medical care, supervision, nutrition, housing, and clothing resources (Wen et al., 2020). According to J. L. Wang et al. (2015), due to China's place-based public resource allocation system, migrant children and LBC face additional barriers when accessing government resources. Therefore, it is highly relevant to include these two distinct groups of individuals into the scope of the current review.

Over the past decades, there has been a burgeoning amount of research aiming to understand the impact child maltreatment, a form of early relational trauma, has on individuals

later on in life. Consistent evidence has shown that the more maltreatment a child is exposed to early on in life, the more mental health consequences will develop later on (L. Wang et al., 2020). Consistent with results conducted on western samples, several studies done within a Chinese context have found that early relational trauma increases the risk of developing a range of mental health symptoms, from anxiety and depression to dissociative pathology (Chiu, Lee et al., 2017; Chiu, De et al., 2019; Fung, Ross, et al., 2019; Gong et al., 2020; Zhang et al., 2020; Zhao et al., 2020).

Rationale and Relevance to Practice

Within the international field of resilience research, the importance of considering culture's role in shaping resilience has been increasingly recognized. Frameworks such as Bronfenbrenner's ecological theory have been proposed to better understand resilience among various cultural and ethnic communities (Ling & Kwok, 2017; Raghavan & Sandanapitchai, 2020; Ungar, 2008). There has also been increasing efforts in the field of psychology dedicated to understanding the influence of culture in the developmental period of emerging adulthood (Badger et al., 2006; Lan et al., 2019; Nelson, Badger et al., 2004). Our global context makes it especially critical to incorporate culture in understanding resilience with Chinese emerging adults. However, there has only been scattering information in the literature that provided insights into how culture is at play to prevent individuals from developing maladaptive symptoms or help them recover from these adverse impacts. Lack of readily available digestible information made it difficult to develop and implement services that are culturally adaptive. To bridge this gap between research and clinical practice, conducting a systematic review to synthesize what existing literature has found thus far is highly relevant and critical.

Given that even in the international field of resilience research there have been historically different ways of conceptualizing, it is helpful to review what are ways in which researchers have conceptualized and operationalized the concept of resilience within the Chinese context. Researchers reviewed and analyzed content from introduction, background, and/or literature review sections of the selected studies to discern different models used to conceptualize and assessment tools used to operationally assess resilience as a complex psychological construct.

To enhance understanding of resilience within the Chinese context and facilitate the development of culturally-appropriate interventions, researchers examined how researchers have incorporated culture in understanding resilience with Chinese emerging adults and identify relevant Chinese-specific elements found in the literature. Synthesizing available findings in these areas will inform future research in the area of resilience, emerging adults exposed to early relational trauma, within Chinese cultural context and provide guidance in designing culturally-sensitive services and programming.

Research Questions

To achieve these goals, the research questions of our study were:

- RQ1: How is culture incorporated in conceptualizing resilience with Chinese emerging adults who had early relational trauma?
 - RQ1.1: How is resilience conceptualized in the introduction, background, and/or literature review sections of the selected studies?
 - RQ 1.2: What are Chinese-specific cultural elements identified in the literature as extracted from introduction, background, and/or literature review sections of the selected studies?

- RQ 1.3: What assessment methods are used to assess resilience in the method section of the selected studies?
- RQ 2: How is culture incorporated in understanding resilience with Chinese emerging adults who had early relational trauma?
 - RQ 2.1: What are some culturally-specific elements identified in the results, conclusion, and/or discussion sections of the selected studies?

Chapter II: Methodology

Systematic Review Approach

According to the Cochrane Collaboration, a systematic review aims to identify, critically evaluate and synthesize literature based on pre-established criteria to answer a clearly formulated research question (Green et al., 2005). Systematic reviews follow a rigorous reproducible method, which helps reduce biases and errors and produce conclusions that are reliable and generalizable (Cook et al., 1997; Clarke, 2007; Gopalakrishnan & Ganeshkumar, 2013).

In recent years, there has been increasing acknowledgment of the value and importance of systematic reviews, especially in the field of healthcare (Gopalakrishnan & Ganeshkumar, 2013; Thomas & Harden, 2008). The systematic review enables convenient access to research evidence for clinicians by producing succinct and digestible information based on a large number of reliable studies. It also facilitates the integration of research into practice, and can potentially increase the quality of healthcare services to patients (Gopalakrishnan & Ganeshkumar, 2013; Whitemore & Knafl, 2005). The goal of the present review is to use synthesized research evidence to inform mental health practitioners about how culture impacts resilience for Chinese emerging adults who had a history of early childhood trauma.

In the current review, an integrative systematic literature review is utilized to review how culture is incorporated in conceptualizing and understanding resilience among Chinese emerging adults exposed to childhood relational trauma. An integrative literature review can be referred to as mixed-methods review, mixed studies review, and mixed research synthesis. This type of review method integrates qualitative, quantitative, and mixed methods evidence to provide a multifaceted and in-depth understanding of the identified research subject (Hong et al, 2017; Whitemore & Knafl, 2005). Additionally, Dixon-Woods et al. (2004) found that

integrative systematic reviews improve confidence in findings and can potentially compensate for the limitations in one single research design.

After following the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA) guidelines (Moher et al., 2009) for screening and selecting studies as well as quality appraisal, the mixed method Chinese and English language data was analyzed using qualitative content analysis. This qualitative analysis method enables researchers to systematically condense and flexibly describe rich qualitative evidence gathered from a wide range of sources. This method also helps researchers synthesize latent meanings underlying communication, provides new insights relating to presented facts, and gives practical directions on actions (Elo & Kyngäs, 2008). In the current review, both inductive (data-driven) and deductive (concept-drive) approaches were used to generate codes to in-depthly represent data and thoroughly answer research questions outlined (Baxter, 2020; Elo & Kyngäs, 2008; Erlingsson & Brysiewicz, 2017; Schreier, 2020). The use of qualitative content analysis helped researchers describe how resilience with Chinese emerging adults who had early relational trauma has been understood and studied in the current body of literature.

Eligibility Criteria

This section describes study eligibility criteria for this review and provides detailed rationale for the inclusion of both peer-reviewed and grey literature published in both Chinese and English.

Based on current research looking at Chinese literature published in the field of Humanities and Social sciences, even though there has been more research published in western databases, Chinese remains to be the main language of publication and not all Chinese scholars decide to publish in English or western databases (Flowerdew & Li, 2009). Therefore, to ensure

the thoroughness of the searching pool in the current study, studies published in both English and Chinese (both traditional Chinese used in Hong Kong and Taiwan as well as simplified Chinese) were included in the search process.

Including grey literature into the data sources of this dissertation was considered to be both helpful and relevant for the following reasons. According to Wright et al. (2014), grey literature may be an important source of unpublished studies of mental health within minority populations. In fact, Enticott et al. (2018) argued that government reports and other grey literature can provide additional high-quality information related to minority populations that are otherwise not identifiable in conventional literature databases. Grey literature can be particularly useful when conducting systematic reviews focusing on minority mental health (Wright et al., 2014). Many mental health systematic reviews utilize unpublished articles due to the well-documented challenges to locating relevant resources in conventional databases (Enticott et al., 2018). Thomas and Harden (2008) highlighted that, unlike meta-analysis, the need in systematic reviews to search thoroughly in grey literature is not related to statistical consideration, but about the range of concepts found in the data and whether they indicate congruent or incongruent results. This concept is called *conceptual saturation*, which is more relevant in qualitative studies. Additionally, Wright et al. (2014) noted other advantages of grey literature, including that it is believed to be less vulnerable to publication bias and can provide more updated information when compared to peer-reviewed articles.

Based on the above-mentioned rationale, our search included both peer-reviewed journal articles and grey literature to maximize the search pool and increase the heterogeneity among studies (Thomas & Harden, 2008). As defined in the present manuscript, grey literature includes book chapters, online articles, theses, systematic reviews, conference papers, presentations, and

government documents. Different types of research studies including quantitative, qualitative, and mixed methods articles were included in the search, as well as articles from all publication statuses (published, and in-press). Furthermore, researchers developed a standardized quality appraisal process before analysis to ensure the quality of the data retrieved from all sources.

Inclusion and Exclusion Criteria

Studies that met the following criteria were included in the present study:

1. Articles published after 1980 (Xie & Wong, 2020).
2. Articles must address individuals aged between 18–30 years old or who identified or were described as emerging adults, college students, or young adults.
3. Articles must address research conducted in a Chinese cultural context or participants grew up in a Chinese cultural context (this can be broadly defined as someone who grew up in or out of mainland China but in communities that share common Chinese cultural norms and values, including Hong Kong, Macau, and Taiwan).
4. Articles addressed mental health outcomes of early relational trauma exposure (including sexual, emotional, physical abuse or neglect), as well as left-behind and migrant children.
5. Articles must include participants who experienced relational trauma during childhood (trauma first occurred before the age of 18 years old).
6. Articles must have examined the factors contributing to recovery/post-traumatic growth/resilience from childhood relational trauma.

These following types of studies were excluded from this review:

1. Studies only focused on trauma that happened after childhood (occurred after the individual turned 18 years old).
2. Studies only focused on traumas other than relational trauma as specified above.
3. Studies conducted outside of a Chinese cultural context.
4. Studies did not address mental health aspects of trauma exposure, for example, only focused on monetary losses.

Search Strategies

A record of the Boolean search terms and search plan can be found in Appendices (see Appendix A).

Search Plan

Considering that this research topic focuses on resilience within a Chinese cultural context, the searches were conducted using both English and Chinese databases that contain psychological and psychiatric sources.

According to a number of systematic reviews focusing on mental health-related topics with minority populations, researchers recommended searching within PsychINFO, CINAHL, and SCOPUS because their studies indicate that these databases contain more minority-related mental health studies than other databases (Enticott et al., 2017; Wright et al., 2014). Additionally, Wright et al. (2014) recommended searching Diss & Thesis, Global Health, Health Mgt Inf Cons, Soc Abs, and adding relevant specialist databases that could increase the number of relevant studies. Previous research examining a similar research topic mainly used the following databases: China National Knowledge Infrastructure (CNKI), EMBASE, Sage, Scopus, PubMed, EBSCO, and ScienceDirect.

Based on these recommendations, this review conducted searches in EBSCO(host), SCOPUS, Sage, PubMed, ScienceDirect, EMBASE, Diss & Thesis (through ProQuest), Sociological Abstracts using English search terms listed in the next section. This review conducted searches in CNKI using Chinese search terms listed in the next section.

As recommended by previous researchers, the search using English search terms was supplemented with a general internet search using Google Scholar. In order to also include relevant information in Chinese outside of academic sources, the researcher also conducted a search using Chinese search terms using Baidu Wenku. Relevant articles in English and Chinese published since 1980 of the abovementioned databases were identified through title, key words, and abstract searches (see Appendix A).

Search Terms

Specific search terms included:

- *Early Relational Trauma (Child* Maltreat*t OR Child* Trauma*, Child* Abus* OR Child* Sex* Abus* OR Child* Physical Abuse OR Child* Neglect, Child* Emotional Abuse OR Neglect OR "Adverse Childhood Experiences" or "ACE" OR "ACEs" OR Early Advers* Event* OR Early Advers* Experienc* OR ELA OR Early Trauma* OR Early Relation* Trauma* OR Early exposure to Intimate Partner Violence OR IPV OR Left-behind Children OR LBC OR Migrant Child* OR History of Child* Abus* OR Child* Psychological Maltreat* OR Child* Psychological Abus*)*
- In Chinese it will be: 童年期 OR 童年 OR 早期 AND 创伤 OR 虐待 OR 暴力 OR 情感忽视略 OR 情感暴力 OR 冷暴力 OR 身体虐待 OR 性虐待 OR 亲密伴侣暴力 OR 家庭暴力 OR 不良儿童经历 OR 留守

- *Chinese (Chin*)*
 - In Chinese: 中国 OR 中华文化 OR 中国文化
- *Emerging Adults (college student* OR university student* OR undergraduate OR young adult* OR youth* OR emerging adult*)*
 - In Chinese: “成年初显期” OR “成年萌发期” OR 大学生 OR 年轻人 OR 青年
- *Resilience (Resilien* OR Post-traumatic growth OR PTG OR Coping OR Hardiness OR Perseverance OR Suzhi)*
 - In Chinese: “心理弹性” OR 复原力 OR “创伤后复原” OR 创伤后成长 OR 应对 OR “心理素质”

Searches were conducted using the above-listed search terms in each database identified above.

Screening, Selection and Quality Appraisal Processes

Screening

Both academic articles and grey literature were screened using the same process. During the initial screening phase, the titles and abstracts of all the articles found in the search were screened. Articles that met inclusion and did not meet exclusion criteria proceeded to full-text screening to further confirm their eligibility. Articles that required further clarification to determine eligibility during the initial screening phase also proceeded to full-text screening to clarify eligibility.

Articles that successfully passed the initial and the full-text screening phases were included in the quality appraisal data pool. Duplicate studies were identified and removed from

the quality appraisal data pool. To ensure the quality of the screening process, three trained research assistants independently reviewed each article and recorded their own decisions. Discrepancies among reviewers' decisions were thoroughly discussed among the researcher and the two assistants before arriving at final decisions.

Selection and Quality Appraisal

Quality Appraisal Procedures for Academic Articles. The academic articles that passed through the inclusion and exclusion criteria screening subsequently went through a quality appraisal process to determine whether they were eligible to be included in the final data pool. A detailed record with all quality appraisal criteria can be found in the Dissertation Database (see Appendix B[a, b]).

Thomas and Harden (2008) suggested assessing article quality based on twelve criteria. They grouped these twelve criteria into three main categories:

1. quality related to reporting, which includes reporting of study aim, context, rationale, methods, and findings
2. validity and reliability of strategies employed, specifically regarding data collection strategies and analysis methods; and
3. appropriateness of methods.

The primary researcher and three additional trained research assistants read through each individual article. Each article was assigned a record identification number. The research assistant documented each article's record identification number, title, authors, year of publication, methodology used, and specific research design in a quality appraisal form. Each article's overall quality was assessed using a rating scale from 0 to 3 (0 = *missing*, 1 = *weak*, 2 = *good/adequate*, 3 = *strong*). Each study was rated based on:

1. The quality of its literature foundation and rationale for study,
2. Clarity and specify of research aim,
3. Quality of its research design or methodological approach
4. Sample selection and characteristics
5. Data collection tools
6. Data collection process
7. Analysis and presentation of data
8. Discussion of study limitations
9. Consideration of culture

At the end of the form, each individual study was given an overall rating, ranging between 0 to 3 (0 = *missing*, 1 = *weak*, 2 = *good/adequate*, 3 = *strong*). All articles were independently reviewed by three trained research assistants. Discrepancies between reviewer decisions were identified and thoroughly investigated before a final rating was documented. Studies with a rating of 1 or 0 were excluded (see Appendix B[a]). This process and the quality appraisal forms used were adapted from the Individual Study Quality Appraisal Form developed by Dr. Shelly Harrell.

Quality Appraisal Procedures for Grey Literature. Researchers originally planned to use the Authority, Accuracy, Coverage, Objectivity, Date, Significance (AACODS) checklist developed by Jess Tyndall (2010), which is developed specifically for evaluating the quality of data gathered from non-academic sources. In this checklist, grey literature is comprehensively evaluated according to six domains: authority, accuracy, coverage, objectivity, date, and significance (see Appendix B[b]). However, after initial screening, researchers noticed that all of the grey literature retrieved from general interest searchers for the current study were structured

similarly to academic articles. After discussion among research team members, it was determined that the quality appraisal forms developed for academic articles appeared appropriate for articles retrieved from the general internet searches. Therefore, the Research Study Quality Appraisal Form was used for the grey literature rather than the AACODS.

Data Extraction

To extract and collect relevant data for further analysis, the researcher used a standardized template adapted from the data collection form developed by Cochrane Effective Practice and Organization of Care (EPOC, 2013). A copy of this adapted data extraction template can be found in the Dissertation Database (see Appendix C).

These following information was extracted from included records:

- General information
 - Full name of the article
 - Article number,
 - Author name and year of publication
 - Source/Publication type and name,
 - Document language
- Design characteristics and methodological features
 - Research aim
 - Research question
 - Research method
 - Research approach
- Assessment of research variables
 - Research variables

- Assessment tool used
 - Reliability and validity
 - Cultural adaptation/consideration
- Study participant characteristics and recruitment process
 - Population
 - Sample Size
 - Recruitment method
 - Sample characteristics (age, gender, region, race/ethnicity)
- Setting characteristics
 - Study location
 - Data collection settings
- Analysis conducted
 - Descriptive statistics
 - Inferential statistics
 - Qualitative analysis
- Results
 - Key results of the study
- Conclusions
 - Key conclusion(s)
 - Conclusion(s) related to resilience
 - How does the study address our research questions:
 - RQ1-1) How is resilience conceptualized in the introduction, background, and/or literature review sections of the selected studies?

- RQ1-2) What are Chinese-specific cultural elements identified in the literature as extracted from introduction, background, and/or literature review sections of the selected studies?
- RQ1-3) What assessment methods are used to assess resilience in the method section of the selected studies?
- RQ 2) How is culture incorporated in understanding resilience with Chinese emerging adults who had early relational trauma?
- Follow-ups
 - Recommendations for future research
 - Implications for practice
 - Study limitations

Research assistants were provided training on how to use the templates to identify and extract relevant data from the included records. Researchers demonstrated the process using three records to illustrate where to locate information and what to extract.

Database Organization and Management

After completing data collection, information in each individual data extraction form was transferred to a master excel spreadsheet for data management by a research assistant (Appendix D). The researcher and another research assistant thoroughly reviewed all information in the Data Management File and edited any discrepancies and errors. Qualitative data extracted under the conclusion section of the data extraction forms was separately transferred to a Qualitative Analysis Data tab in the spreadsheet for further analysis.

Data Synthesis, and Analysis Methods

To answer research questions for this review, qualitative content analysis was utilized to synthesize how resilience with Chinese emerging adults who had early relational trauma has been conceptualized and studied in the current body of literature (Schreier, 2020). In this review, the process of data analysis involved developing a detailed definition of key variables in the research questions, using the definition to set a frame to select relevant material for analysis, choosing appropriate content analysis approach for coding, develop detailed coding instructions, pilot testing and modifying the codes and coding instructions, and then applying the coding instructions to formally conduct primary and secondary analysis. Details of the coding instructions, the coding process, subsequent synthesis of all the materials, and presenting and interpreting the results are outlined in the Coding Manual and Process Record Sheet (see Appendix E).

Both inductive and deductive coding methods were used in different stages of the analysis process to answer research questions. For research question 1.1, the researcher utilized a concept-driven (deductive) approach to analysis. A set of primary codes informed by the literature were used to code qualitative content extracted from the data pool. Researchers thoroughly reviewed these deductively coded materials and developed secondary thematic codes to synthesize the materials extracted. For research questions 1.2 and research question 2, the researcher used a data-driven (inductive) approach to coding. More details about the coding processes are reported in the Results section.

Chapter III: Results

Study Selection Results

The search process began with a total of 704 records identified from searching in both Chinese and English electronic databases. Of the 704 records, a total of 184 were identified from nine different academic databases (EBSCOhost $n = 30$; ProQuest [Dissertation and Thesis] $n = 28$; SCOPUS $n = 33$; PubMed $n = 22$; SAGE $n = 7$; ScoAbs $n = 9$; EMBASE $n = 20$; ScienceDirect $n = 5$; CNKI $n = 30$), and 520 were identified from general searches (Google Scholar search using English search terms $n = 318$; Google Scholar search using Chinese search terms $n = 181$; Baidu Wenku $n = 21$). After title and abstract screening, 605 records were excluded (Excluded records from academic sources $n = 121$; Excluded records from general literature searches $n = 484$). A total of 99 records (Records from academic sources $n = 63$; Records from general literature searches $n = 36$) were identified for full-text screening. Due to two records being unretrievable/unavailable, a total 97 records underwent a rigorous full-text review conducted first by two trained research assistants and later verified by the main researcher. Discrepancies among reviewers were noted and thoroughly reviewed among research assistants and researchers before determining whether the record would be included in the pool of studies that would undergo Quality Appraisal. Based on this thorough screening process, a total number of 64 records were included. Researchers next used the search function on Excel to remove duplicates, and then manually screened the titles and authors to remove duplicates ($n = 25$). After removing duplicates, a total of 39 records were included in the Quality Appraisal (see Table 1).

Table 1*Study Selection Data*

Sources	Title and abstract screening			Full-text screening		Final	
	Total searched	Excluded	Unretrievable	Screened	Excluded	Removed	Included
Academic database (<i>n</i> = 9)	184	121	1	62	17	25*	20
General internet searches (<i>n</i> = 3)	520	484	1	35	16	0	19
Total	704	605	2	97	33	25	39

Note. *removed due to being duplicates.

