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## A multi-families support group with Vietnamese adolescents and their parent measuring parent-child interaction

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**A Multi-Families Support Group  
with Vietnamese Adolescents and their Parent  
Measuring Parent-Child Interaction**

**Presented to the Faculty of the  
College of Social Work  
San Jose State University**

**In partial fulfillment of the  
Requirements for the Degree of  
Master of Social Work**

Asian American Center  
Thesis HVS 1999 .T364

Thai, Buu.

A multi-families support  
group with Vietnamese  
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interaction

**By**

**Buu Thai**

**April 23, 1999**

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## **1. Introduction**

Since 1975, Vietnamese refugees and immigrants have migrated to the United States by the thousands. Vietnamese refugees and immigrants were dispersed to various parts of the nation to encourage refugees and immigrants to assimilate and acculturate quickly. The assimilation and acculturation process posed an added stress to refugee and immigrant families. The parents had difficulties learning English and adapting to the American culture while their children grasped the language and culture easily. The differences in acculturation rate often created intergenerational conflicts between parents and their children.

This project addressed the issues of intergenerational conflicts between Vietnamese parents and their children. An 8-week multi-families support group was developed in collaboration with the Gardner Family Care Corporation-Asian Pacific Youth Project (APYP) and Catholic Charities-Youth Empowered for Success (YES). The goal of the project was to increase communication and understanding between parents and their children.

The multi-families support group involved working with Vietnamese adolescents and their parents using the problem-solving model to resolve conflicts and issues. The multi-families support group was held at Catholic Charities-YES for 8 sessions. The families met once a week for one and one

half-hours to discuss issues concerning parents and their adolescents. Two bilingual and bicultural Vietnamese interns and two bilingual and bicultural Vietnamese therapists facilitated the group sessions.

In this project, the objectives were to examine the family adaptability and cohesion from the perspective of the parent and their adolescent; the parent's attitude towards his/her child; and the child's attitude towards his/her parent. The research project was a single system design involving one Vietnamese family who was participating in the 8-week multi-families support group. The family involved in the study was an immigrant family from Vietnam with an adolescent son who was on juvenile probation. The family was referred from a probation officer in the Santa Clara County Probation Department to participate in the multi-families support group.

The multi-families support group was an innovative approach to increase communication between the parent and their adolescent within the Vietnamese immigrant/refugee families. In the past, services such as parent support groups or youth support groups were used to address the intergenerational issues. Although the intervention was effective, parents and youth did not have the opportunities to communicate with one another directly because communication occurred through a third person. The multi-families support

group approach was unique because the model allowed parents and youth to communicate with one another directly. Parents were able to hear their children honestly express their concerns and vice versa.

## **2. Context of Services**

The Gardner Family Care Corporation-Centro de Bienestar (Center of Well-being) was established in 1971 in response to the passage of the Community Mental Health Act of 1963, which promoted the deinstitutionalization of the mentally ill and assisted them to integrate back into their community. Therefore, outpatient mental health centers were established to provide needed services to people with mental disorders as described by the DSM. Centro de Bienestar is one of the community-based, non-profit organizations contracted with the Santa Clara County Mental Health Department to provide health and mental health services to the Latino/a community and other low income minorities.

The mission of Centro is "to provide comprehensive, community based bilingual/bicultural mental health services to Latino/as and their families who are experiencing mental disorders and intra-family violence. This is accomplished by providing intensive mental health services and by training, recruiting, and retaining staff who are capable of providing such services effectively in a linguistically and culturally manner. The agency's services are characterized by a deep respect for the worth and dignity of each individual and family" (Centro de Bienestar Mission Statement, 1994). Centro de Bienestar's vision is to become a multi-services agency

providing appropriate linguistically and culturally services to the Latino/a community and other low-income minorities.

