

Appendix

CEHD Grant Application Form

Submit this application form by one of the following due dates along with your proposal. Applications must be received, at tate-center@wmich.edu, by 5:00 p.m. on August 15, November 15, March 15, and June 15.

Application					
Applicant Name:	Jou-Chen Chen				
Title:	Assistant Professor				
Department:	Family and Consumer Sciences				
Title of Proposal:	Mental Health Status of Chinese Immigrant Young Adults with Adulthood Experiences				
Amount Requested:	\$ 2,000				
Dates of Project:	11/15/2016 - 11/14/2017				
Evaluation Guidelines					
Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	
The proposed research/creative activity is well conceived and organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	4	3	2	1
The proposed work will increase the likelihood that the applicant will secure external funding in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	4	3	2	1
The methods and/or procedures are clearly stated and appropriate for the proposed activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	4	3	2	1
The plans for data analysis or evaluation critique are clearly stated and appropriate for the proposed activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	4	3	2	1
The costs for the proposed budget are clearly itemized and justified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	4	3	2	1
This project has the potential to advance the scholarly/creative reputation of WMU.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	4	3	2	1

College of Education and Human Development Grant Program**PROPOSAL**

1. **Project title:** Mental Health Status of Chinese Immigrant Young Adults with Adultification Experiences.
2. **Project purpose:** The study aims to extend from my previous study and will be based on the findings to further study how Chinese family culture and demographic characteristics mediate or moderate the impact of acculturative stress and adultification experiences on the mental health status of Chinese immigrant young adults. The proposed study plans to have a better understanding of the adultification processes and experiences of Chinese immigrant young adults when incorporating the perceived stress, demands, and responsibilities experienced by the Chinese immigrant young adults and their parents and siblings as these young adults transition to adulthood. Therefore, the study attempts to collect not only self-reported data but will also include reports from other family members when interpreting and understanding the impact of acculturation and adultification experiences and processes on the mental health status of the Chinese immigrant young adults.

Background: The immigrant population in the United States experienced a rapid growth in the past few decades (Hum, 2002). More recent Asian immigrants, who came from Southeast Asia, where most Chinese and Taiwanese immigrants come from, report higher levels of acculturative stress and family conflicts within families (Hua & Costigan, 2012). These stresses may derive from the need to deal with resettlement issues such as securing financial resources, acculturating into the dominant culture, and integrating into new societal systems. According to contemporary western cultural perspectives, childhood is often considered as a protected developmental period when children are considered to not assume adult-like responsibilities and undertake adult-like roles (Santrock, 2011). Thus, it is presumed that performing family assisting behaviors that are likely considered adultification experiences can have a negative impact on children's well-being (Garber, 2011). However, the emphasis of Chinese cultural norms pertaining to interdependence and filial piety (Chao & Tseng, 2002; Chan & Leong, 1994), in which Chinese immigrant young adults grow up knowing that they have to adhere to the specific developmental and personal expectations of their families and are required to take on multiple roles, both family oriented and individual, to fulfill the daily needs of their families (Park, 2005). These family assisting behaviors and obligations are often characterized as adultification experiences (Weisskirch, 2010).

Although adultification and family assisting behaviors are common experiences for Chinese immigrant young adults, its consequences on the mental health outcomes are mixed and uncertain (Hua & Costigan, 2012; Weisskirch, 2010). It is unclear how enacting adult-like roles and responsibilities influences the mental health outcomes of Chinese immigrant young adults. The possibility of different interpretations and perceptions of family assisting behaviors and adultification experiences can be different based on the normative and accepting attitudes about the roles of children and adolescents in carrying out critical family obligations based on various familial and cultural contexts (Hua & Costigan, 2012).

Specifically, for those who grow up within collectivist culture emphasizing the virtue of filial piety and family interdependence.

Further, my previous study findings suggested that holding strong attitudes toward family obligation is more likely to experience extreme form of adultification (e.g., parentification), which may worsen the impact of acculturative stress on predicting poorer mental health outcomes among Chinese immigrant young adults (Chen, 2015). However, my previous study also failed to address the potential stress and demands derived from the relocation, being away from family, entering college, and higher expectations from parents when these Chinese young adults transitioned into emerging adulthood that added to their self-reported data on mental health outcomes. Therefore, to further explore and to challenge my previous assumptions on how Chinese family culture (family obligation attitudes) mediate and moderate the acculturation process and adultification experience on young adults' mental health status, the present study plans to include two phases of data collection to not only measure the influences of specific developmental tasks and adult identity as Chinese immigrant young adults transition to emerging adulthood on their self-reported stress levels and depressive symptoms but also incorporate the narratives from other family members, such as parents and siblings, on reporting their interpretations and perceptions of adultification experiences, acculturation processes, and expectation of family obligation fulfillment.