Results of Individual Quality Appraisal

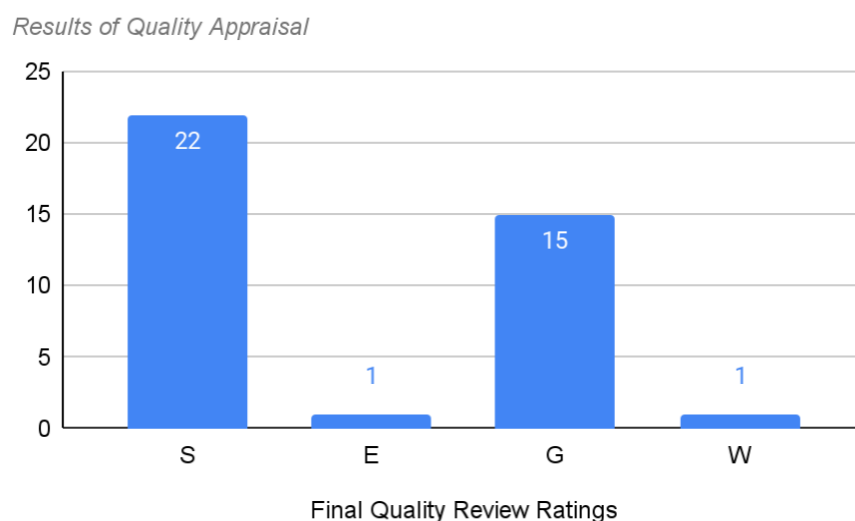
A total of 39 articles underwent a rigorous quality review process using a standardized quality appraisal template (see Appendix B[a]). Four reviewers were involved in the quality appraisal process including the researcher, two graduate level research assistants, and an undergraduate level research assistant. The researcher provided training to all three assistants to ensure they understood the quality appraisal template and the standards for the rating system. Each reviewer independently reviewed all the records in the database. Reviewers independently provided ratings (3 = *strong*, 2 = *good/adequate*, 1 = *weak*, 0 = *missing* or *NA*) in nine different domains and then averaged all ratings for a final rating of E (Exemplary, having all 3s) S (Strong, having mostly 3s), G (Good/Adequate, having mostly 2s), or W (Weak, having mostly 1s). There was a high rate of agreement across reviewers on their final rating scores, with three of four raters agreeing 92.3% of the time. There were only three studies in which raters were more split on neighboring ratings: two between Strong and Good, and one between Good and Weak. Discrepancies in independent reviewer rating were thoroughly reviewed and discussed

among the review team. The review team came to full agreement before determining final review ratings.

After the thorough discussion, the final ratings were recorded in a final rating review sheet. In the current review, 56.4% ($n = 22$) of all the reviewed records received a final rating of S (Strong, having mostly 3s), 38.5% ($n = 15$) received a final rating of G (Good/Adequate, having mostly 2s), 2.6% ($n = 1$) received a final rating of E (Exemplary, having all 3s), and 2.6% ($n = 1$) received a final rating of W (Weak, having mostly 1s) (see Figure 1 below).

Figure 1

Results of Quality Appraisal



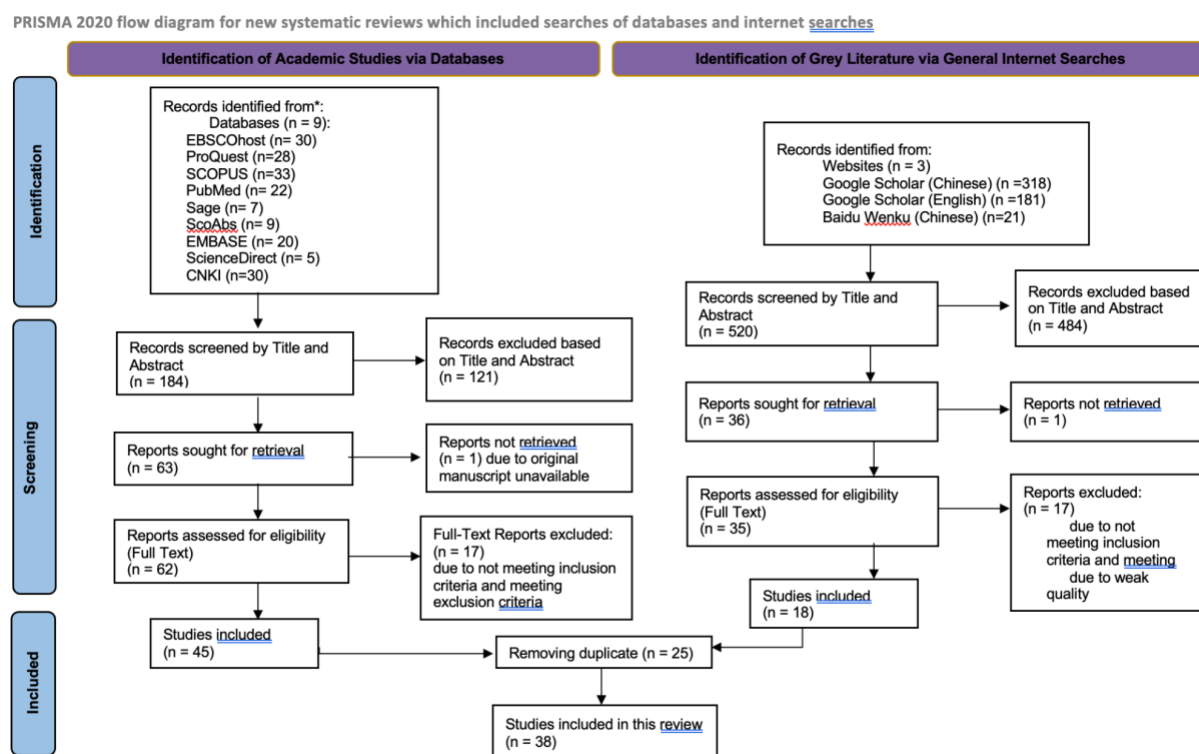
Note. This figure demonstrates the number of included studies with these following ratings: E (Exemplary) S (Strong), G (Good/Adequate), or W (Weak).

Only records that received a final Quality Appraisal review rating of exemplary, strong, and good were included in the final review database. The record with W rating was eventually removed from the final review database due to its poor quality. In this systematic review, a total of 38 records were eventually included in the final review database. See the PRISMA Flow

Diagram (Figure 2) below for visual and tabular presentation of the search, screening and quality appraisal steps and data.

Figure 2

PRISMA Flow Diagram



Modified From: Page MJ, McKenzie JE, Bossuyt PM, Boutron I, Hoffmann TC, Mulrow CD, et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ* 2021;372:n71. doi: 10.1136/bmj.n71. For more information, visit: <http://www.prisma-statement.org/>

Overview of Included Study Findings

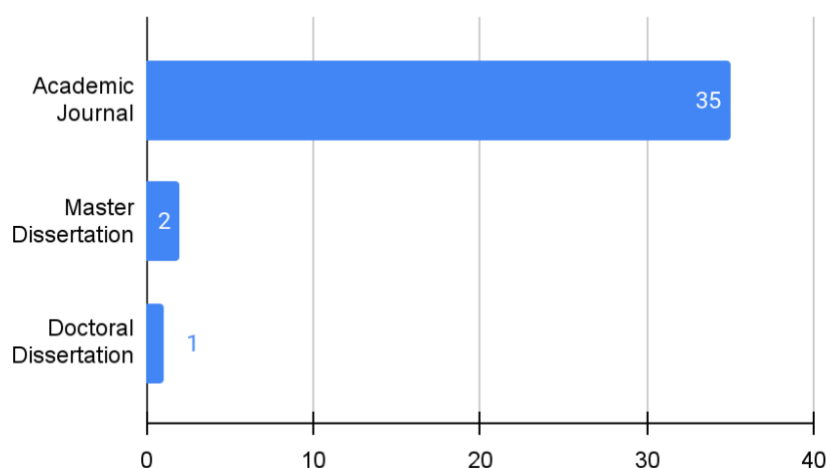
Of the 38 included studies, 20 were written in English and 18 were in Chinese. In terms of the sources from which they were retrieved, 28 records were from academic journals and 10 records were from general internet searches. In terms of publication type, 35 records were journal articles published on electronic academic journal databases, two records were master's dissertations (both received quality appraisal rating of S), and one record was a doctoral dissertation (received quality appraisal rating of G; see Figure 3). 97.4% ($n = 37$) of the included

records were quantitative studies and only one record (a journal article) was a mixed-method study. All the records were structurally similar to a research paper, with introduction, methods, and results sections; thus, all the records were reviewed using the same quality appraisal form (Appendix B[a]).

Figure 3

Included Studies Source Types

Included Studies Source Types



Findings Organized by Research Questions

Research Question 1

To answer Research Question 1.1 (i.e., “How is resilience conceptualized in the introduction, background, and/or literature review sections of the selected studies?”), qualitative content analysis was utilized to broadly understand how resilience is conceptualized in the introduction, background, and/or literature review sections of the selected studies. Accordingly, qualitative data was extracted from the introduction, background, and literature review sections of the selected studies in the final review database. More specifically, paragraphs were chosen as

meaning units and the paragraphs that provided information relating to research question 1.1 were extracted from the included records for content analysis.

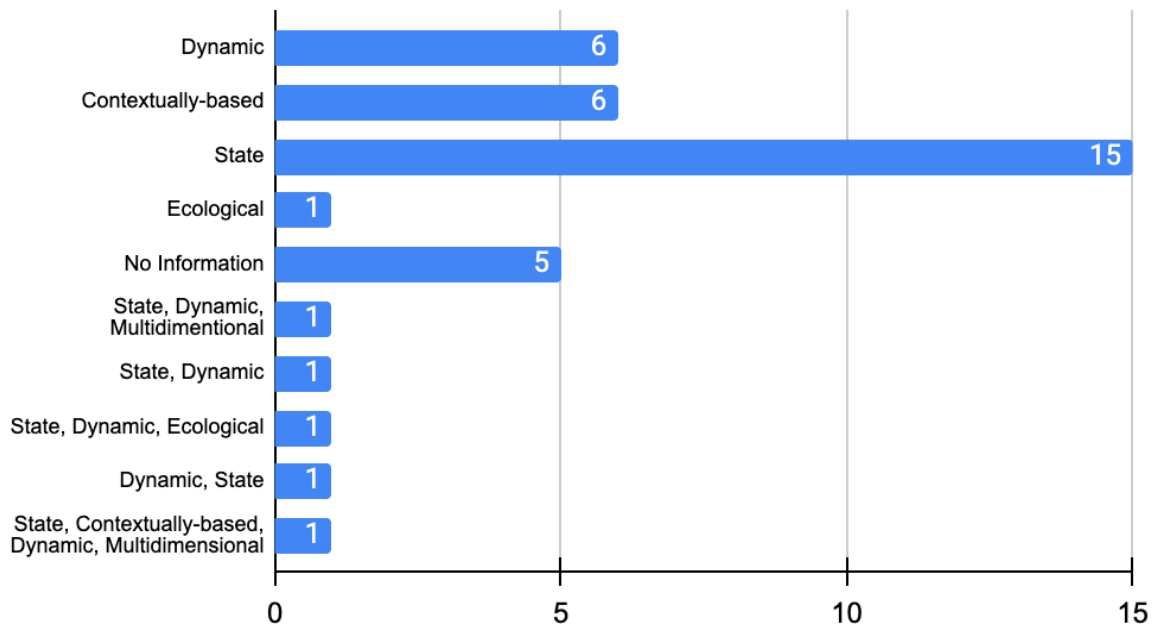
Paragraphs written in Chinese were translated into English by a graduate research assistant who has native proficiency in Chinese. The translated data was later reviewed by the main researcher who also has native proficiency in Chinese to ensure the accuracy of the translation.

Two levels of content analysis were utilized to analyze qualitative data. The primary level of analysis followed a deductive approach and utilized a concept-driven method to develop codes for content analysis. Concept-driven deductive qualitative codes were developed guided by current resilience literature. Specifically, according to Arrington and Wilson (2000), Raghavan and Sandanapitchai (2020), Ungar (2008, 2013) and J. L. Wang et al. (2015), four different ways to conceptualize resilience were identified: conceptualizing resilience as a state (meaning protective trait(s), factor(s), ability, outcome, coping, adaptation), a contextually-based concept, culturally-based, match, adapt (to context), resource[s]), a dynamic concept (dynamic, interactive, fluid, process), or an ecological concept (Bronfenbrenner's ecological levels). These four different ways of conceptualization were used as primary codes to analyze the extracted data (see Table 2). Primary level of content analysis revealed that 15 (39.5%) records conceptualized resilience solely as a state, six (15.8%) records conceptualized resilience solely as a contextually-based concept, six (15.8%) solely as a dynamic concept, one (2.6%) as an ecological concept, five (13.2%) records did not provide information on their conceptualization, and another total of five (13.2%) records mentioned a combination of two or more ways of conceptualization in their introduction, background, and/or literature review sections (see Figure 4).

Figure 4

Primary Analysis Results for Research Question 1.1

Models Used to Conceptualize Resilience: Primary Analysis Results



Qualitative data additionally underwent a secondary analysis process which utilized an inductive approach of coding. Upon thorough review of the primary analysis results, a set of secondary codes was developed to represent the data (see Table 2). These secondary codes encompassed four different ways of conceptualizing resilience, which included static, unidirectional, bidirectional, and multidimensional. Secondary content analysis revealed that 15 (39.5%) records used a static way of conceptualization, eight (21.1%) used a bidirectional way of conceptualization, six (15.8%) used a unidirectional way of conceptualization, five (13.2%) records did not provide relevant information, and four (10.5%) utilized a multidimensional way of conceptualization (see Figure 5).

Figure 5

Secondary Analysis Results for Research Question 1.1

Models Used to Conceptualize Resilience in the Literature: Secondary Analysis Results

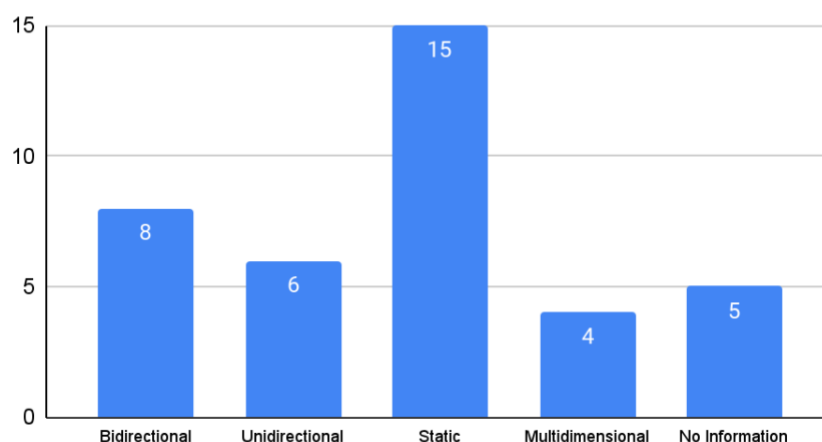


Table 2

Code Sheet for Research Question 1.1

Primary codes for RQ 1.1	Examples from extracted data	Secondary codes for RQ 1.1	Coding notes
State	Protective traits(s), factor(s), ability, outcome, coping, adaption	Static	State was the only primary code
Contextually based	Contextually based, culturally based, match, adapt (to context), resources	Unidirectional	Contextually based was the only primary code
Dynamic	Dynamic, interactive/interplay, fluid, process	Bidirectional	Dynamic was the only primary code OR if dynamic and state were both mentioned but emphasis is on dynamic interaction
Ecological	Bronfenbener's ecological levels	Multidimensional	Ecological was the only primary code, OR if prior codes implied that the concept encompasses several categories OR implied different dimensions of this concept

To further understand how culture is incorporated in conceptualizing resilience with Chinese emerging adults who had early relational trauma, the researcher performed an inductive content analysis of content extracted from the final database that described the role of Chinese culture (e.g., core values, traditions, philosophy, characteristics, ways of relating, social norms) in each study's respective description of their conceptualization of resilience. Qualitative data written in Chinese was translated by a graduate research assistant who has native proficiency in Chinese and the translated data was later reviewed by the main researcher who also has native proficiency in Chinese to ensure the accuracy of the translation.

Two levels of inductive analysis were performed. In the primary analysis, the researcher inductively developed the following codes: tolerance, endure, conformity, filial piety, interdependent self-construal, relationship with others, and collective harmony. After the researcher thoroughly reviewed the primary coded data, she investigated common themes across the different primary codes. These inductively-developed secondary codes included culturally-embedded individual quality, interdependent self-construal, and relational/collective harmony (see Table 3).

Table 3*Code Sheet for Research Question 1.2*

Primary codes for RQ 1.2	Examples from extracted data	Secondary codes for RQ 1.2	Examples from extracted data
Tolerance	Confusion, belief tolerance of adversity	Culturally embedded individual quality	Tolerance, conformity, endurance, filial piety
Endurance	Endurance		
Conformity	Conformity to authority, conform during hardship		
Filial piety	Filial piety		
Interdependent self-construal	Interdependent self-construal	Interdependent self-construal	Interdependent self-construal
Relationships with others	Relationships with others	Relational/collective harmony	Conformity, filial piety, relationship with others, collective harmony
Collective harmony	Collective harmony		

To understand how culture is incorporated in conceptualizing resilience with Chinese emerging adults with early relational trauma, researchers also looked at the assessment tools utilized in the method sections of all included studies and extracted the identified assessment tools utilized to answer Research Question 1.3. A graduate level research assistant reviewed all assessment tools extracted from studies written in Chinese and searched for the official English translation of or official English full name of these extracted tools. These translated assessment tool names were later reviewed by the main researcher to ensure the accuracy of the translation.

Extracted data (see Table 4) showed that the following assessment tools were used to assess the concept of resilience: Connor-Davidson Resilience Scale, Wagnild's 14-item Resilience Scale, Resilience Scale for Chinese Adolescent, Core Self-evaluations Scale,

Resilience Scale for Adults, Simplified Coping Style Questionnaire, Flourishing Scale, Positive Psychological Capital Questionnaire, Difficulties in Emotion Regulation Scale, Chinese Positive Youth Development Scale. Of the 39 included studies, 25 (65.8%) used Connor-Davidson Resilience Scale (CD-RISC), 3 (7.9%) used Scale for Chinese Adolescent (RSCA), two (5.3%) used Wagnild's 14-item Resilience Scale (RS-14), two (5.3%) used Resilience Scale for Adults (RSA), six used did not use assessment tools that directly assess the concept of resilience but measured related variables (core self-evaluation, coping style, flourishing/self-perceived success, positive psychological capital, emotion regulation, and positive development). The six other assessment tools used were Core Self-evaluations Scale 核心自我评价问卷 (CSES) focused on assessing the concept of self-evaluation, Simplified Coping Style Questionnaire (SCSQ) focused on assessing coping style, Flourishing Scale focused in assessing self-perceived success, Positive Psychological Capital Questionnaire (PsyCap) focusing on assessing psychological capital, Difficulties in Emotion Regulation Scale (DERS) focusing on assessing emotion regulation, and the Chinese Positive Youth Development Scale (CPYDS) assessing for positive youth development.

Table 4*Results for Research Question 1.3: Time Assessment Tools Used*

Name of assessment tool	Times used by included studies
Connor-Davidson Resilience Scale (CD-RISC; Connor and Davidson, 2003)	25
Resilience Scale for Chinese Adolescents (RSCA; 青少年心理弹性量表 Hu & Gan, 2008)	3
Wagnild's 14-item Resilience Scale (RS-14) (Wagnild & Young, 1993)	2
Resilience Scale for Adults (RSA) 成人心理弹性量表 (Friborg et al, 2003)	2
Core Self-evaluations Scale (CSES; 核心自我评价问卷 Judge et al., 2003)	1
Simplified Coping Style Questionnaire (SCSQ; Zhao et al., 2022)	1
Flourishing Scale (Diener et al., 2010)	1
Positive Psychological Capital Questionnaire (PsyCap; Luthans, 2007)	1
Difficulties in Emotion Regulation Scale (DERS; Gratz and Roemer, 2004)	1
Chinese Positive Youth Development Scale (CPYDS; Shek, Siu, & Lee, 2007)	1

Research Question 2

In addition to understanding how culture is incorporated in conceptualizing resilience, the researcher also analyzed how culture is incorporated in understanding and interpreting resilience among the current resilience literature focusing on Chinese emerging adults. To understand this question further, the researcher conducted qualitative inductive content analysis on paragraphs, again serving as meaning units in the current analysis, extracted from the results, conclusion, and discussion sections of the included records to identify culturally relevant elements.

The same procedures were used for Chinese data in this analysis as reported above for Research Question 1.1.

Two levels of content analysis were utilized to analyze the extracted data. In the primary level analysis, the researcher inductively identified the following primary codes:

- interpersonal/family support
- social support
- emotional care during childhood
- relationship with others/ mutual help
- collectivist well-being; emotional restraint
- perseverance; conformity; preserve harmony
- will to excel
- modesty
- cautiousness
- viewing adversity as a matter of luck
- superstition
- emotion regulation
- correspond with requirement of Chinese traditional culture
- Chinese notion that "a hit shows affection, a scold shows love"

The researcher thoroughly reviewed the primary codes, investigated recurring themes across them, and then inductively developed a set of secondary codes. The secondary codes that emerged from this second level of analysis were interpersonal support, social support, favorable personal characteristic congruent with cultural context, and positive reframe of adversity (see Table 5).