Centro provides services to clients who meet any one of the mental disorders listed in the DSM IV. Some of the services provided at Centro are individual therapy, group therapy, case management, family counseling, and rehabilitation services. They specialize in providing Spanish speaking child abuse treatment, breast cancer support groups, domestic violence support groups, and psychological testing services for monolingual Spanish speaking clients. In addition to services for the Latino/a community, Centro also has unique mental health services targeting the Asian Pacific (i.e. Filipino/a, Cambodian, and Vietnamese) community.

Currently, Centro de Bienestar has three main mental health service teams: 1) Family and Children, 2) Older Adult, and 3) the Asian Pacific Youth Project. A Program Coordinator supervises each service team. An Executive Director oversees the entire organization. Currently, Centro has 40 bilingual and bicultural full-time employees who have a BSW, MSW, MFCC, or LCSW degree and 12 BSW, MSW, and MFCC interns from various colleges and universities in Santa Clara County. Centro de Bienestar continues to provide high quality of services for the Latino/a communities in a time when mental health funding are scarce and resources are limited.



The Gardner Family Care Corporation-Centro de Bienestar is under several legal mandates due to the nature of services that they provide for Latino/a and other low-income communities. One of the legal mandates Centro and staff members must adhere is the policy of maintaining clients' confidentiality. However, there are three exceptions to the confidentiality policy. Staff members must take appropriate actions when a person 17 years old or younger inform the clinician he/she is being hurt by an adult, he/she thinks of killing himself/herself, or he/she thinks about killing someone else. All clinicians at Centro are mandated reporters and must comply with the guidelines. Another legal mandate is that Centro must provide services to all clients who are diagnosed with a mental disorder regardless if they have insurance coverage or not. Centro cannot refuse services to anyone if the individual meet the mental health criteria. The goals of these legal mandates are to ensure that clients are receiving needed services and they are living in a safe environment.

Centro de Bienestar maintains the quality of services they provide to the targeted populations by having an evaluation process in which data are collected. Last year, Centro de Bienestar did a client satisfaction survey with all their clients. They wanted to find out if clients were happy with their services and what changes needed to take place in

order to maintain the quality of services. In addition, once a year, Centro is audited by Santa Clara County to ensure Centro is complying with the requirements to receive Medi-Cal funding. Centro has a committee in quality assurance to monitor the effectiveness of services and to ensure the agency and staff members are meeting all standards. The quality assurance committee meets twice a month.

### **3. Target Population**

The target population for this project was one Vietnamese family who participated in the multi-families support group. The family members who participated in the support group consisted of a father and his 16 years old son who migrated to the U.S. in 1990. The maternal sister who has been established with her own family in San Jose sponsored the Nguyen family. For the first couple years in the United States, the Nguyen family lived with the maternal sister's family. However, conflicts arose between Mr. Nguyen's son and the maternal sister. Thus, the Nguyen family decided to move out on their own. The relationship between the Nguyen family and the maternal sister has never been the same.

Mr. Nguyen is 45 years old Vietnamese male. In Vietnam, Mr. Nguyen lived in a rural town named Da Nang, which is located in the Mid-West of Vietnam. Eight years ago, Mr. Nguyen decided to leave his beloved country, Vietnam because he wanted his family to have better opportunities, especially for his son. If he remained in Vietnam, his son would not be able to obtain an education.

When Mr. Nguyen arrived in the United States, he was distraught by the lack of opportunity available to newly arrived immigrants. Without skills and language capacity, the Nguyen family heavily relied on the maternal sister's family

for financial support. Mr. Nguyen was depressed that he could no longer provide for his family.

Eventually, Mr. Nguyen was able to find a job working in a Vietnamese restaurant. Both he and his wife worked in the restaurant earning enough to contribute to the household.

Mr. Nguyen has only one son who is 16 years old, named Hai (named has been changed to protect confidentiality). Hai is attending Foothill High School as a eleventh grader. He was transferred to Foothill because he was missing too many days in school and was behind in high school credits.