3. **Methods and Plan of Work:** A two-phased mixed-method research design will be applied to collect both qualitative and quantitative data from Chinese immigrant families in the State of Michigan. During the first phase of the data collection, semi-structured face-to-face or phone interviews will be conducted with 15 to 20 Chinese immigrant families residing in the State of Michigan to collect the perceptions and experiences of acculturative stress, attitudes toward family obligations, adultification, depressive symptoms, family cohesion and adaptabilities, and post-traumatic growths of these Chinese immigrant young adults and their parents. During the second phase, an online survey will be distributed to approximately 100 Chinese immigrant young adults to collect the demographic information of these young adults and their families in addition to measure the acculturative stress (Shortened Social, Attitudinal, Familial, and Environmental Acculturative Stress Scale; Padilla et al., 1985), adultification (Parentification Inventory; Hooper et al., 2011), family obligation attitudes (Attitudes Towards Family Obligations; Fuligni & Pederson, 2002), depressive symptomatology (Chinese Depressive Symptom Scale, Lin, 1989), and posttraumatic growth (Posttraumatic Growth Inventory Short-form, Cann et al., 2010) of the Chinese immigrant young adults.

Data Analysis: Phenomenological approach with open and axial coding process will be applied to analyze the narratives collected from interviewees and their families. Multivariate analysis (e.g., correlations, regression) will be employed in the second phase of data analysis for the quantitative data. The mixing and transformation of the collected data including the descriptive statistics, frequencies and scoring from the survey, as well as the narratives from the interviews will be analyzed and interpreted based on the study results.

5. **Budget and Justification:**

(Redacted).

6. **Anticipated outcomes:** The results of the present study are expected to be wide-reaching with both theoretical and practical implications for scholars and practitioners, including the potential protective effects of family obligation attitudes on the mental health of Chinese immigrant young adults as well as the emergence of potential posttraumatic growths after experiencing acculturation and adultification. In addition, the study findings may provide direction for schoolteachers, family counselors, and therapists to adopt a strengths-based perspective when looking at Chinese and Asian immigrant families with collectivistic cultural contexts. Schoolteachers and family professionals may find a strength-based perspective particularly beneficial to the well-being of family members, especially the immigrant young adults who experienced adultification, when they treat Chinese attitudes toward family obligation as an asset in helping immigrant families to cope and function successfully. Further, the findings of the study can help Chinese immigrant young adults to empower themselves as they likely grow from stressful life events during acculturation. The promises of this research will move beyond self-reported data to include multiple informants within the families, and ensure my contribution to provide a better understanding of Chinese immigrant families and hope to de-pathologize the perpetuated stereotypes and outcomes of childhood adultification experiences among Chinese immigrant families.

Timeline of the Study:

Fall 2016 (November - January)

- Prepare and refine interview questions and develop online survey
- Consult with local agencies who serve immigrant families to identify potential collaborators and partners within local communities or in the State of Michigan for study recruitment and data collection.
- Submit IRB protocol and obtain IRB approval

Spring 2016 (February - April)

- Recruitment and Data Collection
 - Phase one: face-to-face or phone interviews with 15 to 20 Chinese immigrant families
 - Phase two: distribute online survey to 100 Chinese immigrant young adults (age of 18 or above)

Summer 2016 (May - July)

- Transcribe interview transcripts
- Coding and analyzing interview narratives
- Analyze quantitative data from online survey
- Conduct descriptive analysis and multivariate analysis
- Mixing the qualitative and quantitative data for interpretation and explanation

Fall 2016 (August - November)

- Write-up results and study findings
- Prepare and submit conference proposal for presentation(s)
- Prepare and submit manuscript(s)

7. **Plans for continuing research and creative activity:** A presentation proposal will be submitted to the annual conference of National Council on Family Relations and is planned to present the results of the study at this annual national conference in November 2017. Also, a manuscript will be prepared and submitted for publication to *Journal of Comparative Family Studies*, *International Journal of Child, Youth, and Family Studies*, or *International journal of health, wellness, and society*. Furthermore, I will prepare and submit a grant proposal based on the findings of the current study to apply for other funding sources (e.g., internal or external) to support and continue my research with larger populations with different racial ethnic groups and families with diverse contexts.

References

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