Table 5*Code Sheet for Research Question 2.1*

Primary Codes for RQ 1.2	Examples from Extracted Data	Secondary Codes for RQ 1.2	Examples from Extracted Data
Interpersonal/family support	Interpersonal level of resilience, family, resilience, peer support	Interpersonal support	Interpersonal level, family, resilience, family, parental, peer support, mutual help, relationship with others
Social support	Social relations, support from society		
Emotional care during childhood	Emotional care during childhood	Favorable personal characteristic congruent with cultural context	Emotional restraint, perseverance, conformity, preserve harmony, will to excel, emotion regulation, modesty, cautiousness, correspond to requirement of Chinese traditional culture, collective well-being
Relationship with others/mutual help	Humanity and mutual help, self evaluation dependent on relationships with others		
Collectivist well-being	Collectivist well-being rather than individualistic well-being		
Emotional restraint	Emotional restraint		
Perseverance	Perseverance in the face of adversity		
Conformity	Conforming to preserve harmony	Social support	Social relations, support from society
Preserve harmony	Preserve harmony		
Will to excel	A will to excel		
Modesty	Modest		
Cautiousness	Cautious		
Viewing adversity as a matter of luck	Viewing adversity as a matter of luck		

Primary Codes for RQ 1.2	Examples from Extracted Data	Secondary Codes for RQ 1.2	Examples from Extracted Data
Superstition	Superstition	Positive reframe of adversity	Viewing adversity as a matter of luck, Superstition, Chinese notion that “a hit shows affection, a scold shows love”
Emotion regulation	Ameliorating emotional dysregulation, regulation		
Correspond with requirement of Chinese traditional culture	Modest and cautious, correspond with the requirement of Chinese traditional culture		
Chinese notion that “a hit shows affection, a scold shows love”	Chinese notion that “a hit shows affection, a scold shows love”		

Summary

The goal of this chapter was to present the results of the content analysis of the 39 studies on understanding about resilience with Chinese emerging adults who had early relational trauma. Findings were carefully organized in three different sections to directly address the three research questions pertaining to understanding the conceptualization and the understanding of resilience among emerging adults within a Chinese context. The intent was to aid the digestion of information from our careful analyses. The discussion section shares ways that such synthesized data may have relevance for clinical practice and for informing potential directions for further research on this and related topics.

Chapter IV: Discussion

Overview

This systematic review of the literature was the first to focus on how culture is incorporated in conceptualizing and understanding resilience within the population of Chinese emerging adults who had early relational trauma. Following a thorough Cochrane PRISMA review, 38 studies gathered from a total of 12 Chinese and English language sources were synthesized and analyzed using content analysis. Findings revealed that researchers used four main ways to conceptualize resilience: Static, Unidirectional, Bidirectional, and Multidimensional. Although a little less than half of these conceptualizations included cultural aspects (47.4%), Chinese-specific cultural elements in the conceptualization of resilience were found through inductive coding: culturally embedded individual qualities (tolerance, endurance, conformity, filial piety), interdependent self-construct, and relational harmony.

To further understand how resilience was conceptualized, analysis of the assessment tools used by the included records showed that Connor-Davidson Resilience Scale (CD-RISC) was the most frequently used assessment tool ($n = 25$). Three other resilience measures were identified that demonstrated reliability within the Chinese context (i.e., CD-RISC, RS-14, RSA; Chen, Xie et al., 2020; Cheng et al., 2020; L. Yang & Lv, 2008). One measure (RSCA) was developed within the Chinese context and demonstrated satisfactory cultural reliability (Hu & Gan, 2008).

Finally, content analysis of the included studies' results and discussions sections revealed the following culturally-specific ways that resilience was incorporated: interpersonal support, social support, favorable personal characteristics congruent with cultural context, and positive reframe of adversity. This chapter discusses the present study's results in the context of the

broader literature, relates their implications for practice and future research, and concludes with limitations and potential contributions.

Discussion of Findings Organized by Research Questions

To reiterate, the research questions of our study were:

- RQ1: How is culture incorporated in conceptualizing resilience with Chinese emerging adults who had early relational trauma?
 - RQ1.1: How is resilience conceptualized in the introduction, background, and/or literature review sections of the selected studies?
 - RQ 1.2: What are Chinese-specific cultural elements identified in the literature as extracted from introduction, background, and/or literature review sections of the selected studies?
 - RQ 1.3: What assessment methods are used to assess resilience in the method section of the selected studies?
- RQ 2: How is culture incorporated in understanding resilience with Chinese emerging adults who had early relational trauma?
 - RQ 2.1: What are some culturally-specific elements identified in the results, conclusion, and/or discussion sections of the selected studies?

Research Question 1.1

Both static and culturally informed conceptualization models of resilience were found in the present study, along with a minority of studies that did not directly reference any model (see Figure 5 and 6).

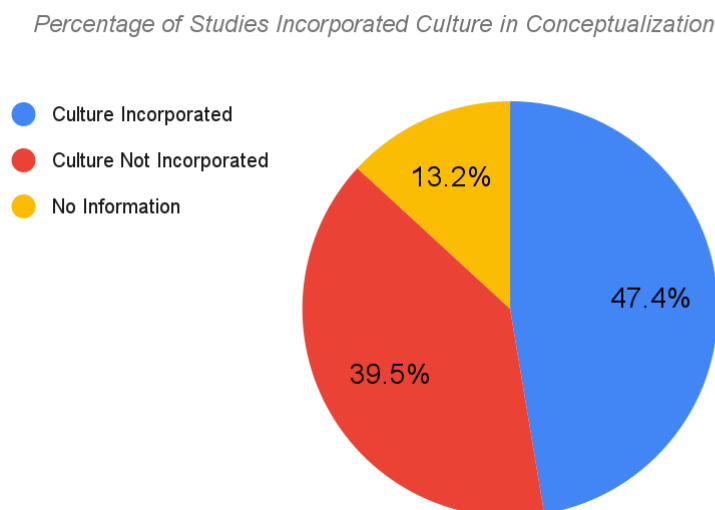
Our results revealed that conceptualizing resilience as a state is the most common type of conceptualization (39.5%; $n=15$) in the current body of literature looking at resilience among

Chinese emerging adults with early relational trauma. Resilience as a state describes resilience as a trait, characteristic, attribute, feature, or outcome that is independent of its context or environment, and has no interaction with cultural factors. This result shows that the majority of included studies adopted the initial western-centric and individualistic perspective on the concept of resilience (Arrington & Wilson, 2000; Garmezy et al., 1984; Ungar, 2008). This is unsurprising since resilience research was initially born out of the western scientific world and anchored in Eurocentric epistemology (Ungar, 2008). Despite increasing interest and attention in contextual dimensions of resilience in the past few decades, the view of resilience as a purely individual asset, trait, state, or outcome remains common (Fleming & Ledogar, 2008).

The high frequency of regarding resilience as a state in the present study implies that two-fifths of the current literature on Chinese emerging adults with relational trauma employed a static way of conceptualization without considering unidirectional, bidirectional, or multidimensional impacts of culture (see Figure 6). This is problematic because homogeneity across cultures and populations has more often been assumed by researchers rather than demonstrated (Ungar, 2006, 2008). Ungar (2006, 2008) and Masten (2014) advised caution against conceptualizing resilience independent of its context when studying non-western populations. Furthermore, Masten (2014) pointed out that static traits found to be consistently correlated with resilience are also dynamically shaped by human experience and contexts. Thus, these seemingly static variables also manifest and function differently in the process of positive adaptation. For that reason, purely adopting a static perspective of conceptualizing resilience is unreliable. In line with this view, our findings further underscored the importance of employing conceptualization models that consider the role of culture when studying resilience within the Chinese cultural context (Maston, 2014; Xie & Wong, 2020; Yu & Zhang, 2007).

Figure 6

Percentage of Studies Incorporated Culture in Conceptualization



Despite the commonly used state-based conceptualization of resilience in the present study, an encouraging finding was that the majority of the included studies (47.4%; $n = 18$) in some way incorporated culture in their conceptualizations of resilience (see Figure 6). In these ways of conceptualization, culture was viewed to have unidirectional impact on resilience, or regarded to have bidirectional impact between culture and resilience, or seen as a dimension of various ecological levels that could impact the development of resilience over time. The bidirectional and multidimensional ways of conceptualization identified in the literature reflected more contemporary ways of conceptualization such as the socioecological model proposed by Ungar (2011) and the more dynamic, interactive, and process-oriented models proposed by Fergus and Zimmerman (2005), Masten (2014), and J. L. Wang et al. (2015). This result demonstrated that over the decades of efforts of bringing awareness of incorporation of culture in resilience research, literature focusing on Chinese emerging adults appears receptive to employing the more contemporary, updated, and contextual ways of conceptualizations.

Taken together, the above-discussed results related to research question 1.1 are similar to other reviews of conceptualization models. Similar to our results, Ayed et al.'s (2019) systematic review revealed that viewing resilience as a characteristic and as a process were the two main groups of conceptualization among peer-reviewed adult mental health literature published in English. Their results were in line with the current review showing a static model being the most commonly employed and bidirectional (including process resilience) as the second most commonly used conceptualization. Our findings additionally paralleled Xie and Wong's (2020)'s systematic review of resilience research among the Chinese population, in which 45.4% of their included studies conceptualized resilience as static (Xie & Wong, 2020). However, what seems a bit different from Xie and Wong (2020)'s finding was that they found process resilience to be the most commonly used way of conceptualization. This variation could be due to their review including a broader age range of the Chinese population instead having a special focus on the emerging adults in the current review, or that they had fewer categories than our review.

A final key finding related to Research Question 1.1 was that among all the included studies, 13.2% ($n = 5$) failed to provide information regarding their conceptualization or definition of resilience. Upon further examination, the researchers discovered among the five total articles, two articles did not provide any definition of resilience, which possibly was due to omission or the required length of their published works. For the other three articles, the researcher noted that they discussed constructs that overlap with resilience, namely emotion regulation, core self-evaluation, and coping style (Southwick et al., 2014; Ungar, 2013). More specifically, emotion regulation has been highlighted to both be a key determinant of resilience (Southwick et al., 2014) and an interdependent construct (Artuch-Garde et al., 2017). Similarly, coping and resilience are believed to be related constructs (Campbell-Sills et al., 2006) and

coping can serve as a moderator between resilience and psychological health (C. Li et al., 2020). Core self-evaluation is regarded by some as an essential component of resilience (Elliott et al., 2013).

Our findings of related constructs in the included resilience literature has been noted by others as well. Many researchers have critiqued the conceptual ambiguity of resilience and how it overlaps with other constructs (Ayed et al., 2019; Den Hartigh & Hill, 2022). An implication of our findings is that researchers should further clarify the relationships between these related variables, and establish more clarity and coherency in the theoretical conceptualization and measurement of resilience.

Research Question 1.2

Analysis of the results related to Research Question 1.2 (i.e., what are Chinese-specific cultural elements identified in the literature as extracted from introduction, background, and/or literature review sections of the selected studies?), revealed three ways that studies incorporated culture in their conceptualization of resilience in a Chinese context. This finding underscored the relevance of interpersonal adaptation and ability to achieve harmony within the Chinese cultural context (Miao et al., 2021; J. L. Wang et al., 2015).

The first was individual qualities that are culturally embedded. Examples of culturally embedded individual qualities (i.e., tolerance, endurance, conformity, and filial piety), reflected major values highlighted in Confucianism, Buddhism, and Taoism, the three main philosophies influencing Chinese culture (Xie & Wong, 2020).

Second, interdependent self-construal was identified when conceptualizing and studying resilience among Chinese emerging adults with early relational trauma. This relationship-centered concept that emphasizes connectedness with others describes the tendency of holding a

relationally embedded image of self that is found to be common among Chinese populations (Chen & Qin, 2020; Zheng, 2020). Higher levels of interdependent self-construal was found to be positively correlated with higher levels of psychological resilience among university students facing challenges related to the COVID-19 pandemic (Bocu et al., 2023). Also, Zheng (2020) found both interdependent and independent self-construals helped individuals cope with the aftermath of adverse events. Our findings extend the extant research that suggests that support from the Chinese cultural context and social relationships, key components of interpersonal self-construction, appear to be important elements to consider when researching resilience.

The third finding in the present study was including a focus on relational-collective harmony when conceptualizing and studying resilience within a Chinese context. Similar to the Chinese values Xie and Wong (2020) highlighted in their study, the findings in the current study suggests a culturally specific emphasis on finding strength in relationships and harmonious connections with others/community. Additionally, this finding may reflect the emphasis on familism, or collective-egocentrism, within Chinese culture, meaning gains and interests are conceived at the family or community level instead of the individual level. This concept has been shown to enhance resilience in collectivistic Eastern cultures and serves as a protective resource to cope with traumatic experiences (Zheng et al., 2020).

Research Question 1.3

Another way that the present study aimed to assess how resilience was conceptualized was by examining assessment tools used with Chinese emerging adults who had early relational trauma. Selected assessment tools reflect how resilience is operationalized within the conceptual framework endorsed by the researcher. When it comes to minority populations such as Chinese emerging adults, it is important to ensure that selected measurements have demonstrated a

certain level of cultural validity or have been adapted to be appropriate for the target population. Otherwise, use of cultural measures without cultural validation significantly compromise overall applicability, validity, reliability, and generalizability of the findings (Lee & Jung, 2006; Mushquash & Bova, 2007; Padilla, 2001).

Given these relevant considerations, assessment tools used in included studies were reviewed to answer research question 1. Findings revealed that the majority (76.4%) of studies in the present study used assessment tools that demonstrated adequate cultural reliability and validity for measuring resilience within the Chinese context. More specifically, Connor-Davidson Resilience Scale (CD-RISC; Connor & Davidson, 2003) was the most frequently used assessment tool (65.8%, $n = 25$). Studies that examined CD-RISC's cultural applicability indicated this resilience measure demonstrates adequate reliability and validity, especially on items measuring core structural factors such as tenacity, strength, and optimism (H. Fu et al., 2018; Yu & Zhang, 2007). However, Yu and Zhang (2007) recommended cultural modifications on items relating to measuring structural factors of control and spiritual influence due to low level of cultural relevance. Another study by H. Fu et al. (2018) suggested modifications to include factors such as rational thinking and self-awareness (H. Fu et al., 2018) to increase cultural adaptability of the CD-RISC within the Chinese context.

Following CD-RISC, the Resilience Scale for Chinese Adolescents (RSCA; 7.9%, $n = 3$) was the second most commonly selected measurement among included studies. The RSCA was developed based on a Chinese sample employing a process-oriented way of conceptualization with key structural factors of concentration on goals, emotion regulation, positive cognition, family support, and interpersonal assistance. According to the research team who developed this

measurement, test and retest of this scale among two Chinese samples confirmed its validity and reliability (Hu & Gan, 2008).

The Wagnild's 14-item Resilience Scale (RS-14) and Resilience Scale for Adults (RSA) were the third most commonly used measures in this review ($n = 2$, 5.3%). The RS-14 has been tested to be a reliable measure for resilience in the Chinese context (W. Chen et al., 2020). For RSA, L. Yang and Lv (2008) indicated that it showed overall good reliability and validity for the Chinese population but suggested modifications are required on items relating to the structure factor on this scale.

Overall, our findings show selection and use of culturally applicable assessment methods can be seen as one common way most researchers incorporated culture in their studies of resilience among Chinese emerging adults. Yet, literature also suggests that these frequently selected measurements, such as CD-RISC and RS-14, could benefit from further modifications based on recommendations given by different researchers to increase cultural applicability (W. Chen et al., 2020; H. Fu et al., 2018; Yu & Zhang, 2007). Measurement tools like RSCA and RSA could benefit from being tested by different research teams and perhaps more diversified Chinese samples to further confirm these scales' validity and reliability and determine if other modification would be necessary (Hu & Gan, 2008; L. Yang & Lv, 2008). These additional findings suggest a need for the field to develop more culturally-specific and sensitive measures. One of the examples identified by Xie and Wong (2020) was the Confucianism-based resilience scale developed by Mak et al. (2019).

Although selection and use of culturally appropriate measures is important, just incorporating culture in this dimension is certainly not enough and should be regarded as only the minimum expectation for any cross-cultural study on resilience. Additionally, this researcher

noticed that authors did not provide rationale or context when discussing the alignment between a researcher's conceptualization of resilience and the assessment tool they chose. One reason could have been that they were constricted by the publication's page limit. Yet, misalignment between endorsed ways of conceptualizing and selected assessment tools could contribute to significant limitations in the overall validity of findings, which should therefore be an area that requires more attention by researchers in the field (Xie & Wong, 2020).

Research Question 2.1

Across the 38 included studies, several important culturally-specific elements were identified for understanding resilience among Chinese emerging adults who had early relational trauma. These included interpersonal support, social support, favorable personal characteristics congruent with cultural context, and positive reframe of adversity.

Culturally-specific elements identified from both research questions 2.1 and research questions 1.1 consistently demonstrated the relevance of considering the role of relationships and interpersonal connectedness, not only in conceptualizing, but also in understanding resilience among Chinese emerging adults. This finding is unsurprising due to the collectivistic nature of Chinese culture and the relational orientation embraced by all three Chinese schools of philosophies (Xie & Wong, 2020). Particularly for the Chinese emerging adult population, a culturally related tendency to prioritize family and other's needs during this transitional period in life were highlighted as highly relevant factors to consider in the works of Nelson, Badger et al. (2004) and Badger et al. (2006).

Results related to research question 2.1 additionally brought attention to the positive reframe of adversity as another culturally specific element to consider. The significant roles that cognition, rational thinking, and dialectical views of situations played has been consistently

highlighted across different studies examining resilience within Chinese culture (C. Fu et al., 2014; Hu & Gan, 2008; Zheng et al., 2020). In line with this finding, Xie and Wong's (2020) work similarly brought attention to the significance of cognitive flexibility in perceiving and dealing with adversity within the Chinese cultural context, where adverse experiences such as early relational trauma are seen as conditions that cultivate an individual's character (Xie & Wong, 2020). The positive reframe of adversity also seems to share similarity with another cultural-laden appraisal process, self-righting, highlighted in Leung et al. (2022)'s research. Emerging adults engage in the adaptive cognitive process of self-righting when they selectively filter out negative messaging and focus instead on positive connotations associated with their early adverse experiences, which enables them to access beneficial support and resources (Leung et al., 2022).

Additional culturally congruent individual qualities highlighted under this research question, such as tolerance, endurance, conformity, filial piety, reflected main values, such as acceptance, tenacity, strength, and conforming to tradition and norms, influenced by Confucianism, Daoism, and Buddhism (Mak et al., 2019, Xie & Wong, 2020). The role of emotional regulation as well as underlying cognitive flexibility additionally overlaps with important aspects of psychological *suzhi* (Miao et al., 2021; J. L. Wang et al., 2015). Qualities such as tolerance, endurance, and emotional regulation suggested an underlying emphasis in self-constraint and relational maturity, which are believed to be important cultural qualities for Chinese emerging adults, echoing the previously highlighted theme of prioritizing others' needs and not letting an individual's action impact others (Nelson, Badger et al., 2004). Qualities such as endurance, conformity, and filial piety reflected values embedded in Confucius's teaching and the emphasis placed on norm compliance and obligations to take care of others in Chinese

society (Badger et al., 2006; Nelson, Badger et al., 2004). Additionally, the sociopolitical contexts of the one child policy could have added in another layer of pressure on the only child to financially and emotionally support two parents and possibly four grandparents as well (Fulda et al., 2019).

These highlighted culturally specific elements showed significant overlaps with the main cultural differences observed between Chinese and western emerging adult populations, where emphasis on interdependence, filial piety, cognitive flexibility, obligations towards others, as well as interpersonal and emotional maturity were noted (Wu, 2017). This result suggests that culturally specific elements highlighted in the current review may not be unique to fostering resilience against impact of early relational trauma but could also be important cultural elements that help emerging adults overcome challenges associated with achieving a new life stage-adulthood.

Implications for Practice

This current review aimed to enhance understanding of resilience within the Chinese context, which could be used to facilitate the development and use of culturally-appropriate interventions for Chinese emerging adults. Taken all these findings together, this review offers these following recommendations for mental health professionals to consider when working with Chinese emerging adults with early relationship trauma to foster resilience.

Firstly, as highlighted in the findings of this review, it is of significance for practitioners to employ a fluid, dynamic, multidimensional, and process-oriented way of viewing resilience in practice. These non-static ways of understanding and interpretation helps practitioners actively consider how Chinese culture impacts an individual's process of dealing with adversity. It also enables practitioners to thoroughly gauge and mobilize resources and support available from

clients' micro, meso, macro contexts over time, in addition to assessing favorable and culturally-congruent characteristics when promoting psychological resilience.

A way to operationalize this more contemporary way of understanding in clinical practice is through implementation of Xie and Wong's (2020) multidimensional model to assess Chinese resilience. This culturally sensitive model allows practitioners to assess for culturally congruent characteristic and skills on the individual dimension, which are influenced by cultural values and beliefs under Confucianism, Buddhism, and Taoism, such as perseverance, endurance, emotional restraint/regulation, and conformity (to tradition, to elderly, during hardship) as highlighted in our review. The multidimensional model also incorporates considerations of support and resources from peer, familial and communal (how the community offer resources to navigate, how the community collectively respond to adversity, the social capital, infrastructure, and networks they offer) contexts on the interpersonal and community dimensions, which were noted in the current review to be important aspects of resilience among Chinese emerging adults. Additionally, this model places emphasis on understanding how Chinese culture shapes individuals' perspectives on suffering and ways of coping in the face of adversity. Furthermore, this approach to assessment allows both the universally shared and culturally specific elements of resilience to be considered in assessment and treatment when working with Chinese emerging adults living under the globalization context (Xie & Wong, 2020).