Hai was also put on probation for two years. He will be off probation in May 1999. Hai was arrested for several reasons. First, he took his aunt's car without asking her permission. His aunt thought her car was stolen and reported to the police. Secondly, Hai was driving illegally without a driver's license. Finally, Hai wrecked his aunt's car and she pressed charges on him for stealing her car.

Since entering high school, Hai has gotten involved with the wrong crowd. He started interacting with students who would influence him to skip school and "hang out" in the café shops. Hai would go out with this friends until 1:00AM or sometimes he would not come home at all.

When the Nguyen family arrived to the U.S., Hai was only 8 years old. Thus, Hai was able to adjust and adapt to the Western culture. Hai was enrolled into an elementary school

and quickly learn the English language. Over the years, Hai has acculturated into the American way of life and has embraced its ideologies.

Hai and his father have gotten along very well throughout his pre-adolescence years. However, their relationship altered when Hai began making new friends in high school. Father and son started to argue and disagree with one another. Mr. Nguyen did not approved of the friends Hai was interacting with. The more Mr. Nguyen disapproved with Hai's friends, the more he would spend time with them.

Hai's probation officer referred him and family to the multi-families support group because of the conflicts that were occurring within the family. The Nguyen family was able to attend seven out of the eight sessions of the multi-families support group. Through the support group, father and son could begin to discuss and share what has been troubling them in order to restore family functioning.

#### **4. Theoretical Foundations and Literature Review**

Since 1975, "more than one million Southeast Asian refugees have resettled in the United States" (DuongTran et al, 1996, p. 41). Many suffered psychological and emotional problems due to their migration experiences. In San Jose, California alone, "it is estimated that there are approximately 80,000" Southeast Asians resettled in this area (Hunt, Joe, & Waldorf, 1997, p. 12). According to San Jose Department of City Planning (1990 & 1992, cited in Baba, 1994-1995, p. 131), "there were 7,883 Vietnamese in 1980 (1.25% of the 629,282 San Jose City population) and 41,242 in 1990 (5.27% of the 782,282 San Jose City population). These figures show an increase in the city's Vietnamese population of 33,259 (4.02% of the city's population)". According to Hunt, Joe, and Waldorf (1997), San Jose has the third largest Southeast Asian population in California.

Historically, Vietnamese refugees and immigrants struggled to come to the United States. Their journey to the U.S. has often been one of terror and trauma. Many Vietnamese refugees and immigrants witnessed pirate murders and rapes of their family and friends. Due to the trauma of migration and war, Vietnamese refugees and immigrants are known to have a higher risk of health and mental health problems (Amodeo, Robb, Peou, & Tran, 1996; Chung & Lin, 1994).

In addition to the traumatic experiences Vietnamese refugees and immigrants faced at sea, they were bombarded with numerous adjustment issues when resettling in the U.S. "Stress, such as combined stressors of loss, illiteracy, and poverty, has been imputed to be a precursor to 'substance abuse'" (Sue et al, 1985; Yee & Thu, 1987; Zane & Kim, 1994; cited in D'Avanzo, 1997, p. 832). Vietnamese refugees and immigrants were dispersed in different parts of the U.S. "As a result, kinship ties have been broken" (Baba, 1994-1995, p. 135; Haines, Rutherford, & Thomas, 1980). Many were isolated from their community and friends.

The acculturation process impacted the Vietnamese family unit and structure tremendously. "Acculturation referred to the psycho-social process by which immigrants learn to live in the midst of a different society by acquiring cultural knowledge and skills pertinent to the new wider society" (Hunt, Joe, Waldorf, 1997, p. 10). Because many Vietnamese refugees and immigrants came to the U.S. with little resources, their parents had to work long hours to survive and provide for their children. "Rather than being concerned with acculturation in American society, these immigrants concentrated on economic gain, because money has practical value and is easier to obtain than social status" (Baba, 1994-1995, p. 136). Therefore, parents often left their children unsupervised while they went to work.