Secondly, our review illustrated that relational and collective harmony, conformity to norm and authority (elderly), and interdependent self-construal are important aspects of Chinese resilience. This finding suggests that, within the Chinese context, dealing with adversity is a relational process (Xie & Wong, 2020). As noted earlier, emerging adults are going through a sensitive transitional period in life. For those who had early relational trauma, there could be

predisposed vulnerability to sense of self and perceptions of their relationship with others (van der Kolk, 2000).

Given the relevance in emphasizing relationship's role in shaping self-concept and coping with adversity within the Chinese context, group therapy should be considered as an helpful treatment modality, as it comes with the added relational benefits of fostering social support, creating opportunity for bonding, normalizing the experience, facilitating sense of solidarity, and enriching available resources to process and work through the adverse impact of early relational trauma (Griffin et al., 2023). For example, implementation of a 4-week DBT-informed skills group therapy has been found to have a longitudinal impact by boosting psychological resilience among students within a university setting (Lee & Arora, 2023). Similarly, X. Yang et al. (2020) developed a 12-week interpersonal support group to help improve overall emotion regulation within a safe interpersonal context among Chinese young adults. Their findings indicated that this interpersonal support group therapy was effective in reducing overall psychological symptoms among Chinese young adults. Overall, this evidence suggests that, consistent with the relational theme we discovered from Chinese resilience literature, therapeutic modalities with relational/interpersonal components may be beneficial to foster resilience among the Chinese emerging adult population.

Thirdly, implementing therapeutic approaches that promote positive individual characteristics congruent with cultural context/values can be helpful in fostering resilience. An example of interventions that promotes culturally congruent characteristics for resilience is the Chinese Taoist Cognitive Therapy (CTCT). This psychotherapy approach incorporated the Taoist/Daoism philosophy of learning to be content, foster dialectical thinking and self-restraint, practice harmony with others and nature, and obeying the law of nature (Ding et al., 2020); all of

which seems consistent with the important cultural values and characteristics identified in this review. Although this therapeutic approach has not been specifically tested for its effectiveness for relational trauma, a systematic review by Ding et al. (2020) showed its effectiveness in reducing depressive symptoms among Chinese adults, suggesting potential benefit to address mood symptoms which are also common following relational trauma.

Additionally, our findings suggest that incorporating cultural sayings and messages that supports positive reframe of adversity may help boost resilience when working with emerging adults with early relational trauma in the Chinese cultural context. An example to incorporate this suggestion in clinical practice is the above-mentioned culturally adapted therapy group developed by X. Yang et al. (2020). This group of researchers incorporated Zhong-Yong (middle-way) thinking, a dialectical philosophy embedded in Chinese culture within a DBT group structure. Their results indicated that it was an effective treatment to reduce a range of psychological symptoms among Chinese young adults, not only in the short-term but also in the long-term (X. Yang et al., 2020). The promising results from this study serve as an helpful example for practitioners to be innovative in transforming western-born therapeutic approaches by adapting them using Chinese philosophies and culture.

Lastly, in line with findings from this current review, literature suggests that Chinese culture emphasizes cognitive coping (rationalization, cognitive flexibility, dialectical view of situations, self-righting) in the process of dealing with adversity (C. Fu et al., 2014; Hu & Gan, 2008; Leung et al., 2022; Xie & Wong, 2020; Zheng et al., 2020). Given this cultural tendency, adapting therapy with a cognitive component such as Cognitive-Behavioral Therapy and Cognitive Processing Therapy in individual and group formats while incorporating cultural messages could be a context-congruent approach to enable positive reframing, dialectical

perspectives, mobilizing self-agency and motivation, and empowerment for this population. Additionally, a recent study by Deng et al. (2022) demonstrated that dialectical coping can be a unique cultural resilience resource among Chinese college students. Similar to culturally adapted treatment approaches mentioned earlier, this further supports that therapeutic approaches with dialectical aspects such as Dialectical Behavioral Therapy could foster resilience among the Chinese population (X. Yang et al., 2020).

As noted in an earlier section, providing resilience-based services for emerging adults with early relational trauma can promote more preferable mental health outcomes and reduce costs related to child welfare, criminal justice, rehabilitation, and policing fundings (Fang et al., 2015). Health promotion education focusing on promoting resilience factors could be beneficial in preventing adverse mental health outcomes (Leung et al., 2022). Given the practical examples just described for how these goals could be achieved, we hope that stakeholders and policymakers allocate resources, funding, and support to allow for such programming to be developed and delivered to the emerging adult population in China.

Implications for Research

The current review offers these following recommendations for future research. The first relates to the finding that nearly half of the literature included in this review did not discuss what resilience meant or did not employ a cultural lens when discussing their conceptualization of resilience. To redress this omission, it is recommended that future researchers incorporate a non-static resilience conceptualization, such as a unidirectional, bidirectional, or multidimensional model, to fully capture the complex impact of and dynamic interactions between various levels of environmental contexts over time. Similar to what has been noted in the implication for practice section, a way to incorporate culturally-specific elements identified in this review is

using a culturally sensitive multidimensional model (Ungar, 2013) to assess Chinese resilience, such as the model proposed by Xie and Wong's (2020). This multidimensional model incorporates a sociological lens and considers multiple layers of an individual's ecological contexts, including values and beliefs shaped by cultural philosophy, support and resources from peers, familial and community contexts, and how these dimensions impact and influence one and another over time (Xie and Wong, 2020).

Second, in terms of measuring resilience in the Chinese cultural context, our comparatively promising finding was that over half of the studies analyzed in this review utilized measures of resilience with some level of cultural adaptability. Yet, this is still not enough. It will be helpful for researchers to continue exploring ways to further adapt existing measures or develop new measures so that resilience could be measured more effectively among the Chinese emerging adult population. For example, researchers have suggested making cultural modifications to items relating to measuring structural factors of control and spiritual influence due to low level of cultural relevance (Yu & Zhang, 2007) and adding factors such as rational thinking and self-awareness (H. Fu et al., 2018) for the widely used CD-RISC, to increase cultural adaptability of the measurement within the Chinese context. For RSA, modifications on items relating to the structure factor seems to be helpful (L. Yang & Lv, 2008). The development of RSCA, a process-oriented way of conceptualization with key structural factors of concentration on goals, emotion regulation, positive cognition, family support, and interpersonal assistance, developed and tested on a Chinese sample, is a useful example of how Chinese researchers could develop new instruments to better measure resilience for Chinese population. It will also be beneficial for more researchers to continue testing the validity and reliability for the RSCA. Being tested among more diversified Chinese samples would help further confirm these

scales' validity and reliability and see if additional modifications would be helpful (Hu & Gan, 2008; L. Yang & Lv, 2008).

In addition, this review revealed that several included records did not use assessment tools that directly assess the concept of resilience, but instead measured related variables (core self-evaluation, coping style, flourishing/self-perceived success, positive psychological capital, emotion regulation, and positive development). This finding suggests the necessity for future researchers to further clarify the relationships between these related variables (emotion regulation, core self-evaluation, and coping style) and establish more clarity and coherency in the theoretical conceptualization and measurement of resilience (Ayed et al., 2019; Den Hartigh & Hill, 2022).

The third implication is that during the search and screening process, the researcher had the hope to gather more diverse types of grey literature with the goal to reduce publication bias and collect more up-to-date information than the ones from peer-reviewed studies published in academic journals. Despite the high number of results yielded from an initial general internet search, a majority of the records that passed through initial screening appeared to look structurally similar to research articles, except three that were dissertations/thesis. None of the included records fell under the categories of book chapters, conference papers, presentation, or government documents. This was perhaps due to grey literature searches in this review only conducted on Google scholar and Baidu Wenku. Future researchers can consider expanding searches to sources that would potentially include more variety of grey literature, such as searching broadly in Google and Baidu and in government databases.

Lastly, it is highly recommended that future research continue to build on findings of this review and further examine culturally specific elements that are unique to fostering resilience

among emerging adults exposed to early relational trauma and fill in the gaps in explaining what made these elements especially relevant for the Chinese emerging adult population.

Limitations

This systematic review comes with several limitations. The first was relating to using the integrative systematic review method. This method was chosen because it allows synthesis of literature to provide a comprehensive understanding on a specific research topic, present the state of the science, contribute to theory development or refinement, provide direction for future research, and inform direct applicability to practice and policy. However, it has also received criticism that if done without explicit and systematic methods, there may be a high risk for systematic biases and error occurring at different levels of the review process (Whittemore & Knafl, 2005). The researcher addressed the potential concern by identifying clear and specific research questions for this review, carefully selected search terms associated with concepts of interest, designing detailed protocol for search, screening, and selection processes, and providing thorough training and supervision to research assistants to ensure that they understood and were able to adhere to the pre-designed protocol during these processes. The researcher also developed standardized selection, screening, and appraisal tools to evaluate and ensure the relevance, appropriateness, and quality of data in different phases to reduce potential bias and errors.

The second limitation was relating to inclusion of records from both general internet searches and academic databases and of a variety of publication types. The intention behind including diverse sources and types of publications is to increase the comprehensiveness of our literature search. Though doing so potentially provides a richer context and increases the number of data available for further analysis, the quality of the records gathered from these heterogeneous sources and of different publication types (two master's thesis and one doctorate

dissertation) could have varied. To address this concern, the researcher designed and implemented rigorous quality appraisal forms to standardize the process of evaluating quality for each record that passed through the initial screening process. The researcher provided training to and conducted test appraisal trials with research assistants to help research assistants understand how to provide appropriate rating for items on the quality appraisal forms. Each record was independently reviewed and inter-rater agreement among three or more reviewers was 92.3%, suggesting a high level of overall agreement among reviewers in terms of the rating.

Another area that could cause potential bias is that this review included records written in English and Chinese. In the translation process, there could be potential errors or misrepresentation of the original data. The researcher ensured the accuracy of the translation by assigning a bilingual research assistant to independently translate the raw data and then verified the translation by comparing and reviewing the raw data and the translated context thoroughly herself.

The last area of limitation has to do with the nature of qualitative content analysis, more specifically the inductive approach to content analysis. As highlighted previously, the strength of this method is that it allows researchers to flexibly condense the latent meaning of rich qualitative evidence gathered from a wide range of sources, rather than simply quantify the literal manifest meaning of a large amount of text in a reductionistic fashion (Baxter, 2020; Elo & Kyngäs, 2008; Erlingsson, 2017). Yet, this method has also received criticism due to the degree of freedom causing potential systematic errors and subjective biases. To address these concerns, the researcher provided clear instructions and adequate details in the coding manual to structure and guide the coding process. The researcher also thoroughly reviewed extracted data before the coding process to ensure having an adequate understanding about the latent context of

materials. To improve reliability and validity of the analysis results, the researcher followed the recommendation by Schreier (2020) of utilizing the strategy of double coding when appropriate to ensure that the meaning of extracted text was fully represented by selected codes. For research question 1.1, the researchers intentionally utilized a deductive approach, relying on directions provided by existing literature to form primary codes for analyzing data aiming to reduce bias from pre-acquired knowledge in this area. Due to involving a certain level of interpretation in the inductive and secondary coding process, for research questions 1.1, 1.3, and 2.1, the researcher used a reflective log to track personal reflections and questions. Before finalizing the coding sheet, the researcher engaged several rounds of the test and revision process to mitigate potential subjective bias and systematic errors (Erlingsson, 2017; Nowell et al., 2017). The researcher modified secondary codes to better fit and describe the data. Despite these efforts, there could be an impact of inevitable personal bias due to the meaning making and interpretative nature involved in the qualitative analysis process.

Potential Contributions

This integrative systematic review was the first to synthesize how existing literature incorporates culture in studying resilience with Chinese emerging adults with early relational trauma. The review brought together currently available information on understanding how culture is incorporated into the conceptualization, measurement, and interpretation of resilience among emerging adults who had early relational trauma within the Chinese cultural context. It found that progress is being made in adopting culturally-specific measures of resilience and in incorporating culturally specific elements in discussions and conceptualizations, but there were still many studies in which culture seemed to be left out.

This review delineated three ways research actively incorporates culture in their conceptualization of resilience: seeing one directional impact of culture, interactive impact between culture and resilience, or viewing culture as dimensions of various ecological levels that could impact the development of resilience over time. The finding of this review added to our existing knowledge on Chinese resilience by highlighting the interactive role Chinese culture played in resilience by identifying the significant role culturally-congruent characteristic traits and positive reframe of adversity influenced by cultural messaging. It also confirmed the significant role relationships played in shaping resilience among a collectivist culture like China.

The researcher additionally connected findings with existing therapeutic approaches to provide directions for clinical interventions. Recommendations to which different assessment tools could be further adapted and refined as well as an example of culturally appropriate measures with contemporary ways of conceptualizing resilience were presented.

By condensing available data, this review enables mental health professionals to conveniently access knowledge about how to more assess for and foster resilience in the Chinese context, what culturally specific elements to look for and focus on in treatment, what kinds of therapeutic modalities and approaches would be culturally appropriate and provides helpful directions and examples for developing culturally specific interventions. The researcher also encourages use of, modification on, and development of culturally appropriate assessment tools to measure and study resilience among Chinese emerging adults. This review provided helpful elements to consider when conceptualizing, measuring, and interpreting resilience for future researchers.

Conclusion

This integrative systematic review was a preliminary step to identify culturally specific elements to consider when working with Chinese emerging adults with early relational trauma and in conceptualizing, measuring, and interpreting resilience within the Chinese cultural context. Through synthesizing available evidence, our goal was to expand awareness of, attention on, sensitivity towards, and active consideration of cultural contexts in the clinical work with and research focusing on Chinese emerging adults. With the intervention recommendations and examples for cultural adaptation on conceptualization and understanding of, assessment, and intervention, the hope is to see increasing application of such knowledge so that more culturally-congruent interventions could be delivered to the emerging adult populations with early relational trauma in China. Lastly, this review also hopes to broadly shed light on the importance of understanding resilience through a cultural lens for minority populations.

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APPENDIX A

Search Syntax and Search Plan

LIST OF SEARCH TERMS					
Search Term ID#	Primary Terms	Chinese Primary Terms	Synonyms/ Alternate Forms	Chinese Search Terms	Shorted Search Terms
01	Childhood Trauma	童年期创伤	Early Relational Trauma OR Child* Maltreat* OR Child* Trauma* OR Child* Abus* OR Child* Sex* Abus* OR Child* Physical Abuse OR Child* Neglect, Child* Emotional Abuse OR Neglect OR "Adverse Childhood Experiences" OR "ACE" OR "ACEs" OR Early Advers* Event* OR Early Advers* Experienc* OR ELA OR Early Trauma* OR Early Relation* Trauma* OR Early exposure to Intimate Partner Violence OR IPV OR Left-behind Children OR LBC OR Migrant Child* OR History of Child* Abus* OR Child* Psychological Maltreat* OR Child* Psychological Abus*	童年* OR 早期 AND 创伤 OR 虐待 OR 暴力 OR 情感忽视 OR 情感暴力 OR 冷暴力 OR 身体虐待 OR 性虐待 OR 亲密伴侣暴力 OR 家庭暴力 OR 不良儿童经历 OR 留守	童年* 创伤 OR 留守
02	Chinese	中国	Chin*	中国 OR 中华文化 OR 中国文化	文化
03	Emerging Adults	成年初显期	emerging adult* OR college student* OR university student* OR undergraduate OR young adult* OR youth*	"成年初显期" OR "成年萌发期" OR 大学生 OR 年轻人 OR 青年	大学生 OR 年轻人 OR 青年
04	Resilience	心理弹性	Resilien* OR Post-traumatic growth OR PTG OR Coping OR Hardiness OR Perseverance	"心理弹性" OR 复原力 OR "创伤后复原" OR 创伤后成长 OR 应对 OR "心理素质"	"心理弹性" OR 创伤后复原

COMPREHENSIVE SEARCH PLAN							
Abbreviation: A- academic databases, G- grey literature databases, E- English, C- Chinese							
Search Type	Databases or Sources	Search Term ID(s)	Search Syntax or Instructions	Fields to Search	Specifiers	Status	Plan Notes
A&E	EBSCOhost	01 AND 02 AND 03 AND 04	All	Abstract	Non applied	Completed	
A&E	SCOPUS	01 AND 02 AND 04	childhood OR early AND trauma AND resilien* AND chin*	Title, Keywords, Abstract	Non applied	completed	
A&E	Sage	01 AND 02 AND 04	childhood OR early AND trauma AND resilien* AND chin*	Abstract	1980 - 2022	completed	
A&E	PubMed	01 AND 02 AND 03 AND 04	All	Title/Abstract	Non applied	completed	
A&E	ScienceDirect	01 AND 02 AND 03 AND 04	All	Title, Keywords, Abstract	Non applied	completed	
A&E	EMBASE	01 AND 02 AND 03 AND 04	flexible	Title, Keywords, Abstract// flexible	Non applied	completed	
A&E	Dissertation & Thesis Global through ProQuest	01 AND 02 AND 03 AND 04	All	Anything but full text/ NOFT	1980 onward; Chinese and English	completed	
A&E	Sociological Abstracts (may be through ProQuest)	01 AND 02 AND 03 AND 04	(Childhood OR Early) AND (Trauma OR Maltreatment OR Abuse OR Neglect) AND Chin* AND (emerging adults) AND (Resilien* OR Post-traumatic growth)	NOFT (for each set of terms in parenthesis)	Source type: select all // Doc type: all// Language: Chinese and English	completed	
A & C	CNKI 知网	童年期 AND 心理弹性	同义词扩张。只看中文文献。按相关性排序	篇文摘	中文文献 only	completed	
G & E	Google Scholar	01 AND 02 AND 03 AND 04	Childhood Trauma AND Resilience AND "Chinese" AND "Emerging Adults" AND cultur*		first 10 pages; date after 1980	Completed	only include data from book chapters, online articles, theses, systematic reviews, conference papers, presentations, and government documents
G & E	Google Scholar	中文检索词	童年* OR 早期 AND 创伤 OR 虐待 OR 留守 AND 大学生 OR 年轻人 OR 青年 AND "心理弹性" OR "创伤后复原" OR 创伤后成长		first 10 pages; date after 1980	completed	only include data book chapters, online articles, theses, systematic reviews, conference papers, presentations, and government documents
G & C	Baidu Wenku 百度文库		童年创伤 OR 留守 AND 大学生 OR 年轻人 AND "心理弹性"		类型选择-文档	Completed	百度的查询限制在38个字符以内; only include data book chapters, online articles, theses, systematic reviews, conference papers, presentations, and government documents

APPENDIX B (a)

INDIVIDUAL STUDY QUALITY APPRAISAL FORM FOR SYSTEMATIC REVIEWS

Adapted from the form developed by Shelly P. Harrell, Ph.D., Pepperdine University

Study ID:	Author:	Reviewer:
Article Title:	Year:	Final decision:

1. Method What type of method did this study use?	Which type: Quantitative Qualitative Mixed Methods Specify:		comments:
---	---	--	-----------

Strong=3 Good/Adequate=2 Weak=1 Missing=0

		Rating	Comments
2. Strength of Literature Foundation and Rationale for Study	<ul style="list-style-type: none"> background literature sufficiently comprehensive (able to explain important terms and concepts, provide relevant and current background) Rationale for conducting this study clearly stated 		
3. Clarity and specificity of Research Aims	<ul style="list-style-type: none"> study aim/ objectives/ questions/ hypotheses clearly stated 		
4. Quality of research design or methodological approach	<ul style="list-style-type: none"> provides rationale for design chosen, appropriateness for research questions clear description of design and methodological approach, strength of design characteristics utilized <p>QUANTITATIVE CONSIDERATIONS: internal and external validity considered in design; potential confounds identified and addressed in some way, specific design-based “risk of bias” criteria considered such as randomization, blinding</p> <p>QUALITATIVE CONSIDERATIONS: consistent with specific practices relevant to the inquiry strategy (e.g., phenomenological study, case study, grounded theory, etc.), triangulation, audit trail</p>		
5. Sample Selection and Characteristics	<ul style="list-style-type: none"> detailed description of sample characteristics (age, nationality/ethnicity/cultural backgrounds) detailed description of recruitment and selection of participants <p>QUANTITATIVE CONSIDERATIONS: representativeness of sample, adequacy of sample</p>		

		Rating	Comments
	<p>size in context of design, extent of selection or sample bias</p> <p>QUALITATIVE CONSIDERATIONS: sample size appropriate for inquiry strategy; rationale for purposeful sample characteristics</p>		
6. Data Collection Tools (Scales, Observation, Interviews, etc.)	<p>•rationale for selection, appropriateness for assessing variables, development of study-specific tool or process clearly described, piloting, pretesting;</p> <p>QUANTITATIVE CONSIDERATIONS: psychometric properties (reliability, validity, utility) reported, adequacy of psychometric properties, normative or standardization data described</p> <p>QUALITATIVE CONSIDERATIONS: appropriateness for inquiry strategy and purpose; interview or other data collection process described clearly and comprehensively</p>		
7. Data Collection Processes	<p>data collection procedures clearly described in sufficient detail, intervention strategies and implementation described in detail, quality of data collected, design-specific considerations such as attrition in RCTs, saturation in grounded theory, etc.)</p>		
8. Analysis and Presentation of Data	<p>appropriateness of analysis for research questions and type of data; results presented clearly and comprehensively; usefulness and clarity of any tables, graphs, and charts</p> <p>QUANTITATIVE CONSIDERATIONS: power and effect size reported; relevant statistics reported clearly; effective use of tables</p> <p>QUALITATIVE CONSIDERATIONS: textual data and/or direct quotes reported and used effectively; transparent description of the development of themes from raw data</p>		
9. Discussion of Study Limitations	<p>identifies and discusses limitations in the context of design/strategy utilized</p> <p>QUANTITATIVE CONSIDERATIONS: addresses various forms of bias, internal validity, external validity (generalizability), ecological validity</p> <p>QUALITATIVE CONSIDERATIONS: transferability, credibility, transparency,</p>		
10. Consideration of culture and diversity	<p>addressed culturally-specific factors</p>		

APPENDIX B (b)

GREY LITERATURE QUALITY APPRAISAL FORM FOR SYSTEMATIC REVIEWS

Adapted from the AACODS checklist (Authority, Accuracy, Coverage, Objectivity, Date, Significance),
developed by Jess Tyndall, Medical Librarian and Head of the Gus Fraenkel Medical Library at Flinders University

Study ID:	Author:	Reviewer:
Article Title:	Year:	Final decision:

Strong=3 Good/Adequate=2 Weak=1 Missing=0 N/A

		Rating (0-3)	Comments
Authority Identifying who is responsible for the intellectual content.	<p>Individual author:</p> <ul style="list-style-type: none"> • Associated with a reputable organization? • Professional qualifications or considerable experience? • Produced/published other work (grey/black) in the field? • Recognized expert, identified in other sources? • Cited by others? (use Google Scholar or Baidu as a quick check) • Higher degree student under “expert” supervision? <p>Organization or group:</p> <ul style="list-style-type: none"> • Is the organization reputable? (e.g. W.H.O) • Is the organization an authority in the field? <p>In all cases:</p> <ul style="list-style-type: none"> • Does the item have a detailed reference list or bibliography? 		
Accuracy	<p>Aim of the item:</p> <ul style="list-style-type: none"> • Does the item have a clearly stated aim or brief? If so, is this met? <p>Methodology:</p> <ul style="list-style-type: none"> • Does it have a stated methodology? • If so, is it adhered to? <p>Credibility/quality:</p> <ul style="list-style-type: none"> • Has it been passed through some sort of a reviewing or editing process? • Has it been edited by a reputable authority? • Supported by authoritative, documented references or credible sources? • Is it representative of work in the field? If No, is it a valid counterbalance? <p>Data collection:</p> <ul style="list-style-type: none"> • Is any data collection explicit and appropriate for the research? • If the item is secondary material (e.g. a policy brief of a technical report) refer to the original. <p>Data analyze:</p> <ul style="list-style-type: none"> • Is it an accurate, unbiased interpretation or analysis? 		
Coverage	<ul style="list-style-type: none"> • Are any limits clearly stated? 		

		Rating (0-3)	Comments
All items have parameters which define their content coverage. These limits might mean that a work refers to a particular population group, or that it excluded certain types of publication. A report could be designed to answer a particular question, or be based on statistics from a particular survey.			
Objectivity It is important to identify bias, particularly if it is unstated or unacknowledged.	<ul style="list-style-type: none"> • Is the author's standpoint clear? • Does the work seem to be balanced in presentation? 		
Date For the item to inform your research, it needs to have a date that confirms relevance	<ul style="list-style-type: none"> • Does the item have a clearly stated date related to content? No easily discernible date is a strong concern. • If no date is given, but can be closely ascertained, is there a valid reason for its absence? • Check the bibliography: have key contemporary material been included? 		
Significance This is a value judgment of the item, in the context of the relevant research area	<ul style="list-style-type: none"> • Is the item meaningful? (this incorporates feasibility, utility and relevance) • Does it add context? • Does it enrich or add something unique to the research? • Does it strengthen or refute a current position? • Would the research area be lesser without it? • Is it integral, representative, typical? • Does it have an impact? (in the sense of influencing the work or behaviour of others) 		

Overall Rating	EXEMPLARY (e.g., all "3"s)	STRONG (e.g., mostly "3"s)	GOOD/ADEQUATE (e.g., mostly "2")	WEAK (e.g., mostly "1"s)
Main Finding(s)/ Conclusion(s)				

References

Tyndall, J. AACODS Checklist. Flinders University, 2010. Available from <http://dspace.flinders.edu.au/dspace/>

APPENDIX C

Data Collection and Extraction Form

Document ID#
Authors and Year <i>(last names of authors and year of publication, e.g., Johnson, Jones, and Jackson 2011)</i>
Full Document Title
Research Aim

1. General Information

1. Date form completed <i>(dd/mm/yyyy)</i>	
2. Initials/ID of person extracting data <i>(label your name in a different color, stick with the same color across all DE sheets)</i>	
3. Source/Publication Type <i>(journal, book, conference, report, dissertation, abstract, etc.)</i>	
4. Source Name <i>(Title of Journal, Book, Organization, etc.)</i>	
5. Publication Status <i>(Published, Unpublished)</i>	
6. Document Language	

2. Design Characteristics and Methodological Features

	Descriptions as stated in report/paper	Location in text <i>(pg & ¶/fig/table)</i>
7. Research Question		
8. General Research Method (Quant, Qual, Mixed)		
9. Design or Specific Research Approach		

3. Assessment of Research Variables

RESEARCH VARIABLES	Assessment Tool Used (if it is not the ones commonly used, pls include description of the tool and example questions)	Reliability/ Validity	Cultural Adaptation/ Consideration (yes/no) modification made by authors or other previous researchers counts	Location in text (pg & ¶/fig/table)
10. Variable 1				
11. Variable 2				
12. Variable 3				
13. Variable 4				
14. Variable 5				

4. Study Participant Characteristics and Recruitment

	Description as stated in report/paper	Location in text (pg, section# & ¶/fig/table)
15. Population of Interest		
16. Recruitment Methods		
17. Sample Size		
18. Age		
19. Gender		
20. Race/Ethnicity		
21. Region (urban/rural, province/city,)		

5. Setting Characteristics

	Descriptions as as stated in report/paper	Location in text (pg & ¶/fig/table)
22. Study Location		
23. Data Collection Setting(s)		

6. Analyses Conducted

	Description as stated in report/paper	Location in text (pg & ¶/fig/table)
24. Descriptive Statistics used		
25. Inferential Statistics used		
26. Qualitative Analyses conducted		
27. Analysis overview:		

7. Results

	Description as stated in report/paper	Location in text (pg & ¶/fig/table)
28. Key Result #1		
29. Key Result #2		
30. Key Result #3		
31. Key Result #4		

8. Conclusions (updated)

	Description as stated in report/paper	Location in text (pg & ¶/fig/table)
32. Key conclusion(s):		
33. Conclusion related to resilience (Direct Extraction from Conclusion/Result/Abstract): what role does resilience play?	(mediating/ moderating/ other role?)	
34. RQ1-1/1-2: How is resilience conceptualized in the introduction, background, and/or literature review sections of the selected studies? What are Chinese-specific cultural elements identified	(what models are used? a set of traits, a contextually based construct/ecological, or a dynamic process?)	likely from intro, but could also be included in conclusion/discussion -

	Description as stated in report/paper	Location in text (pg & ¶/fig/table)
in the literature as extracted from introduction, background, and/or literature review sections of the selected studies? (Direct Extraction)		
35. RQ1-3: What assessment methods are used to assess resilience in the method section of the selected studies? (refer to method section)		likely method or intro -
36. RQ2: How is culture incorporated in understanding resilience with the Chinese emerging adults with early relational trauma? (Direct extraction of text data from Conclusion & Discussion)		conclusion and/or discussion only -

9. Follow-ups

37. Recommendations for Future Research		
38. Implications for Practice		
39. Salient Study Limitations		

APPENDIX D

Data Management File

#	Doc ID	Authors	Year	Title	Databases SearchID	RQ1-1: How is resilience conceptualized in the introduction, background, and/or literature review sections of the selected studies? What are Chinese-specific cultural elements identified in the literature as extracted from introduction, background, and/or literature review sections of the selected studies? (Direct Extraction)	RQ1-3: What models are used to assess resilience in the study? (refer to method section)	RQ2: How is culture incorporated in understanding resilience with the Chinese emerging adults with early relational trauma? (Direct extraction of text data from Conclusion & Discussion)
1	AE001-1-1	Li, Xiaojun, Li, Qingyun	2022	Effects of maltreatment during childhood on benign and malicious envy in adulthood: Psychological resilience as a moderator	AE001-1; Ebsco	In resilience framework theory (Kumpfer, 1999) it is pointed out that the interaction between psychological resilience and the environment determines the recovery result when people are facing adversity.	Connor-Davidson Resilience Scale	N/A
2	AE001-1-2	Xie, Guo-Di, Chang, Jun-Jie, Yuan, Meng-Yuan, Wang, Gong-Fu, He, Yang, Chen, Shao-Shan, Su, Pu-Yu	2021	Childhood abuse and borderline personality disorder features in Chinese undergraduates: the role of self-esteem and resilience.	AE001-1; Ebsco	Resilience, which refers to a dynamic system for the maintenance of positive adaptation in the face of trauma or adversity... The emotional flexibility theory of resilience also suggests that resilient people can flexibly change their affective and physiological responses to match the demands of frequently changing environmental circumstances; thus, high resilient people could successfully cope with adversity or risk and are less likely to have BPD features.	The Connor-Davidson resilience scale (CD-RISC)	N/A
3	AE001-1-4	Yu, Zhiyuan, Wang, Liu, Chen, Wenyi, Perrin, Nancy, Gross, Deborah		Childhood adversity and mental health among Chinese young adults: The protective role of resilience	AE001-1; Ebsco	Resilience is also culturally and contextually constructed (Ungar, 2004, 2008; Ungar & Liebenberg, 2011). Indicators of resilience are influenced by cultural beliefs (e.g., Confucian beliefs on tolerance of adversity), familial structure (e.g., conforming to authority) and social norms (e.g., filial piety) (Liang et al., 2020). For example, Hu, Chan, Shevlin, et al. (2019) found that the ability to endure and conform during hardships may be perceived as a culturally appropriate indicator of resilience among Chinese young adults, in contrast to the value placed on resisting convention among Western youth. Yet the existing studies on the role of resilience in influencing ACEs and mental health are mostly conducted in Western societies (e.g., Bethell et al., 2019; Wingo et al., 2010; Woods-Jaeger et al., 2018). Little is known about how resilience may function in relation to ACEs and mental health among young adults in non-Western context (Ungar & Liebenberg, 2011).	The Chinese version of the Connor-Davidson Resilience Scale 10 (Connor-Davidson & Steptoe, 2007; Davidson, 2018) was used to measure resilience.	These lower resilience scores could also indicate that the CD-RISC-10 may have limited cultural relevance. Ungar (2008) suggests that resilience has both universal and culturally specific aspects. Although the CD-RISC-10 has demonstrated good psychometric properties among Chinese populations (e.g., Cheng et al., 2020), the scale might only address the universal aspects of resilience or those more salient to Western values such as self-reliance (e.g., item "Think of self as a strong person"). Indeed, Yu et al. (2014) found that family resilience was an additional predictor of depression beyond individual resilience among Mainland Chinese refugees in Hong Kong. The CD-RISC-10 has a heavy emphasis on individual level resilience (individual traits), whereas the interpersonal and community level of resilience (ecological aspects) (Ortiz, 2019) might be more salient among Chinese populations. For example, Yu et al. (2011) found that in a collectivist culture, Chinese earthquake survivors' resilience score was predicted by collectivist well-being rather than individualistic well-being.
4	AE001-1-5	Ho, G. W. K. J., grace w.k.ho@polyu.edu.hk, Chan, A. C. Y. I, Shevlin, M. J., Karatzias, T. J. A, Leung, D. I	2021	Childhood Adversity, Resilience, and Mental Health: A Sequential Mixed-Methods Study of Chinese Young Adults.	AE001-1; Ebsco	The majority of resilience research is grounded in developmental psychology, where it is used to describe children who were exposed to considerable stress and trauma early in life (e.g., abuse and neglect) but were observed to withstand the negative effects of risk exposure and "bounce back" in the face of adversity, thus demonstrating positive growth and adjustment (Windle, 2011). It is imperative to understand the factors underlying resilience as it is central to positive adaptation in early stress and trauma. Further, examining resilience as a mental health protective factor in young adulthood is of particular interest given the onset of major mental disorders is most typical during this developmental period compared with any other time in the life course (de Gisi, Dugan, Parrell, Cocchi, & McGorry, 2012). However, most existing research on youth resilience and mental health were conducted in Western settings (Ungar & Liebenberg, 2011); culture-specific examinations of these relationships in non-Western samples remain scarce.	A sequential explanatory mixed-methods approach was chosen to capture a general understanding of the main study variables using quantitative data, and to further explain the statistical findings by providing a detailed understanding of the cultural factors that may influence resilience using qualitative results (Creswell & Plano Clark, 2011). Resilience was measured using the two-item Chinese Connor-Davidson Resilience Scale-2 (CD-RISC-2), which was designed to capture the essence of resilience, that is, the ability to "bounce back" and adapt to change (Connor & Davidson, 2003; Ni et al., 2016). Scale reliability for the current sample was acceptable ($\alpha = .70$). Resilience was scored as a continuous variable with a possible range from 0 to 9 (higher score indicates higher resilience) and also categorized into low (score of 0-3), medium (score of 4-5), and high (score of 6-8) based on normative data showing that men and women in Hong Kong provided mean scores of 5.17 and 4.91, respectively (Ni et al., 2016).	The present study identified specific Chinese cultural norms and beliefs as potential mechanisms that influence young adults' resilience in the context of ACEs. Our in-depth cultural examination suggests Chinese young adults' resilience is influenced by norms of emotional restraint, conformity, competition, and superstition. The qualitative findings are divided into four categories representing the predominant cultural beliefs that appeared to shape participants' perceptions of ACE and their resilience: (a) privacy, emotional restraint, and "saving face"; (b) conforming to preserve harmony; (c) a will to excel; and (d) viewing adversity as a matter of luck. The present study identified specific Chinese cultural norms and beliefs as potential mechanisms that influence young adults' resilience in the context of ACEs. Our in-depth cultural examination suggests Chinese young adults' resilience is influenced by norms of emotional restraint, conformity, competition, and superstition.
5	AE001-1-8	Li, Yonghan (AUTHOR), Yuan, Mengyuan (AUTHOR), Chang, Jiaqi (AUTHOR), Zhang, Tingting (AUTHOR), Chen, Lian (AUTHOR), Xu, Guodan (AUTHOR), Chen, Shanshan (AUTHOR), He, Yang (AUTHOR), Su, Puyu	2022	Association of Child Sexual Abuse Victimization and Resilience Behaviors and the Mediating Role of Psychological Adjustment among College Students in China.	AE001-1; Ebsco	Based on previous research in this area, we evaluated PA in two core dimensions: resilience and emotional release. Resilience implies plasticity, which depends on neurobiological systems that support social fitness, physical stamina and endurance because they flexibly adapt to different conditions. Indeed, resilience represents a way for individuals to adapt and recover after experiencing adversity and trauma (Anderson & Priebe, 2021).	The Chinese version of the Connor-Davidson Resilience Scale (CD-RISC) translated by Yu et al. (2011) was used to assess resilience.	N/A
6	AE001-1-11	Chen, Yifan (AUTHOR), Huang, Chen-Chang (AUTHOR), Yang, Meifan (AUTHOR), myyang2019@163.com, Wang, Jiaofang (AUTHOR)	2022	Relationship Between Adverse Childhood Experiences and Resilience in College Students in China.	AE001-1; Ebsco	Resilience is a two-dimensional concept encompassing both the occurrence of challenging events and individuals' positive adaptation when experiencing the challenges (Luthar et al., 2000; 2006; 2009). When individuals face various risks and challenges throughout their lifetime, resilience can help them adaptively cope with the corresponding stress and promote positive development (Bajaj & Pandey, 2016; Rutter, 2006). Researchers have different insights concerning the nature of resilience (Fletcher & Sarkar, 2013; Herman et al., 2011). Some define resilience as the absence of psychopathological symptoms and other negative outcomes during adversity (e.g., Gidycz, Bernman et al., 2009; Howett et al., 2016; Martinez-Torres et al., 2009), while others define resilience as a trait, a personal characteristic that enables individuals to adapt to adverse circumstances (Bajaj & Pandey, 2016; Connor & Davidson, 2003). The current study is in favor of the latter definition and conceptualizes resilience as an inherent trait-like ability to cope with adversity. Resilience is an important indicator of positive psychological functioning, which stresses human capacities to cope with adversity (Oy & Singer, 1996).	Furthermore, the relationship between ACEs and resilience could differ by culture. For instance, members of individualistic countries focus more on themselves and their immediate families, while members of collectivist countries concentrate more on immediate and extended families as well as larger in-groups. Saterwhite and Luchner (2016) argued that cultural differences between collectivism and individualism might influence individuals' resilience. Moreover, as indicated by Yu et al. (2020), American and Chinese individuals' resilience was sensitive to different types of child maltreatment, such that Chinese individuals' resilience may be more sensitive to child abuse relative to American individuals. Thus, the relationship between ACE dimensions and resilience may differ by students' cultural backgrounds. A multiculture comparison study may be warranted to further explore the relation between ACEs and resilience.	Furthermore, the relationship between ACEs and resilience could differ by culture. Personal characteristics, such as resilience, are sensitive to cultural context. For instance, members of individualistic countries focus more on themselves and their immediate families, while members of collectivist countries concentrate more on immediate and extended families as well as larger in-groups. Saterwhite and Luchner (2016) argued that cultural differences between collectivism and individualism might influence individuals' resilience. Moreover, as indicated by Yu et al. (2020), American and Chinese individuals' resilience was sensitive to different types of child maltreatment, such that Chinese individuals' resilience may be more sensitive to child abuse relative to American individuals. Thus, the relationships between ACE dimensions and resilience may differ by students' cultural backgrounds. A multi-culture comparison study may be warranted to further explore the relation between ACEs and resilience.
7	AE001-1-12	Low, Yiu Tsang Kwok, Sylvia Y. C, Tam, Hui Lin Ck, Yeung, Wu Kuei H, Lo, Hui Ming H	2017	The relationship between childhood physical abuse and suicidal ideation among Chinese university students: Possible moderators.	AE001-1; Ebsco	Studies of the concept of resilience have helped identify protective factors (ones that protect a person against becoming understanding in the face of adversity), rather than focusing on the risk factors of a person (Lee, 2006). Resilience is defined in terms of the perceptions, beliefs, or abilities that provide individuals with a buffer against the deleterious impacts of risk (Johnson, Gooding, Wood, & Tarter, 2010; Johnson et al., 2010; Omasu et al., 2004; Rutter, Proedermid, & Omasu, 2008). Resilience is also considered to be a stable personality trait or an ability that a person needs to protect oneself against risk and adversity (Eversall et al., 2006). It is also defined as the capacity of a person to adapt well to stressful events and life challenges (Lee, 2006).	The Emotional Competence and Resilience subscales in the abbreviated version of the Chinese Positive Youth Development Scale (CPYDS; Shuk, Su, & Lee, 2007) were used to measure the strength of different aspects of positive youth development in the participants. The abbreviated CPYDS extracts 44 items out of the original 90-item CPYDS and measures 15 domains of positive youth development. The participants were asked to rate the extent to which they agreed with statements concerning emotional competence and resilience (scored on a 6-point Likert scale, with 1 = strongly disagree and 6 = strongly agree). Averaging the item scores in a domain yielded a positive-youth-development domain score, with higher scores indicating higher agreement in that particular domain. The CPYDS demonstrated good construct validity in the scores' positive relationships with scores for life satisfaction and thriving, and the scores' negative relationship with scores for high-risk behavior (Shuk et al., 2007). The emotional competence subscale of CPYDS includes six items with questions such as, "when I am angry, I can rationally describe my feelings" and "when I have conflict with others, I can manage my emotions." The Resilience subscale of CPYDS also includes six items with questions such as, "when I face difficulty, I will not give up easily" and "when I face adversity, I remain optimistic." The Emotional Competence and Resilience subscales of CPYDS demonstrated internal reliability, with Cronbach's alpha being 0.61 and 0.81, respectively, in the current study.	N/A
8	AE001-1-13	Chen & Qin	2020	Childhood Physical Maltreatment and Aggression among Chinese Young Adults: The Role of Resilience and Self-Esteem.	AE001-1; Ebsco	Resilience and self-esteem, as two important factors for individual development, may be influenced by interpersonal relationships (Luo, Taylor, & Di Folio, 2018; Ravitsky-Romero, Fernandez-Theruel, Salazar-Lamela, & Golliger-Gonzalez, 2017). Moreover, Chinese people may have different perceptions about resilience and self-esteem. Chinese people may prefer "interdependent self-construal" which may make self-evaluation dependent on the relationship with others (Markus & Kitayama, 1991). And Chinese people may emphasize relationships with others; they may internalize these relationships with others into their own evaluation (Pomeroy, Qin, Wang, & Chen, 2009). Meanwhile, Chinese people may prefer pursuing of collective harmony, which may contribute to their different interpersonal relationship models from Western people (Ying & Pant, 2016). In addition, resilience and self-esteem may be two relational variables influenced by interpersonal relationships, and different levels of resilience and self-esteem may result in different behaviors (Barry, Loflin, & Doucette, 2015; Munoz & Pence, 2016). (consider coding cultural framework?) Meanwhile, resilience allows an individual to adapt well during challenging situations, and high levels of resilience may mitigate the impact of adverse experiences on individuals' later adaptation (Munoz & Pence, 2016).	The Chinese Adolescents Resilience Scale (CARS) was developed by Hu and Gao (2008). It is a self-report scale to assess Chinese adolescents' resilience, and contains 27 items which belong to two subscales, including five factors of resilience. One subscale is personal power (PP), which includes goal focus, emotional control, and positive cognition. The other subscale is supportive power (SP), which includes family support and interpersonal assistance. Participants rate each item on a 5-point Likert scale (from 1 = very conformity to 5 = very incoformity). Ratings were averaged to form a total score; high scores indicate high resilience. Studies also verified the good reliability and validity of CARS in China (Wang & Lin, 2018). The Cronbach's alpha was .85 in the present study, and construct validity was acceptable (Table 2), which suggested that the data of this study were consistent with those found in the original version of the questionnaire.	Moreover, resilience and self-esteem may be two relational variables which may be influenced by the quality of interpersonal relationships. Chinese may prefer interdependent self-construal which may make self-evaluation dependent on the relationship with others (Luo, 2018; Markus & Kitayama, 1991).
9	AE001-1-14	Han, Li, Zhao, Sheng-yu2 Pm, Xuan-yin3 Liao, Chao-jing	2018	The impact of students with left-behind experiences on childhood: The relationship between negative life events and depression among college students in China.	AE001-1; Ebsco	Psychological resilience is one of the protective factors for mental health issues which is used to cope with stress to achieve individual's goal of positive development (Epstein & Kaminer, 2013).	The Resilience Scale of Chinese Adolescent (RSCA) (Hu & Gao, 2008) is used to measure adolescent resilience in China. There were 27 items with five dimensions including goal focus, emotional control, positive cognition, interpersonal assistance and family support. Respondents rate items on a scale from 1 = 1-not true at all, 5= true all the times. The higher the scores, the higher the resilience. Cronbach's alpha coefficient of scale was .90, and five dimensions were .71-.77.	However, the past LBE normally made college students' behavior more modest and cautious to correspond with the requirement of Chinese traditional culture. Therefore, it ineffectively promotes personal self-esteem indirectly and decreases depression through the practice of cultural value of modesty (Cui et al., 2011). Furthermore, the psychological resilience of LBE students mitigates their negative emotions under stress situations, that is, the better the psychological resilience, the lower the risk of depression.