Vietnamese women also often found themselves leaving the home to work to support the family. In Vietnam, women were expected to stay at home to take care of the children and the home. They were the primary caregivers for their children and husbands. However, in America, the role of women has changed. Women could work in any profession or job they wished. According Dinh, Sarason, and Sarason (1994), "the mother, who is typically is expected to behave submissively toward her husband. However, among Vietnamese immigrants the initial or continuing underemployed or unemployment of the husband has frequently forced the wife to see employment, which consequently alters her role within the family structure" (p.472).

These structural changes in the Vietnamese family created conflicts. Tensions sometimes began to build between husband and wife because the wife became independent of her husband. Some husbands saw their wife's independence as a threat to the patriarchal system. Children were sometimes left alone for long periods to do as they pleased. Parents would not know what their child was doing in school or after-school.

In addition to role changes in Vietnamese women, children also began to adapt to the American culture. Most children rapidly acculturated into the mainstream society; they learned to speak English and adapt to the new way of life in America



by watching television and making friends at school.

According to Tran (1988, cited in Baba, 1994-1995, p. 133),

Immigrants' children learn about America and Americans through media very quickly when they arrive in the U.S. Because many Vietnamese parents work for long hours everyday and have little time to teach their children the Vietnamese culture, youths learn to become Americans on their own. Moreover, Vietnamese parents may not have enough knowledge about American culture to understand their children's daily lives. Consequently, many young Vietnamese experience culture conflicts between their parents' culture and the American culture that they learn from school and television.

The youth wanted to be independent and to make their own choices, while parents wanted their children to obey and respect their wishes. "Adolescents are expected to fulfill their responsibilities within the family and to behave in accordance with parental wishes" (Rosenthal, Ranieri, & Klimidis, 1996, p. 82). Many youth felt two cultures; the old and the new (Nguyen & Williams, 1989; DuongTran, Lee, & Khoi, 1996; Baba, 1994-1995; Rosenthal, Ranieri, & Klimidis, 1996; Tobin & Friedman, 1984) are pulling them.

Delinquency among Vietnamese youth could be attributed to three factors. One factor was the acculturation process. Baba (1994-1995) believed that "it is the second-generation that is more likely to become involved in crime, although the rates of crime for Asian Americans rank lowest among all ethnic or racial groups" (p. 132). Many children of refugees

and immigrants often live in poverty. Studies show that newly arrived refugees and immigrants often resettled in the most crime infested neighborhoods. In addition, refugee children were often on the receiving end of their parent's stress.

"Acculturation and its relationship to stress has been seen as a significant theory in explaining the development of deviant behavior. These stresses and strains can, in turn, lead to a host of deviant behaviors such as the involvement in street gangs, crime, and illicit drug use" (Hunt, Joe, & Waldorf, 1997, p. 10).

A second factor associated with delinquency behavior in Vietnamese refugee children was the exposure of violence in their homeland and within their family. "Refugees children from Southeast Asia are likely to have spent most of their lives in conditions of ongoing violence. These experiences are exacerbated through the dynamic interactions of these stressed children with their traumatized parents and significant other adults in their lives" (Huyck & Fields, 1980, p. 249). The authors believed that the exposure to violence, especially within the home increases the chances of those refugee children to becoming delinquents.

Finally, a third factor associated with delinquency behavior among Vietnamese refugee children was their mental health status. Charron and Ness (1981) surveyed 203 Vietnamese refugees adolescents in Camp Pendelton and found

"the mental health status of the 13-18 year-old group was linked with frequent intergenerational conflicts and school adjustment problems" (p. 7). Children were unable to concentrate and grasp the lessons taught in the classroom. They began to skip school, became vulnerable, and at-risk by joining gangs using drugs, and other harmful behavior.