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10	AE001-1-17	Shi, Jingru, J. et al. Chen, Zhenqiang Yin, Yang Zhao, Jun Zhou, Xiang Yu, Yuhong	2016	Resilience as a moderator of the relationship between left-behind experience and mental health of Chinese adolescents.	AE001-1; EBosco	The term resilience refers to the ways that individuals cope with adversity (Masten, 2001). Resilience can be defined as "the process of capacity for, or outcome of successful adaptation despite challenging or threatening circumstances" (Masten, Best, & Gertner, 1990; Rutter, 2006). Resilience is dynamic combination of internal and external protective factors, defined as the personal qualities or contexts that predict positive outcomes under high-risk conditions (Egeland, Carlson, & Sroufe, 1993; Rutter, 1987). Resilience can be measured by "conditional variables like temperament and personality, as well as coping skills" (Campbell-Sills, Cohen, & Stein, 2006). Resilience is thought to be an important protective factor against the development of psychiatric disorder in the face of adversity (Rutter, 1985). [In discussion] Resilience is the complex interplay between an individual and his or her environment, in which the individual can influence a successful outcome using protective factors, defined as the personal qualities or contexts that predict positive outcomes under high-risk conditions (Egeland et al., 1993). [Conceptualization] encompassed all three common models but attention seemed to given more to the protective factors mode of conceptualization as the author continued; however in conclusion the interplay between environment and the individual was mentioned also]	Psychological resilience. The Connor-Davidson Resilience Scale (CD-RISC; Connor & Davidson, 2003) is a 25-item 5-point Likert-type assessment that measures the ability to cope with stress and adversity. Based on theories related to stress, coping and adaptation, the scale developers selected 17 domains on personal characteristics (e.g., viewing changes as challenge, taking on the responsibility to cope with stress and maintaining optimism). The total scores range from 0 to 100 with higher scores reflecting greater resilience. The CD-RISC has been demonstrated to have adequate internal consistency (Cronbach's $\alpha = .89$ test-retest reliability, and convergent and divergent validity in the general population and patient samples. To improve the readability among Mainland Chinese, translations and back-translations were made by Yu and Zhang. The reliability coefficient of the Chinese version of the CD-RISC was .91. The internal reliability coefficients were .88, .80 and .60 for the three factors of Tenacity, Strength and Optimism, respectively (Yu & Zhang, 2007).	The results suggested that the LB experience may be unfavorable for development of great resilience. A potential interpretation for the above result is that the LB experience may weaken protective factors such as self-esteem and social support. On one hand, our findings can be ascribed to the self-development connected to the extent of early attachment; research generally supports the view that secure attachments with parents in infancy, childhood and adolescence are linked with positive representations of the self, including high levels of self-esteem and self-efficacy (Aronson & Power, 2003). Thompson, 1999). Thus LB children, who were often separated from their parents in early childhood to be raised by their grandparents or other relatives, missed this crucial period during childhood to build a close emotional bond with their parents; so they did not feel loved, and this kind of thought probably made the children feel unworthy (Y. Li, 2010). Meanwhile, the parental migration was responsible for a noticeable reduction in the intimate parent-child communication as well as emotional support from the parents so that the LB children perceive low family support (Q. Yang, 2012). Furthermore, we found that the college students with LB experience showed higher score of psychopathological symptoms compared with the NLB peers. This finding suggested that individuals with LB experience are more vulnerable to mental health problems.
11	AE001-1-19	Li, Bingling (AUTHOR) Pan, Yang (AUTHOR) Liu, Guangrong (AUTHOR) Chen, Wandan (AUTHOR) Lu, Jiamin (AUTHOR) Jiangbin 163.69 m L. Xai (AUTHOR)	2020	Perceived social support and self-esteem mediate the relationship between childhood maltreatment and psychosocial flourishing in Chinese undergraduate students.	AE001-1; EBosco	Resilience resources are defined as one or more predispositions or resources available at the individual, social, or community level that foster the ability to cope and function well despite constant and long-term chronic stress (Scherter & Dohren, 2011). The taxonomy of resilience resources suggests that how individuals view themselves (self-focused resilience) and their relationships with other people (other-focused resilience) are two important components of resilience resources (Scherter & Dohren, 2011).	Flourishing Scale (Diener et al., 2006). The Flourishing Scale consists of eight items describing important aspects of human functioning ranging from positive relationships, to feelings of competence, to having meaning and purpose in life. For example, "my social relationships are supportive and rewarding", or "I am competent and capable in the activities that are important to me".	N/A
12	AE001-1-24	Lin, Xiaoyu Faculty of Psychology Beijing Normal University Beijing, China Wang, Wenhao	2019	Direct and interactive effects of peer support and resilience on psychosocial adjustment in emerging adults with early left-behind experiences	AE001-1; EBosco	Of importance, this study also examines the potential protective roles of social context (i.e., peer support) and individual characteristics (i.e., resilience) in psychosocial adjustment. Resilience refers to effective coping and adaptation in the face of loss, hardship, or adversity. (this study considers the impact and interplay between peer support and one's positive adaptive but conceptualize resilience more as an individual characteristic)	Resilience was measured by the 25-item Connor-Davidson Resilience Scale (CD-RISC), which was previously validated in Chinese populations by Yu and Zhang. One of the examples is "I am able to adapt when changes occur". Participants rated items on a 4-point scale ranging from 0 (not true at all) to 4 (true nearly all the time), and higher scores reflect greater resilience.	The current study suggests that early left-behind experiences are not an adversity for emerging adults' positive psychosocial adjustment, and the protective roles of peer support and resilience are highlighted in Chinese emerging adults. Resilience was found to enhance the levels of self-esteem in the context of higher levels of peer support. Also, our findings confirmed a risk and resilience perspective that the interaction between social contexts and personal traits can explain the variation in positive psychosocial adjustment. One possible explanation is ascribed to Chinese cultural values that social relations and perseverance in the face of adversity are highly emphasized. In the college context, peer relations, indeed, are influential in individuals' self-evaluation. Moreover, when emerging adults encounter difficulties, personal resilience as well as peer support can buffer these negative effects to promote individual perception of self-worth. However, our study did not find the interactive effect between peer support and resilience in prosocial behavior. One possible explanation is that humanity and mutual help are underpinned in Chinese culture, and the positive association between peer support and prosocial behavior is independent of the levels of resilience. Also, consistent with recent findings, other resilience-related factors (e.g., grit) but not psychological resilience can enhance the levels of prosocial behavior. For example, Liu, Marci, and Moscardino (2019) found in the context of higher levels of parental autonomy support, higher levels of grit can promote prosocial behavior in Chinese adolescents.
13	AE001-1-25	Liang, Li School of Psychology Inner Mongolia Normal University Hohhot, China Xiao, Qingqun Laboratory of Cognition and Mental Health Chongqing University of Arts and Sciences Chongqing, China yao_xiaoxiao@csu.edu.cn Yang, Yisheng	2018	The psychological capital of left-behind university students: A description and intervention study from China.	AE001-1; EBosco	Resilience is an important psychological resource arising from human adaptation systems in the face of threats to development being those that compromise these protective systems (Fletcher and Masten, 2002). As an individual's adaptive response to adverse events stems from their interactions with the environment and the processes that either promote well-being or protect against risk factors (Kiehl et al., 2010), [process, interaction]. Psychological Capital is defined as an individual's positive psychological state of development characterized by four core resources: (1) self-efficacy, (2) optimism, (3) hope, and (4) resilience (Luthans and Luthans, 2007). This is an important set of psychological qualities that protect against adversity and pressure. According to psychological capital intervention (PCI) theory, resilience activates cognitive, emotional, and behavioral processes that can change an individual's perception of his/her influence on their external conditions (Basson and Steynkova, 2013). If there are major adversities that undermine basic protective systems for development, it follows that efforts to promote competence and resilience in at-risk children should focus on strategies that protect or restore the efficacy of these basic systems. Theoretical Basis of the PCI. This study took Luthans' psychological capital theory and intervention model (Luthans and Youssef, 2008) as an important theoretical basis. The PCI model consists of four levels. First, plans are made to develop hope by planning goals and ways to achieve them. Secondly, accepts limitations to strengthen belief and accumulate experience, developing optimism. Third, develop self-efficacy by inspiring students to experience success. Finally, take advantage of effective resources and interpersonal relations to develop resilience.	Positive Psychological Capital Questionnaire. The questionnaire includes six items for each of the four factors of hope, optimism, self-efficacy, and resilience. However, the sample size of the study was small, and the scope of its application is relatively limited, and there is still insufficient evidence of validity. Chinese scholar Zhang Xiao developed a more general, more applicable positive psychological capital questionnaire (PPQ) in 2016. In this study, we chose Zhang's et al. (2019) which using a 7-point Likert Scale with a total of 26 items including 4 dimensions showed higher reliability in Chinese samples.	We also observed significant differences in certain dimensions of psychological capital when considering students' gender, grade, and student leader experience. Gender had a significant predictive effect for self-efficacy, hope, optimism, resilience, and PsyCap. Specifically, the psychological capital, self-efficacy, and resilience scores for boys were significantly higher than those for girls, which is probably due to the stereotype and role orientation of gender in Chinese culture. Liu et al. (2011) and Zuo et al. (2013) concluded that traditional Chinese culture often requires a man to be stronger, more independent and confident, and have a greater sense of family responsibility, while females are supposed to be more delicate, sensitive, and emotional. Thus, boys will receive more support and investment during their growth and education, which helps cultivate a positive attitude and healthy coping behaviors. Therefore, the left-behind experience had little impact on the development of boys' psychological capital and other dimensions. Conversely, girls were prone to be anxious and feel inferior.
14	AE003-3	Huang, H., Song	2022	The Role of Co-regulation Constitution and Emotion Regulation in the Association Between Childhood Maltreatment and Depression in Chinese College Students	SCOPUS	N/A (wasn't necessarily on resilience, less relevant)	The Difficulties in Emotion Regulation Scale (DERS (59)) is a 34-item self-assessment questionnaire measuring several facets of emotion regulation. The questionnaire involves difficulties relevant to an individual's (a) emotional perception, (b) emotional understanding, (c) acceptance of emotional response, (d) control of emotional impulses, (e) difficulty in target orientation, and (f) difficulty in effective use of emotion regulation strategies. Participants rate how frequent each item applies to them on a 5-point Likert scale ranging from 1 ("almost never"; 0-10% of the time) to 5 ("almost always"; 91-100% of the time). In case of a higher score, it indicates the worse capability of emotion regulation. The Chinese version of the DERS was demonstrated to be a reliable and valid measurement (60). The Cronbach's alpha coefficient for DERS was 0.922 in this study.	The development of preventive strategies to ameliorate biased Co-regulation constitution and emotion regulation may help with the improvement of college students' mental health and to strengthen the resilience of individuals to depression
15	AE003-16	Shen, S., Chen, Z., Qiu, X., Zhang, M., Dai, Q.	2021	Remote and adjacent psychological predictors of early-adulthood influence on depression in Chinese college students: Role of early-life trauma, extraversion, life-events, depression, and social-support	SCOPUS	Resilience, or hardiness, is a capability or character trait that helps individual overcome the ups and downs of daily life [1], and further assist people to maintain an emotional balance after a traumatic experience [2]. Previous studies have confirmed that resilience is highly effective in improving lifetime mental health after traumatic life-events [2, 3].	To assess resilience, the Chinese version of Connor-Davidson Resilience Scale (CD-RISC) was used, which comprises 25 items. The internal consistency reliability coefficients of its three factors (tenacity, strength, and optimism) have been reported to be 0.88, 0.80, and 0.60, respectively	The results suggest that in the collectivistic Chinese culture, support from family and society is important for fostering resilience during the early-adulthood period. The variable of life-events was previously reported to be negatively correlated with resilience [6], and was a risk factor for TI resilience.
16	AE003-17	Gao, R., Sun, M., Zhang, C., Fan, Z., Lin, Z., Tao, H.	2021	The Role of Military Training in Improving Psychological Resilience and Reducing Depression Among College Freshmen	SCOPUS	Resilience is defined by the American Psychological Association as the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of threat, and is often used to evaluate individual's social adaptive capacity and mental health	The Connor-Davidson Resilience scale (CD-RISC) was used to measure psychological resilience (26). This scale consists of 25 questions and each question is scored from zero to four. Consequently, the total score ranges from zero to 100, with higher scores indicating greater resilience. The CD-RISC contains five factors as follows: personal competence, trust in own intuition, positive acceptance of change, control, and spiritual influence. The CD-RISC is considered a reliable and valid instrument for measuring psychological resilience (26). In the present study, resilience was measured by the Chinese version of CD-RISC (27) which has demonstrated adequate psychometric properties and could be a reliable and valid measurement for evaluating resilience with Chinese people (27).	N/A
17	AE003-22	Wang, J., He, X., Chen, Y., Liu, C.	2020	Association between childhood trauma and depression: A moderated mediation analysis among normative Chinese college students	SCOPUS	Resilience is conceptualized as the adaptive ability to cope with adversity or trauma (Bourne, 2004). And it is a multi-dimensional, dynamic capacity influenced by life-long interactions between internal factors (e.g., personality, cognitive capacity) and environmental resources (e.g., social status, interpersonal factors, financial stability), as a dynamic mechanism capturing positive adaptation and even growth in the face of adversity (Campbell-Sills et al., 2006; Laird et al., 2019; Schulz et al., 2014; Windle, 2011).	The Connor-Davidson Resilience Scale (CD-RISC) is a 25-item self-assessment questionnaire measuring psychological resilience related to stress-coping ability (Connor and Davidson, 2003). Items are rated on a 5-point Likert scale ranging from "not true at all" (score = 0) to "true nearly all the time" (score = 4). Higher scores reflect greater levels of psychological resilience. The CD-RISC showed high reliability and validity in a community sample, primary care patients, and psychiatric patients (Connor and Davidson, 2003). The Chinese version of the CD-RISC was demonstrated to be a reliable and valid measurement in assessing resilience among Chinese adolescents (Yu et al., 2011). The Cronbach's alpha coefficient for CD-RISC in this study was 0.917.	N/A
18	AE003-30	Li, Y., Cao, F., Cui, F.	2015	Nursing students' post-traumatic growth, emotional intelligence and psychological resilience	SCOPUS	Resilience can be used to represent an individual's successful adaptation [outcome] to trauma (Wang et al., 2010), suggesting that resilient people [experiencing and growing] have the ability to adjust and cope successfully in the face of adversity, exhibiting a stable trajectory of healthy functioning across time and the capacity for positive emotions after having experienced stressful life events (Bonomo et al., 2001). Therefore, both PTG and resilience refer to constructs that result in positive adaptation after a traumatic event, [suggesting similarity between two concept] Carver (1998) and Tedeschi & Calhoun (1996) assumed that for PTG to occur, a person must display resilience and return to healthy functioning before moving towards more effective functioning. However, a literature review indicates that the researchers failed to make a distinction between individuals who were low, moderate or high in resilience, and how these different levels of resilience related to PTG.	10-Item Connor-Davidson Resilience Scale (CD-RISC) This scale was extracted from the original 25-item CD-RISC (Connor & Davidson, 2003), a commonly used self-rated instrument for measuring resilience with good internal consistency ($\alpha = .85$) and excellent test-retest stability for goodness of fit. Each item is rated on a 5-point scale from 0 (not true at all) to 4 (true nearly all the time). The Chinese version of the 10-item CD-RISC (Wang et al. 2010) was adapted by a two-stage process of translation and back-translation. Its reliability and validity ($\alpha = .91$) and test-retest reliability ($r = .90$) in the Chinese population have been well documented. In the present study, Pearson correlations between all items ranged from $r = .31$ ($P < .001$) to $r = .57$ ($P < .001$); thus, we used an overall summated score with high internal consistency ($\alpha = .87$, Table 2).	However, the more nuanced relationship has not been extensively studied so far. This study is the first to report a relationship between resilience and PTG in a Chinese convenience sample.
19	AE004-1-9	Chen Y, Hua X, Huang C, Zhou G, Wang J.	2021	Adverse Childhood Experiences and Psychological Well-being in Chinese College Students: Mediation Moderation by Gender and Resilience	PubMed	Resilience can help individuals successfully adapt to adversities and promote positive development over time in the face of adversity (30-32). As a multidimensional construct shaped by genetic, neurobiological, epigenetic, psychosocial, and cultural factors (33, 34), resilience has multiple conceptual meanings—(1) an inherent trait, (2) a dynamic process of positive adaptation, and (3) an outcome (35, 36, 37). Through the definitions of resilience vary, there is an agreement that resilience occurs when risk and challenges are present and facilitates individuals' healthy coping to subsequent adversities (36). Individuals with higher levels of resilience are more capable to "bounce back" from detrimental outcomes. Resilience can help individuals successfully adapt to adversities and promote positive development over time in the face of adversity (30-32). According to Hermann et al. (37), resilience comprises personal factors, biological factors, environmental-systemic factors, and the interaction between personal, biological, and environmental factors.	Resilience was measured using Wagnall's (52) 14-item Resilience Scale instrument (RS-14). RS-14 evaluates five characteristics of resilience, including a meaningful and purposeful life, perseverance, equanimity, self-efficacy, and emotional autonomy (32, 52).	Despite some limitations, this study contributes to the knowledge on the mediation effect of resilience on the association between ACEs and psychological well-being in Chinese college students. Based on the findings, various ACE-informed initiatives may be essential to prevent and protect individuals from ACEs. We also call for resilience-based interventions to enhance individuals' resilience and thus strengthen their psychological well-being.

[illegible]

#	Doc ID	Authors	Year	Title	Databases SearchID	RQ1-1: How is resilience conceptualized in the introduction, background, and/or literature review sections of the selected studies? What are Chinese-specific cultural elements identified in the literature as extracted from introduction, background, and/or literature review sections of the selected studies? (Direct Extraction)	RQ1-3: What models are used to assess resilience in the study? (refer to method section)	RQ2: How is culture incorporated in understanding resilience with the Chinese emerging adults with early relational trauma? (Direct extraction of text data from Conclusion & Discussion)
32	GE002-25	陈淑桦, 沈思彤, 谢佳, 孙笑笑, 陈德娟, 傅培培	2021	童年创伤对成年早期抑郁的影响及中介机制: 4 年追踪研究	Google Scholar	社会支持与心理弹性作为个体拥有的自我保护资源,能降低抑郁的风险,研究分别证实社会支持[10]、心理弹性[10]在童年创伤和成年早期抑郁之间起中介作用。	心理弹性量表 (ConnorDavidsonResilience Scale, CD-RISC) 20 包含 21 道题,采用 4 级 Likert 量表(1=“完全不符合”,5=“完全符合”),得分越高,表明心理弹性水平越高。	N/A
33	GE002-30	傅佩芳, 王瑞娟, 赵丽波	2018	童年情感虐待经历对大学生抑郁的影响: 心理复原力的中介作用	Google Scholar	心理复原力指个体在暴露在高危环境之下、或经历创伤之后,依然可以恢复到良好适应状况的心理现象(董鸣,杨彦祥,朱珊珊,2014)。	Connor-Davidson Resilience Scale (CD-RISC)	N/A
34	GE002-34	谢其利	2017	留守流动经历大学生核心自我评价在领悟社会支持和心理复原状况间的中介作用	Google Scholar	N/A	核心自我评价问卷: 量表由 Judge 等编制,用于评定个体对自我、世界及他人持有一种根本的、积极的内隐信念。问卷包含 10 个条目,采用 4 级评分(1=“完全不符合”,4=“完全符合”)。	N/A
35	GE002-38	陈淑桦	2021	童年创伤与成年早期动态复原及基于核心复原的心理干预	Google Scholar	N/A	心理弹性量表 Connor-Davidson Resilience Scale, CD-RISC	N/A
36	GE002-50	K Sumaira	2020	儿童期逆境和大学生复原力的作用	Google Scholar	In literature, the empirical definition of resilience is often categorized as a personality trait as this concept lacks a universal definition. Examples of definitions of resilience in the literature include the ability to bounce back, rise above, adapt or adjust to change and adversity (Auburn, Gier, & Hoare, 2016), a set of personal characteristics that allow one to thrive when faced with adversity (Comer & Davidson, 2003), or a phenomena in which good outcomes occur in the time of serious threat to development or adaptation (Masten, 2001). <i>As research progressed in this area, resilience was surprisingly categorized as an ordinary personality trait of which one can be taught skills to enhance their level of resilience</i> (Masten, 2001). Resilience is an individual's ability to recover from adversity and it denotes a dynamic process that can be influenced by external factors, environmental, and/or the individual and the outcome (Garcia-Dia, D'Napol, Garcia-Dia, Jaskubowski, & O'Flaherty, 2011). So the term psychological resilience can be broadly defined as a manifested or potential capability of a dynamic system to adjust efficiently to those disturbances that threaten the survival, development, or function of that system (Masten, 2015). "Resilience is the process of effectively negotiating, adapting to or managing significant sources of stress or trauma. Assets and resources within the individual, their life and environment facilitate this capacity for adaptation and "bouncing back" in the face of adversity. Across the life course, "... in other words, resilience refers to a multidimensional construct that is influenced by context and culture ." 3.4.4 theoretical model (PDF page 61) Richardson (2002)'s Resilience Theory Rutter's Cognitive Theory of Resilience O'Leary and Jakavics' Challenges Theory of Resilience Ungar's Social-Ecological Model of Resilience	Resilience can broadly be defined as the capacity of a dynamic system to adapt successfully to disturbances that threaten CD-RISC includes content from various sources including Kabasi's construct of hardiness, Lyon's work on assessing patience, Rutter's work on stress and coping, and Shackleton's understandings on faith (Comer & Davidson, 2003). [detailed CD-RISC's theoretical underpinning]	N/A
37	GE002-72	张春阳, 徐敏	2022	儿童期创伤与有留守经历大学生负面情绪心理韧性的调节作用	Google Scholar	心理韧性是指曾经经历正或负压力逆境的个体,其身心未受到不利处境永久性影响,或造成性创伤的发展现象(唐浩哲等,2012)。尽管个体无法避免会遭遇各种创伤、逆境等事件,但心理韧性可以在可危事件和不良后果间起“缓冲”或保护作用(Lee & Cranford, 2008; Poole, 2016; 赵以群等, 2019)	采用 Comer and Davidson (2003) 编制的心理韧性量表(The Connor-Davidson Resilience Scale, CD-RISC)。国内已有研究者验证了其量表信效度(信量表具有良好的信效度 Yu & Zhang, 2007)。修订后量表包含 3 个维度,分别是韧性、力量感和乐观性,共 25 个项目。3 点计分(1 代表从来,3 代表一直如此),得分越高代表心理韧性越好。在本研究中,量表的内部一致性系数为 0.93。	表明在有留守经历的大学生中,心理韧性可以减弱儿童期创伤对其负面情绪的预测。如积极心理学视角,心理韧性不仅可以对处在不良环境中的个体起到保护作用,还可以让已经遭受创伤和创伤的个体从负面事件中恢复过来(Lee & Cranford, 2008; Masten, 2011)。有心理韧性的个体通常有更多的社会支持,更积极的思维调节方式(Li et al., 2015; Min et al., 2013)。因此,即使经历了儿童期创伤,在面临不良生活事件时负面情绪仍相对较低。此外,本研究也发现心理韧性也是直接预测留守大学生的负面情绪,因此有留守经历大学生中,尽管儿童期创伤对其负面情绪有显著的预测作用,但也可以通过提高其心理韧性来降低儿童期创伤对负面情绪的影响。
38	GE002-83	陈晨, 郭黎莉, 王冰	2015	儿童期受虐待与大学生攻击行为	Google Scholar	积极心理学兴起以来,心理韧性一直作为良性生活事件、个体不良行为的保护因素得到广泛研究(见7-4)。	青少年心理韧性量表: 该量表由陈黎莉等(11)编制,包括目标专注(R1)、情绪控制(R2)、积极应对(R3)、家庭支持(R4)和人际求助(R5)5 个因子共 27 个条目,每个条目使用 5 级评分(1=“完全不符合”,2=“比较不符合”,3=“说不清”,4=“比较符合”,5=“完全符合”)。该量表内部一致性信度为 0.85,重测信度为 0.83(11)。	N/A

APPENDIX E

Coding Manual and Process Record Sheet

Coding Manual and Process Record Sheet

Research Question 1

How is culture incorporated in conceptualizing resilience in Chinese emerging adults who had early relational trauma?

Research Question 1.1

How is resilience conceptualized in introduction, background, and/or literature sections of the selected literature?

Variable	Definition	Instruction
Conceptualization of Resilience	<p>How do the authors describe their understanding of resilience as a construct?</p> <p>OR</p> <p>How is the concept of resilience defined in these selected studies?</p>	<p>1. Thoroughly review text and copy sentence(s) in <i>introduction, background, and/or literature</i> review that provides information on how the authors understood and define the concept of resilience to Data Analysis Sheet If not mentioned in the original text, write N/A.</p> <p>2. Concept-driven approach to analysis-</p> <p>Use deductive qualitative codes informed by literature as primary codes: state, contextual-based, dynamic, and ecological (Arrington & Wilson, 2000; Raghavan & Sandanapitchai, 2020b; Ungar, 2008, 2013; Wang et al., 2015).</p> <p>Coded as <i>State</i>- *if the text mentioned any of the following key terms/phrases: (protective) trait(s), factor(s), ability, outcome, coping, adaptation</p> <p>Coded as <i>Contextually-based</i>- *if the text mentioned any of the following key terms/phrases: context(ually-based), culturally-based, influenced by (context), match, adapt (to context), resource(s)</p>

Variable	Definition	Instruction
		<p>Coded as Dynamic- *if the text mentioned any of the following key terms/phrases: dynamic, interactive/interplay, fluid, process, trajectory, across time</p> <p>Coded as Ecological- *if the text made any reference to Brofenbener's ecological levels</p> <p>3. Thoroughly review primary codes and inductively develop secondary codes. The following codes were identified: static, unidirectional, bidirectional, and multidimensional.</p> <p>Coded as Static, *if state was the only primary code</p> <p>Coded as Unidirectional, *if contextual-based was the only primary code</p> <p>Coded as Bidirectional , *if dynamic was the only primary code OR if dynamic and state were both mentioned but emphasis is on dynamic interaction</p> <p>Coded as Multidimensional, * if ecological was the only primary code, OR if prior codes implies that the concept encompass several categories OR implied different dimensions of this concept</p> <p>4. Count the occurrence for each secondary codes</p> <p>5. Count total occurrence of content coded as unidirectional, bidirectional and multidimensional</p> <p><i>*except Static category, the other three categories all incorporated culture in their conceptualization</i></p>

Research Question 1.2

What are Chinese specific cultural elements identified in the literature *as extracted from introduction, background, and/or literature sections* of the selected studies?

Variable	Definition	Instruction
Chinese-specific cultural elements	How do authors describe, if any, the role of culture, and more specifically, the role of Chinese culture (core values, traditions, philosophy, characteristic, ways of relating, social norms etc), in their description or conceptualization of resilience as a construct?	<ol style="list-style-type: none"> 1. Thoroughly review text and copy sentence(s) in <i>introduction, background, and/or literature review</i> that discuss Chinese-cultural elements Data Analysis Sheet If not mentioned in the original text, write N/A. 2. Thoroughly review data and identify key terms/phrases that either the author specifically described to be Chinese culture-specific or implies cultural relevance (for example, signals core values highlighted in Chinese philosophies as described in chapter 1) 3. Develop primary codes based on thorough review of key terms *Primary codes included: Tolerance, Endurance, Conformity, Filial Piety, Interdependent self-construal, Relationship with others, Collective harmony *Use respective code label if extracted data include the exact same word in different word forms or use similar words/phrases 4. Thoroughly review primary codes and identify common themes among these codes to develop secondary codes *Secondary codes included: culturally-embedded individual quality, interactive process, relational/collective harmony.

Variable	Definition	Instruction
		<p>Coded as Culturally-embedded individual quality, if primary code includes acceptance [tolerance and conformity endurance]</p> <p>Coded as Interdependent self construct if primary code included interdependent self construct</p> <p>Coded as Relational/collective harmony: if primary code includes conform to authority, filial piety, collective harmony</p>

Research Question 1.3

What assessment methods are used to assess resilience in the method section of the selected studies?

Variable	Definition	Instruction
Assessment methods used	Identify the assessment tool/method used in the selected studies to assess for resilience	<ol style="list-style-type: none"> 1. Identify name of assessment tools used 2. Use names of identified assessment tools as primary codes *Primary Codes: Connor-Davidson Resilience Scale, Wagnild's 14-item Resilience Scale, Resilience Scale for Chinese Adolescent, Core Self-evaluations Scale, Resilience Scale for Adults, Simplified Coping Style Questionnaire, Flourishing Scale, Positive Psychological Capital Questionnaire, Difficulties in Emotion Regulation Scale, Chinese Positive Youth Development Scale 3. Record their occurrence in the data analysis sheet 4. Count the occurrence of different codes and identify the most frequently used code

Research Question 2

How was culture incorporated in understanding resilience with Chinese emerging results who had early relational trauma?

Research Question 2.1

What are some culturally specific elements identified in the result conclusion and/or discussion sections of the selected studies?

Variable	Definition	Instruction
Culturally-specific elements	What are culturally-specific elements mentioned in selected studies?	<ol style="list-style-type: none"> 1. Thoroughly review text and copy sentence(s) in <i>introduction, background, and/or literature review</i> that discuss Chinese-cultural elements 2. Thoroughly review data and identify key terms/phrases that provide information relating to culture's role in understanding resilience within the Chinese context 3. Develop primary codes based on thorough review of extracted key terms/phrases. *Primary codes included: Interpersonal and family support, Social support; Emotional care during childhood; Relationship with others/ mutual help; Collectivist well-being; Emotional Restraint; Perseverance; conformity; preserve harmony; will to excel; viewing adversity as a matter of luck; superstition; Emotion regulation; Correspond with requirement of Chinese traditional culture; Chinese notion that "a hit shows affection, a scold shows love" *Use respective code label if extracted data include the exact same word in different word forms or use similar words/phrases 4. Thoroughly review primary codes and develop secondary codes based on recurring themes *Secondary codes included: Interpersonal support, Social support, Favorable personal characteristic congruent with cultural context, Positive reframe of adversity

Variable	Definition	Instruction
		<p>Coded as Interpersonal support if primary code(s) include interpersonal level, family resilience, family, parental, peer support, mutual help, relationship with others</p> <p>Coded as Social support if primary code(s) include social support</p> <p>Coded as Favorable personal characteristic congruent with cultural context if primary code(s) include emotional restraint, perseverance, conformity, preserve harmony, will to excel, Emotion regulation, correspond with requirement of Chinese traditional culture, collective well-being</p> <p>Coded as Positive reframe of adversity: viewing adversity as a matter of luck, superstition, Chinese notion that "a hit shows affection, a scold shows love"</p>

APPENDIX F

Table of Included Studies

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
1	AE001-1-1	Li, Xiaojun, Li, Qingyin	2022	Effects of maltreatment during childhood on benign and malicious envy in adulthood: Psychological resilience as a moderator.	AE001-1; Ebosco	(Li & Li, 2022)	Academic Journal	Social Behavior and Personality	To investigate the mediating roles of self-esteem and resilience in the relationship between psychological maltreatment and smartphone addiction.	Explore the effect of two forms of maltreatment of children (emotional and physical) on two kinds of envy in adulthood (benign and malicious), and the moderating role of psychological resilience in these associations.	Quantitative study
2	AE001-1-2	Xie, Guo-Die, Chang, Jun-Jie, Yuan, Meng-Yuan, Wang, Geng-Fu, He, Yang, Chen, Shan-Shan, Su, Pu-Yu	2021	Childhood abuse and borderline personality disorder features in Chinese undergraduates: the role of self-esteem and resilience.	AE001-1; Ebosco	(Xie, et al., 2021)	Academic Journal	BMC Psychiatric	Explore the potential mediating role of resilience and self-esteem between childhood abuse and BPD.	The objectives of this study were to develop a better understanding of the mediating role of resilience and self-esteem in the development of BPD in the context of different types of childhood abuse in Chinese undergraduates	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
3	AE001-1-4	Yu, Zhiyuan, Wang, Lin, Chen, Wenyi, Perrin, Nancy, Gross, Deborah	2021	Childhood adversity and mental health among Chinese young adults: The protective role of resilience.	AE001-1; Ebo	(Yu, et al., 2021)	Academic Journal	Journal of advanced nursing	The aims of this study were to examine the prevalence of adverse childhood experiences (ACEs) among health science students in China; associations between the number of ACE exposures and severity of depressive and anxiety symptoms; and the extent to which resilience moderates the effect of ACEs on mental health outcomes.	The prevalence of adverse childhood experiences (ACEs) among health science students in China; associations between the number of ACE exposures and severity of depressive and anxiety symptoms; and the extent to which resilience moderates the effect of ACEs on mental health outcomes.	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
4	AE001-1-5	Ho, G. W. K.1 grace.wk.ho@polyu.edu.hk Chan, A. C. Y.1 Shevlin, M.2 Karatzias, T.3,4 Chan, P. S.1 Leung, D.1	2021	Childhood Adversity, Resilience, and Mental Health: A Sequential Mixed-Methods Study of Chinese Young Adults.	AE001-1; Ebosco	(Ho, et al., 2019)	Academic Journal	Journal of Interpersonal Violence 2021, Vol. 36(19-20)	The primary goal of this study was to generate a fuller understanding of resilience, mental health problems, and ACEs among Chinese young adults in Hong Kong. A secondary goal of this study was to provide a model for future studies using a mixed-methods design to deeply examine resilience within sociocultural, historical, or geographical contexts.	(a) examine the associations between negative mental health outcomes (i.e., depression, anxiety, maladjustment, and posttraumatic stress symptoms) and ACEs among young adults in Hong Kong; (b) assess the contribution of resilience in explaining the relationships between impaired mental health and ACEs; and (c) explore culture-specific factors that may explain or influence (protect or promote, as well as risk or hinder) resilience in the context of ACEs.	Mixed-Method study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
5	AE001-1-8	Li, Yonghan1 (AUTHOR) Yuan, Mengyu an1 (AUTHOR) Chang, Junjie1 (AUTHOR) Zhang, Tingting 1 (AUTHOR) Chen, Liru1 (AUTHOR) Xie, Guodie1 (AUTHOR) Chen, Shansha n1 (AUTHOR) He, Yang1 (AUTHOR) Su, Puyu	2022	Association of Child Sexual Abuse Victimization and Murderous Behaviors and the Mediating Role of Psychological Adjustment among College Students in China.	AE001-1; Ebosco	(Li, et al., 2022)	Academic Journal	Journal of Interpersonal Violence 2022, Vol. 0(0) 1–26	The purpose of this study was to examine this relationship and explore the mediating effect of psychological adjustment (PA).	Hypothesis 1. CSA victimization is positively associated with murderous behaviors, and the relationship between CSA victimization and murderous behavior varies according to CSA characteristics (including the type, period, duration, and pattern). Hypothesis 2. PA mediates the relationship between CSA and murderous behaviors; the mediating effect of PA combines the indirect effects of resilience and emotional release	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
6	AE001-1-11	Chen, Yafan (AUTHOR) Huang, Chien-Chung (AUTHOR) Yang, Meifen1 (AUTHOR) mfyang2019@163.com Wang, Jianfeng (AUTHOR)	2022	Relationship Between Adverse Childhood Experiences and Resilience in College Students in China.	AE001-1; Ebosco	Yafan Chen, Chien-Chung Huang, Meifen Yang, Jianfeng Wang 2022; (Chen et al., 2022)	Academic Journal	Journal of Family Violence	Assess the relationship between ACEs and resilience	the current study will examine the relationship between ACEs and resilience using a college sample from China	Quantitative study
7	AE001-1-12	Low, Yiu Tsang Andrew1 yiutflow@cityu.edu.hk Kwok, Sylvia Y.C.L.1 Tam, Hau Lin Cherry1 Yeung, Wai Keung Jerf1 Lo, Hay Ming Herman 2	2017	The relationship between childhood physical abuse and suicidal ideation among Chinese university students: Possible moderators.	AE001-1; Ebosco	(Low a, et al., 2017)	Academic Journal	Children and Youth Services Review	This study examined the relationship between childhood physical abuse and adolescent suicidal ideation in Hong Kong, China	H1. Childhood physical abuse is positively associated with suicidal ideation among Chinese university students. H2. Emotional competence moderates the relationship between childhood physical abuse and suicidal ideation among Chinese university students.	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
										H3. Resilience moderates the relationship between childhood physical abuse and suicidal ideation among Chinese university students	
8	AE001-1-13	Chen, Chen1	2020	Childhood Physical Maltreatment and Aggression among Chinese Young Adults: The Roles of Resilience and Self-Esteem.	AE001-1; Ebosco	(Chen & Qin, 2020)	Academic Journal	JOURNAL OF AGGRESSION, MALTREATMENT & TRAUMA 2020, VOL. 29, NO. 9, 1072–1091	The present study delineated characteristics of childhood physical maltreatment among Chinese young adults and estimated the relationship between childhood physical maltreatment and aggression	We hypothesized that (1) characteristics of CPM in China were different from Western countries, specifically, prevalence of CPM was higher than Western countries and male young adults might more likely to be physically maltreated than female young adults; (2) gender moderated the relationship between CPM and aggression, and	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
										resilience and self-esteem mediated the relationship between CPM and aggression	
9	AE001-1-14	Han, Li1 Zhao, Sheng-yu2 Pan, Xuan-ying3 Liao, Chuan-Jing	2018	The impact of students with left-behind experiences on childhood: The relationship between negative life events and depression among college students in China.	AE001-1; Ebosco	(Han, et al., 2018)	Academic Journal	International Journal of Social Psychiatry, 2018, Vol. 64(1) 56–62	This study discusses the mediation effect of self-esteem together with psychological resilience on college students with depression and negative life events of left-behind. The study also discusses the regulation effect of LBE.	(1) college students with LBE would have bad attitudes toward negative life events, and they also have lower self-esteem and psychological resilience to protect them from being depressed than those NLBE students; (2) factors of LBE, negative life events, self-esteem and psychological resilience would be significantly correlated with depression; and	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
										(3) there would be a mediation effect of self-esteem and psychological resilience between negative life events and depression, and the LBE would cause a regulation effect between them.	
1	AE0001-1-17	Shi, Jingyu ^{1,2} shijingyu2005@126.com Chen, Zengtang ³ Yin, Fang ³ Zhao, Juan ³ Zhao, Xudong ¹ Yao, Yuhong ³	2016	Resilience as moderator of the relationship between left-behind experience and mental health of Chinese adolescents .	AE001-1; Ebosco	(Shi, et al., 2016)	Academic Journal	International Journal of Social Psychiatry, 2016, Vol. 62(4) 386–393	This study was conducted on a large sample of Chinese college students to test the moderating effect of resilience between left-behind experience and mental health problems.	First, we assumed that resilience moderated the relationship between LB experience and mental health problems. Second, in the moderation model, it was hypothesized that the relationship between LB experience and mental health problems would have a significant difference between	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
										individuals with high resilience and low resilience	
1	AE001-1-19	Li, Bingbing1 (AUTHOR) Pan, Yangu2 (AUTHOR) Liu, Guangze3 (AUTHOR) Chen, Wanfen4 (AUTHOR) Lu, Jiamei1 (AUTHOR) jiamlu@163.com Li, Xu1 (AUTHOR)	2020	Perceived social support and self-esteem mediate the relationship between childhood maltreatment and psychosocial flourishing in Chinese undergraduate students.	AE001-1; Ebosco	(Li, et al., 2020)	Academic Journal	Children and Youth Services Review	This study aims to examine the relationship between CM and PF among Chinese university students, as well as the mediating effects of PSS and self-esteem on this association.	We hypothesize that CM would show a significant negative association with PF. Moreover, we hypothesize that both PSS and self-esteem will mediate the relationship between CM and PF. Finally, we hypothesize that the mediating effect of PSS would be significantly stronger than that of self-esteem.	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
1 2	AE00 1-1-24	Lan, Xiaoyu. Faculty of Psychology, Beijing Normal University, Beijing, China Wang, Wenchao	2019	Direct and interactive effects of peer support and resilience on psychosocial adjustment in emerging adults with early left-behind experiences	AE001-1; Ebosco	(Lan & Wang, 2019)	Academic Journal	Psychology Research and Behavior Management. 2019; 12: 277-288	the current study compares psychosocial adjustment characterized by self-esteem and prosocial behavior between emerging adults with early left-behind experiences (LB-E) and their counterparts (Non-LB-E). Of importance, this study also examines the potential protective roles of social context (ie, peer support) and individual characteristic (ie, resilience) in psychosocial outcomes among Chinese emerging adults with and without early left-behind experiences	(H1) LB-E report lower levels of self-esteem and prosocial behavior compared to their non-LB-E counterparts. (H2) Emerging adults reporting higher quality of peer support and higher levels of resilience score higher on self-esteem and prosocial behavior compared with their peers reporting lower levels of resilience (ie, two-way interaction; H2a), and this association is stronger for emerging adults with early left-behind experiences (ie, three way interaction; H2b) (1) to compare psychosocial adjustment operationaliz	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
										ed by self-esteem and prosocial behavior between emerging adults with early left-behind experience (LB-E) and their counterparts (non-LB-E); and (2) to ascertain the direct and interactive effects of peer support and resilience on psychosocial adjustment in emerging adults with and without early left-behind experiences.	