According to the Santa Clara County Probation Department (1990-1991; 1991-1992, cited in Baba, 1994-1995, p. 132), "there were 314 Vietnamese youth who were referred to Santa Clara County Juvenile Hall for detention during the fiscal year of 1990. The number increased to 347 during the fiscal year of 1992. Vietnamese youths represent the fourth largest number in Juvenile Hall". LeFlore (1988) believed the way to decrease delinquency amongst youth was to help youth to learn about right and wrong, values, and to have expectations for them. "If the family is effective in helping youths internalize these norms, their chances of remaining nondelinquent are increased" (LeFlore, 1988, p.p. 630-631).

In addition to the three factors that contribute to the deviant behavior of Vietnamese adolescents, Fuligni (1998) seemed to believe that the developmental stage of adolescents exacerbated the oppositional behavior in some adolescents. In a study, the author discovered that,

older adolescents reported a greater endorsement of disagreeing with both parents than did younger adolescents...10<sup>th</sup>-grade students reported a greater willingness to disagree

with their mothers than did 6<sup>th</sup>- and 8<sup>th</sup>- grader students, and a greater willingness to disagree with their fathers...Within each ethnic group, older adolescents were less likely than younger adolescents to accept parental authority over their lives (p. 786).

The adolescents' willingness to reject parental authority and voiced their disagreement when matched with negative peers could be at-risk of participating in delinquent and harmful activities. Furthermore, Fuligni (1998) theorized that older adolescents rejecting parental authority is a recourse for becoming an adult. Thus, an intervention involving parents and adolescents could help to facilitate communication and negotiation of family rules.

## **5. Design of the Evaluation Study**

The multi-family support group was an 8-week long group targeting Vietnamese adolescents on probation and their parents. The group met once a week for one and one half-hours at Catholic Charities-Youth Empowered for Success (YES). Four facilitators were involved in leading the support group. The pilot model for the multi-family support group was designed to have parents and adolescents meet for the first thirty minutes separately to raise issues of concern for each group. After the thirty minutes, each group members reported to the other group members issues that were concerning them; at which time, the group decided what issues they wanted to address. This model remained consistent every session for 8 weeks. The objectives of the multi-families support group were to increase communication between parents and their adolescents and increase cohesion and adaptability within each family.

For the purpose of this study, a Juvenile Probation Delinquent was defined as any youth who has been in juvenile hall for breaking a criminal law as a minor (under the age of 18). This study focused on Vietnamese JPD youth between ages 14 to 18 years old who had been released and put on probation.

Parents of these youth were defined as an adult who had legal guardianship of the youth. A parent could be a mother, father, stepfather/mother, or aunt/uncle who have legal

custody of the youth. For the multi-families support group, only one parent was required to attend the group.

Refugees refer to any one escaping from their homeland because of the political climate in their own country. The difference between immigrants and refugees was that immigrants had a choice to leave their country because of the social and economic conditions of their homeland whereas, while refugees had to leave or faced persecution. In this study, both refugee and immigrant parents were involved in the multi-families support group.

Cohesion and adaptability were measured through the FACES III instrument. According to Olson (1988), family cohesion was defined as " the emotional bonding that family members have toward one another. Some of the specific variables used to measure the family cohesion were: emotional bonding, boundaries, coalitions, time, space, friends, decision-making, and interests and recreation" (p. 11; Green, 1989; Franklin & Streeter, 1993). Family adaptability was defined as" the ability of a family system to change its power structure, role relationships, and relationship rules in response to situational and developmental stress" (p. 11, Green, 1989; Franklin & Streeter, 1993).

At the end of the 8 sessions, the researcher hoped that the father and his son increased their communication and they could share their concerns. The son could negotiate with his

father, for example, appropriate curfew and family rules. The father and his son would have a better understanding of the stress they both encountered and began to see from the each other point of view. Secondly, the researcher hoped that within the family, cohesion and adaptability increased. Family members would feel more connected with each other, especially between the father and son. The family structure would be flexible; family power would be shared and relationship rules could be negotiated. Finally, the researcher hoped that both father and son would have positive attitude towards one another. The father could begin to trust and feel proud of his son; and the son could get along with his parents and like spending time with them.

This study was single system design with an AB structure. The study involved examining one Vietnamese family participating in an 8-week multi-families support group. The criteria for the adolescents to participate were that they needed to be between the age of 14-18 years of age and were on probation. The parents must be Vietnamese with refugee or immigrant status.

Instruments were administered to the youth and their parents. Pre and post-tests were given during the 1<sup>st</sup> and 8<sup>th</sup> session of the family support group. The pre and post-tests measured family adaptability and cohesion, parent's attitudes toward their children, child's attitude toward his/her

parents, and child's self-esteem. The Family Adaptability and Cohesion Evaluation Scale (FACES-III) were utilized to measure family adaptability and cohesion. The Child's Attitude toward Father (CAF) and Index of Parental Attitude (IPA) were utilized to measure child's and parent's attitude.

The *Family Adaptability and Cohesion Evaluation Scale (FACES-III)* was a 20 item assessment instrument design to measure adaptability and cohesion based on the Likert scale (Fischer & Corcoran, 1994; Olson, 1988; Tutty, 1995). Dr. David Olson, Joyce Portner, and Yoav Lavee designed the instrument based on the Circumplex Model of family functioning. FACES-III has been revised from FACES-II to measure two out of the three dimension of the Circumplex Model of family functioning. Respondents were asked to answer the statements in the FACES-III two ways. The respondents were asked to answer the statements twice, once based on their *current family situation* and a second time based on *what they would like their family to be*.

FACES-III has an overall alpha of .68, while .77 for cohesion and .62 for adaptability. FACES-III has a fair internal consistency and good face validity (Fischer & Corcoran, 1994; Olson, 1988; Tutty, 1995). FACES-III has been tested with 2453 adults and 412 adolescents (Fischer & Corcoran, 1994). FACES-III was scored by adding the all the items together to get the total score. The cohesion score was



determined by adding all the odd items together. The adaptability score was determined by adding all the even items together. A high score in cohesion indicates the family was enmeshed. A high score in adaptability indicates the family was chaotic (Fischer & Corcoran, 1994).

The *Index of Parental Attitudes (IPA)* was a 25-item questionnaire measuring the parent relationship with his/her child based. Each item is ranked from 1 to 7; a score of 1 indicates "none of the time" and a score of 7 indicates "all of the time". Walter Hudson was the author of the IPA. The IPA was scored by reversing the items, which produce a range from 0 to 100. High score indicated severity of problems between parent and child (Fischer & Corcoran, 1994; Hudson, 1982).

The IPA has an alpha of .97 and excellent internal consistency. IPA has fair construct validity. The IPA has been tested with 97 respondents during the developing stages of the instrument (Fischer & Corcoran, 1994; Hudson, 1982).

The *Child's Attitude Toward Father (CAF)* was a 25-item questionnaire measuring child's problem with their parents. Walter Hudson also authored the CAF scales. The scoring procedures for the CAF were the same as the IPA.

The CAF was a good tool to use to determine the attitude of the adolescents towards their fathers. CAF has a mean alpha of .95 and internal consistency for both scales is

excellent parents (Fischer & Corcoran, 1994). CAF also had good predictive validity in indicating problems between the child and his/her.

In addition to the questionnaires, observations of each session were recorded in a journal. In particular, issues discussed in each session were compiled and put into broader categories.

Quantitative and qualitative data were collected. Quantitative data were derived from questionnaires and demographic information of the participants. Qualitative data were derived from the observations made during each session. A content analysis was administered with the observation notes. For the quantitative data, statistic was used to determine outcomes.

Participants' information was kept confidential. All demographic and data information was kept in a computer database secured by a password. Participants' information and files were kept in a locked cabinet. Facilitators and researcher were the only people that had access to the participants' files.

## 6. Results

Figure 1 illustrated the family relationships between father and son in the Nguyen family at the first session of the multi-families support group. The data in table 1 indicated the father's and the adolescent son's perception of their family relationship and what they would like their family to be. At the initial session, both father and son perceived their family relationship to be rigidly disengaged. In terms of cohesion, the family was disengaged. Family members had little closeness; they did not show any loyalty towards one another. Most of the time, the family did things independently. In terms of adaptability, the family was rigid. The family was extremely strict; parents were authoritarian. The roles in the family rarely changed.