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
13	AE001-1-25	Liang, Li. School of Psychology, Inner Mongolia Normal University, Hohhot, China Xiao, Qianguo. Laboratory of Cognition and Mental Health, Chongqing University of Arts and Sciences, Chongqing, China, psy_xiao@cqwu.edu.cn Yang, Yisheng.	2018	The psychological capital of left-behind university students: A description and intervention study from China.	AE001-1; Ebosco	(Liang, et al., 2018)	Academic Journal	Front. Psychol., 05 December 2018 Sec. Educational Psychology Volume 9 - 2018 https://doi.org/10.3389/fpsyg.2018.02438	(1) to understand psychological capital development among USWL and (2) to explore the effect of psychological intervention from the perspective of positive intervention.	1) USWL have lower overall psychological capital compared to those with no left-behind experience, but (2) they have higher levels of some dimensions of psychological capital such as resilience, and (3) a group intervention based on PCI theory can effectively improve USWL psychological capital.	Quantitative study
14	AE003-3	Huang, H., Song, Q., Chen, J., Zeng, Y., Wang, W., Jiao, B., Lin, J., Li, Y., Zhang, R., Ma, L., Pan, H., Shi, Y.	2022	The Role of Qi-Stagnation Constitution and Emotion Regulation in the Association Between Childhood Maltreatment and Depression in Chinese	SCOPUS	(Huang, et al., 2022)	Academic Journal	Frontiers in Psychiatry	This study explores how Qi-stagnation constitution (QSC) and emotion regulation affect the link between childhood maltreatment and depressive symptoms in Chinese college students.	the relationships among childhood maltreatment, QSC, emotion regulation and depression among college student	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
				College Students							
15	AE003-16	Shen, S., Chen, Z., Qin, X., Zhang, M., Dai, Q.	2021	Remote and adjacent psychological predictors of early-adulthood resilience: Role of early-life trauma, extraversion, life-events, depression, and social-support	SCOPUS	(Shen, et al., 2021)	Academic Journal	PLoS ONE 16(6): e0251859	Determine the longitudinal temporal mechanism underlying the development of early-adulthood resilience using long-term (early-life trauma and personality), medium-term and short-term (life events, social support, and depression) psychological resilience.	(1) long-term psychosocial vulnerabilities, i.e., early-life trauma and personality (i.e., extraversion) may have remote effects on early-adulthood resilience; (2) recent life-events, social support, and depression may play a medium-term mediating role in the relationship between long-term psychosocial vulnerability and early-adulthood resilience; and (3) current life-events, social support, and depression may play a short-term	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
										mediating role in the relationship between long-term psychosocial vulnerability and early-adulthood resilience.	
16	AE003-17	Guo, R., Sun, M., Zhang, C., Fan, Z., Liu, Z., Tao, H.	2021	The Role of Military Training in Improving Psychological Resilience and Reducing Depression Among College Freshmen	SCOPUS	(Guo, et al., 2021)	Academic Journal	Frontiers in Psychiatry	aimed to evaluate changes in psychological resilience and depression through military training among college freshmen, and to investigate associated psychosocial factors including childhood trauma that may influence its effects on psychological resilience.	The purpose of this study was to evaluate the effect of military training on psychological resilience and depression among college freshmen, and to investigate associated psychosocial factors that may influence such an effect, as well as to explore the relationship between	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
										the changes of resilience and depression during the training.	
17	AE003-22	Wang, J., He, X., Chen, Y., Lin, C.	2020	Association between childhood trauma and depression: A moderated mediation analysis among normative Chinese college students	SCOPUS	(Wang, et al., 2020)	Academic Journal	Journal of Affective Disorders	this study intended to examine the relationships among childhood trauma, resilience, neuroticism and depressive scores in normative college students.	First, it was hypothesized that neuroticism would mediate the relationship between childhood trauma and depressive scores. Second, it was hypothesized that resilience would moderate the indirect association between childhood trauma and depressive scores via neuroticism.	Quantitative study
18	AE003-30	Li, Y., Cao, F., Cao, D., Liu, J.	2015	Nursing students' post-traumatic growth, emotional intelligence and psychological resilience	SCOPUS	(Li, et al., 2015)	Academic Journal	Journal of psychiatric and mental health nursing	Our aim was to explore the relationship among PTG, EI and resilience, positing that the relationship could be more nuanced than previously believed, and potentially resulting in a linear or curvilinear (inverted-U) relationship among PTG, EI and resilience.	we specifically focused on the relationship between resilience and PTG in nursing students who experienced	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
										high-level CA.	
19	AE004-1-9	Chen Y, Hua K, Huang C, Zhou G, Wang J.	2021	Adverse Childhood Experiences and Psychological Well-Being in Chinese College Students: Moderated Mediation by Gender and Resilience	PubMed	(Chen, et al., 2021)	Academic Journal	Frontier Psychiatry	This study examined the relationship between ACEs and psychological well-being among Chinese college students and the potential mediating and moderating effects of resilience and gender, respectively.	examines the relationship between ACEs and psychological well-being among Chinese college students and the potential mediating and moderating effects of resilience and gender, respectively. We hypothesize that resilience mediates the relationship between ACEs and psychological well-being. Specifically, child abuse/neglect and household challenges are negatively associated with resilience, which is	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
										positively related to psychological well-being. We further aim to explore whether the relationships among ACEs, resilience, and psychological well-being differ by gender.	
20	AE004-1-16	Liu F, Zhang Z, Chen L.	2020	Mediating effect of neuroticism and negative coping style in relation to childhood psychological maltreatment and smartphone addiction among college students in China	Pub Med	(Liu, et al., 2020)	Academic Journal	Child Abuse and Neglect	The purpose of this study was to explore the mediating effect of neuroticism and coping style in relationship between childhood psychological maltreatment and smartphone addiction among college students.	Specifically, the present study aims to test the following three questions: (1) to examine the mediating role of neuroticism in the relationship between childhood psychological maltreatment and smartphone addiction; (2) to examine the mediating	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
										role of coping style in the link between childhood psychological maltreatment and smartphone addiction; and (3) to examine the sequential and parallel mediating roles of neuroticism and coping style in the relationship between childhood psychological maltreatment and smartphone addiction.	

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
21	AE004-1-20	Chi XL, Huang QM, Liu XF, Huang LY, Hu MJ, Chen ZJ, Jiao C, Stubbs B, Hossain MM, Zou LY.	2021	Self-compassion and resilience mediate the relationship between childhood exposure to domestic violence and posttraumatic growth/stress disorder during COVID-19 pandemic	PubMed	(Chi, et al., 2021)	Academic Journal	World Journal of Psychiatry	To explore the common/different underlying mechanism of PTG and PTSD.	Based on Kumpfer's resilience framework and empirical evidence, the present study hypothesized that the effect of childhood exposure to domestic violence on PTG and PTSD is significantly mediated by self-compassion (hypothesis 1) and resilience (hypothesis 2), respectively (1-step indirect path). It was also hypothesized that childhood exposure to domestic violence may affect PTG and PTSD via self-compassion to resilience (hypothesis 3) (2-step indirect path). Specifically, suffering from the trauma of	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
										COVID-19, children and adolescents who were exposed to domestic violence regarded as a risk factor may show a lower level of self-compassion compared with those who were not. It would lead to a lower level of resilience, increased risk of PTSD, and decreased likelihood of PTG.	
22	AC001-1	李羽萱, 柴晓运, 刘勤学, 林丹华 Li Yu-xuan, Chai Xiao-yun, Liu Qin-xue, Lin	2019	Childhood Psychological Maltreatment and Smartphone Addiction of Undergraduates: The Role of Self-esteem and	CNKI; AC001	(Li, et al., 2019)	Academic Journal	Chinese Journal of Clinical Psychology	To investigate the mediating roles of self-esteem and resilience in the relationship between psychological maltreatment and smartphone addiction 本研究考察童年期心理虐待经历与大学生手机成瘾的关系, 以及自尊和心理弹性的中介效应, 深入揭示手机成瘾的影响机制, 为相关干预计划 提供实证依据	To investigate the mediating roles of self-esteem and resilience in the relationship between psychological maltreatment and smartphone addiction 本研究考察童年期心理虐待经历与	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
		Dan-hua		Resilience 童年期心理虐待经历与大学生手机成瘾：自尊和心理弹性的作用						大学生手机成瘾的关系，以及自尊和心理弹性的中介效应，深入揭示手机成瘾的影响机制，为相关干预计划提供实证依据探讨自尊和心理弹性在童年期心理虐待与手机成瘾之间的中介作用	
23	AC001-2	彭咏梅, 凌瑞, 蔡燕怡, 杨小兵, 杨琴 PENG Yong-mei, LING Rui, CAI Yan-yi, YANG Xiao-bing, YANG Qin	2021	Childhood Maltreatment and Sleep Disorder of Medical College Undergraduates: The Role of Mindfulness and Resilience 童年期虐待对医学生睡眠障碍的影响：正念和心理弹性的作用	CNKI; AC001	(Peng et al., 2021)	Academic Journal	中国临床心理学杂志	To investigate the mediating roles of mindfulness and resilience in the relationship between Childhood maltreatment and sleep disorders. 探讨正念和心理弹性在童年期虐待与睡眠障碍之间的中介作用。	研究探索童年期虐待经历与大学生睡眠障碍的关系，以及正念和心理弹性的中介效应，以期深入揭示睡眠障碍的影响机制，为相关干预计划提供实证依据。	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
24	AC001-6	叶沁, 徐凡凌, 董超群	2020	护理本科生童年期创伤与心理弹性及肠易激综合征症状的关系 The relationship of childhood trauma, psychological resilience, and symptom severity of irritable bowel syndrome among undergraduate nursing students	CNKI; AC001	(Ye et al., 2020)	Academic Journal	Journal of Nursing Science	探讨童年创伤、心理弹性与护理本科生肠易激综合征症状严重程度的关系。	本研究拟以IBS护理本科生为研究对象,探讨童年期创伤、心理弹性与IBS症状间的关系,从而为临床医护人员制定有针对性的干预措施提供参考。	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
25	AC001-9	马苏娟	2016	大学生心理弹性的相关因素及其注意偏向特点 Influencing Factors of Resilience and the Character of Attentional Bias of College Students	CNKI; AC001	(Ma, 2016)	Master Dissertation	Wanfang Data	本研究在前人研究的基础上,关注童年期的忽视经历、情绪智力对心理弹性水平的影响,开展不同心理弹性个体注意偏向的研究,对低心理弹性水平个体的积极干预及青少年心理健康水平提升具有重要的理论意义。 This research is concentrated on the effect of the experience of the individual with neglect in childhood and their emotional intelligence on their resilience level and carries out research on cognitive characteristic of individuals with different level of resilience.	1. 探讨大学生心理弹性的现状及特点,旨在了解个体间心理弹性的差异来源。 2. 探析大学生心理弹性水平与童年期被忽视、情绪智力之间的关系及相互作用机制,以期发现三者之间的关联。 3. 通过执行认知任务时的反应时和脑电 P300 波幅研究,探析不同心理弹性个体的注意偏向特点,了解不同心理弹性个体的认知功能差异。 1. To study the current situation and the character of college students' resilience so as to understand the reasons lying behind the differences. 2. To investigate the relationship	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
										and mechanism of interaction between resilience levels of college students and their experiences of neglect in childhood and their emotional intelligence, expecting to clarify the relationship among them. 3. To explore character of the attentional bias of individuals with different resilience levels to understand the differences of their cognitive functions through research on their reaction time and P300 amplitude of brain wave while cognitive tasks were finished.	

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
26	AC001-12	杨晓静; 丁坤;黄凯;程馨; 张康娣	2021	拒绝敏感性在留守经历大学生心理弹性与社会适应性关系中的作用 The role of rejection sensitivity in the relationship between the psychological resilience and social adaptability of college students with left-behind experience	CNKI; AC001	(Yang et al., 2021)	Academic Journal	中国学校卫生	探索留守经历大学生拒绝敏感性在心理弹性与社会适应性关系的机制,对促进童年期留守经历大学生的心理健康发展具有长远的理论价值和积极的实践意义。 To explore the role of rejection sensitivity in the relationship between the psychological resilience and social adaptability of college students with left-behind experience, so as to provide reference for college students to buffer adapt to the society.	探索留守经历大学生拒绝敏感性在心理弹性与社会适应性关系的机制	Quantitative study
27	AC001-15	伍艳; 杨春; 彩健	2020	童年期情感忽视对大学生抑郁情绪的影响:心理弹性和社会支持的中介作用	CNKI; AC001	(Wu et al., 2020)	Academic Journal	心理月刊	探索童年期情感忽视经历与大学生抑郁情绪的关系,以及心理弹性和社会支持在二者关系中的中介作用。	探索童年期情感忽视经历与大学生抑郁情绪的关系,以及心理弹性和社会支持在二者关系中的中介作用。	Quantitative study
28	AC001-26	余思; 张春阳; 徐慰	2022	特质正念与大学生焦虑和攻击性的纵向关系:心理弹性的中介和留守经历的调节	CNKI; AC001	(Yu et al., 2022)	Academic Journal	心理发展与教育 Psychologica	本研究拟考察心理弹性是否在特质正念与大学生焦虑和攻击性的关系中起中介作用。	探讨特质正念与大学生焦虑和攻击性的关系及其作用机制。	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
								1 Development and Education			
29	AC001-28	房辉; 崔乃雪; 郭春红; 曹枫林	2013	医学高专女生抑郁症状的危险因素和保护因素的累积效应	CNKI; AC001	(Fang et al, 2013)	Academic Journal	中国心理卫生杂志	探讨医学高专女生抑郁症状的危险因素和保护因素的累积效应。 To test the cumulative effects of risk and protective factors of depression symptom by using risk factors index (RFI) and protective factors index (PFI) among female medical college students.	本文即借鉴该方法对山东省某医学高专院校女生抑郁症状的危险因素(低社经地位、儿童期虐待、目击暴力)和保护性因素(心理弹性、积极应对、社会支持)进行探讨。	Quantitative study
30	GE002-7	伍艳, 杨春	2021	大学生童年期情感虐待与抑郁情绪: 同伴依恋和心理弹性的中介作用	Google Scholar	(Wu & Yang, 2021)	Academic Journal	Advances in Psychology	To explore the relationship between depression and childhood emotional maltreatment, as well as the mediating role of peer attachment and resilience 探讨大学生童年期情感虐待与抑郁情绪的关系,以及同伴依恋和心理弹性在二者关系中的作用机制	本研究将着重探讨我国文化背景下大学生的童年期情感虐待经历与抑郁的关系,以及同伴依恋和心理弹性的中介作用。	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
31	GE0012-9	沈思彤, 陈沼桦, 孙笑笑, 谢菲, 陈蓓婧, 覃雪梅	2021	童年创伤对成年早期心理弹性的影响及动态调节机制: 4 年追踪研究	Google Scholar	(Sheng et al, 2021)	Academic Journal	第三军医大学学报	揭示童年创伤对成年早期心理弹性的可能影响, 进一步探索潜在的中介及动态调节机制。	综上所述, 本研究基于 AGAIBI 等 [5] 的创伤后心理弹性模型, 提出如下假设: 童年创伤对成年早期心理弹性有远期预测作用。 人格外向性、积极应对方式、积极自我描述、自我效能感和认知灵活性在童年创伤和成年早期心理弹性之间具有中介作用。 社会支持和生活事件在童年创伤和成年早期心理弹性之间具有即时、积累的中介作用。 抑郁在童年创伤与成年早期心理弹性之间具有调节作用。	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
32	GE002-25	陈沼桦, 沈思彤, 谢菲, 孙笑笑, 陈蓓婧, 师培霞	2021	童年创伤对成年早期抑郁的影响及中介机制: 4 年追踪研究	Google Scholar	(Chen et al., 2021)	Academic Journal	《第三军医大学学报》是经中国人民解放军总政治部、国家科技部及国家新闻出版署批准, 由第三军医大学主管、主办, 国内外公开发行的综合性医药卫生类学术刊物。	基于易感性应激模型, 通过 4 年纵向调查, 探讨童年创伤对成年早期抑郁的影响及神经质、消极自我描述、幻想、生活事件、社会支持和心理弹性在其中的中介作用。	综上所述, 本研究基于易感性应激模型通过 4 年纵向调查, 观察童年创伤对成年早期抑郁产生影响的潜在综合中介作用机制及动态中介作用机制。	Quantitative study
33	GE003-30	邓丽芳, 王姝怡, 赵丽波	2018	童年情感虐待经历对大学生抑郁的影响: 心理复原力的中介作用	Google Scholar	(Deng et al., 2018)	Academic Journal	hans pub, Advances in Psyc	探讨大学生在童年时期所遭受的情感虐待经历对他们抑郁水平的影响, 并探究心理复原力在其中的中介作用。	本研究将着重分析大学生的儿童期情感虐待经历与抑郁的关系, 以及心	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
								holo gy 心理学进展, 2018, 8(3), 309-315		理复原力的中介作用。	
34	GE002-34	谢其利	2017	留守流动经历大学生核心自我评价在领悟社会支持和心理健康状况间的中介作用	Google Scholar	(Xie, 2017)	Academic Journal	Chin J Sch Health 中国学校卫生	探讨童年期流动、留守经历大学生心理健康、领悟社会支持和核心自我评价的现状和相互关系,为改善童年期流动、有留守经历大学生心理健康状况提供参考	本文探讨留守、流动儿童成年后的社会支持和核心自我评价状况以及心理健康的关系,以了解童年期留守、流动经历的长期影响	Quantitative study
35	GE002-38	陈沼桦	2021	童年创伤与成年抑郁: 动态预测及基于慈心冥想的心理干预	Google Scholar	(Chen, 2021)	Master Dissertation	陆军军医大学硕士学位论文	to explore the predictive effect of childhood trauma on depression and its possible mediating mechanism based on the vulnerability-stress model	1.4.1 童年创伤对个体成年抑郁情绪有预测作用 1.4.2 人格, 自我描述, 应对方式, 生活事件, 社会支持和心理弹性在童年创伤对抑郁的预测中起中介作用 1.4.3 生活事件, 社会支持和心理弹性在童年创伤度抑郁的预测中起动态中介左右 1.4.4 基于慈心冥想的心理干预可以	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
										有效降低抑郁症患者的抑郁水平，且在版童年创伤经历的抑郁症人群中效果更好，可以有效提升抑郁症患者的免疫水平	
36	GE002-50	K Sumaira	2020	儿童期逆境和大学生抑郁的关系：领悟社会支持，心理弹性和迷走神经张力的作用	Google Scholar	(Sumaira, 2020)	Doctoral Dissertation	Google Scholar	This study explored the mediating role of Perceived Social Support (PSS) and resilience , as well as the relationship among baseline RSA, ACEs, and Depression in a university sample.	Study 1 explored the association between ACE, PSS, resilience and depression of university students, as well as the mediating effect of PSS and resilience on the relationship between ACEs and depression Study 2 The association between ACEs, baseline RSA, RSA reactivity and college students' depression	Quantitative study

#	Doc ID	Authors	Year	Title	Databases Search ID	In-Text Citation	Source Type	Source Name	Research Aim	Research Questions	Research Method
37	GE002-72	张春阳, 徐慰	2022	儿童期创伤与有留守经历大学生负性情绪: 心理韧性的调节作用	Google Scholar	(Zhang & Xu, 2022)	Academic Journal	China Academic Journal Electronic Publishing House	本研究旨在考察有留守经历的大学生儿童期创伤与负性情绪关系,以及心理韧性在其间的调节作用。	本研究假设如下: (1) 有留守经历大学生的儿童期创伤可以正向预测其负性情绪 (2) 心理韧性可以调节儿童期创伤对有留守经历大学生负性情绪的预测,具体而言,高水平的心理韧性可以减弱儿童期创伤对有留守经历大学生负性情绪的正向预测。	Quantitative study
38	GE002-85	陈晨, 郭黎岩, 王冰	2015	儿童期虐待与大学生攻击行为	Google Scholar	(Chen, 2015)	Academic Journal	China Academic Journal Electronic Publishing House 中国儿童保健杂志 2015年09月第23卷第9期	To explore the relationship among child abuse, aggressivity, and resilience. 探讨大学生儿童期虐待与攻击性的关系,以及心理韧性在其中的作用。	以大学生为研究对象,探讨儿童期虐待与现阶段攻击性的关系,并检验心理韧性在其中的中介作用。	Quantitative study