Interestingly, when the father and his son were asked what their ideal family was, they both indicated they wanted their family to be balanced in a structurally separated way. Ideally, both father and son wanted the adaptability to be structured which means that leadership sometimes to be shared; the roles they played in the family to be stable; discipline to be democratic; and changes should take place when demanded by other family members. However, the father and his son do not want the cohesion to change. They liked to remain the independence that existed in the family.

FIGURE 1. Circumplex Model - Nguyen Family on the 1st session

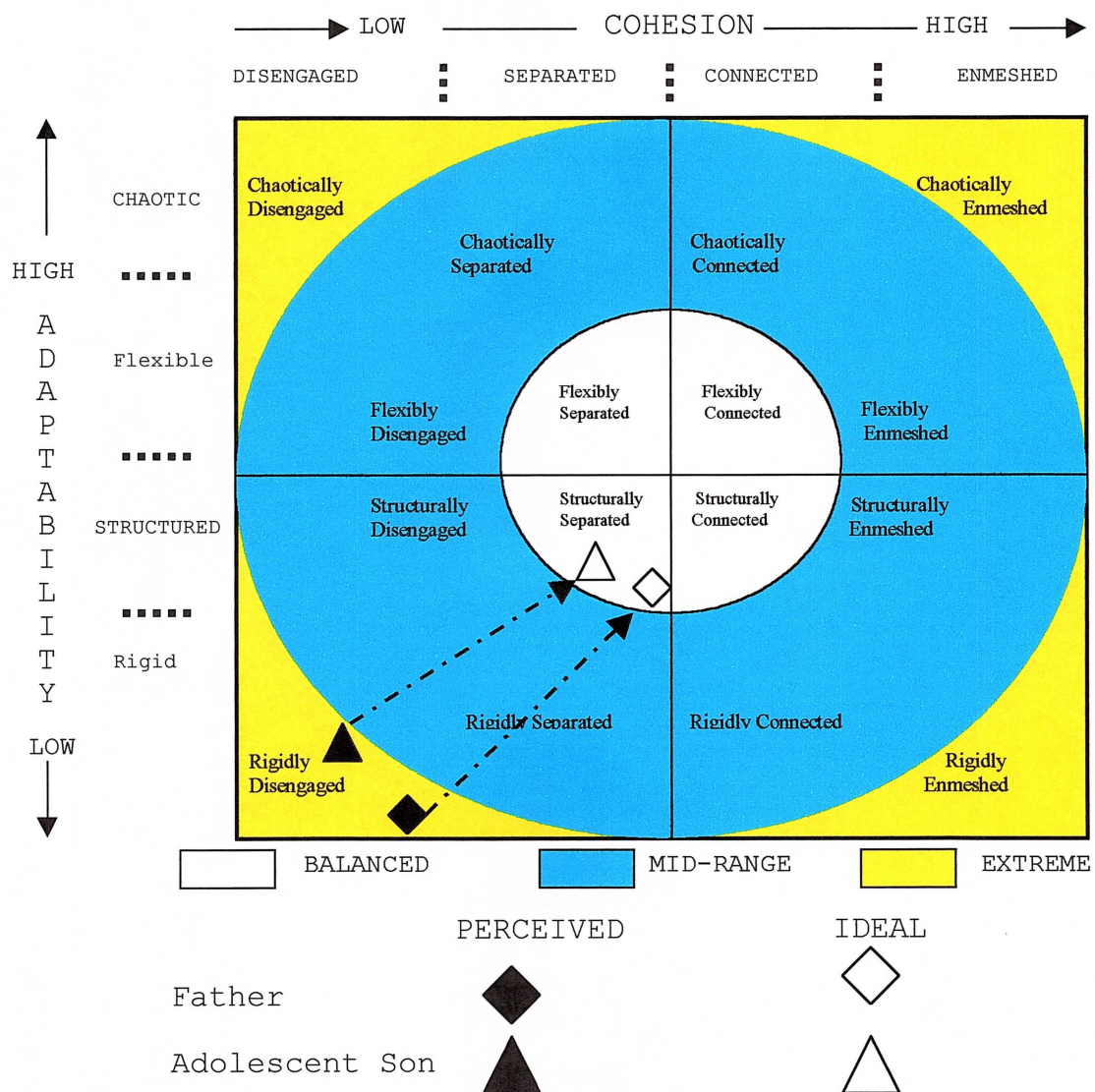
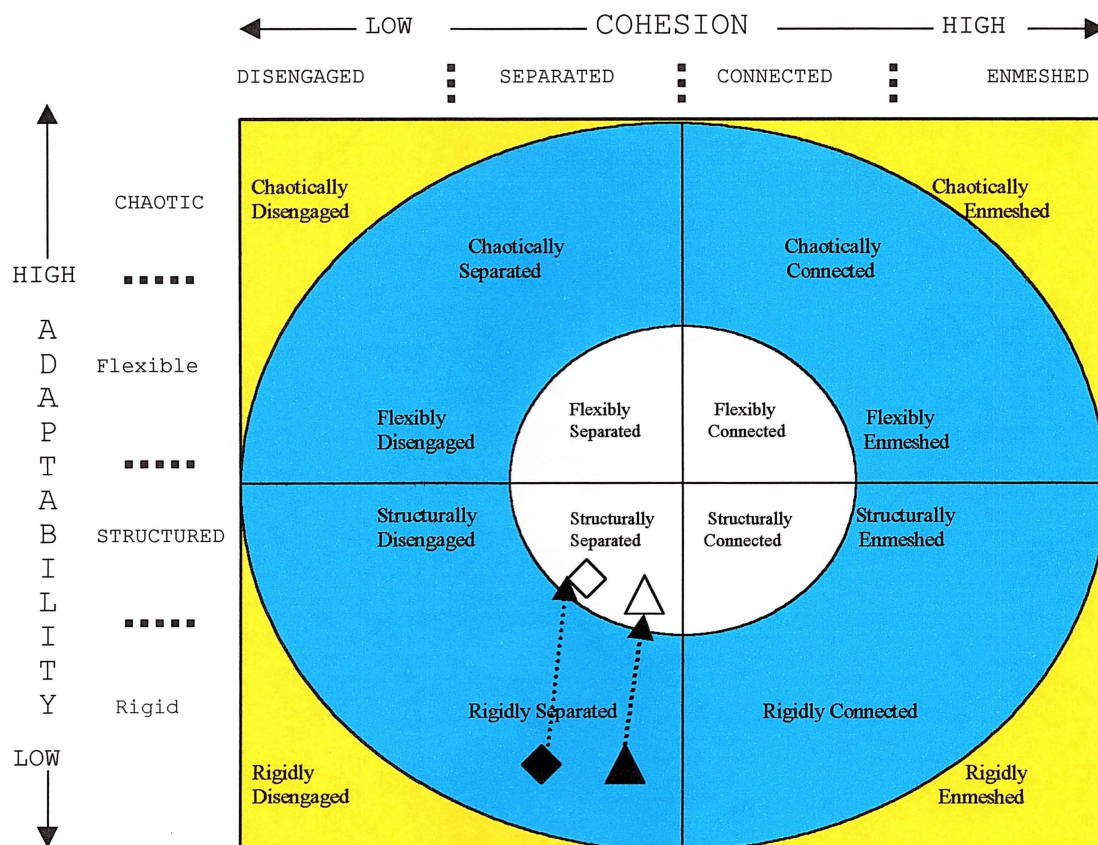


FIGURE 2 illustrates the relationship between father and son in the Nguyen family after participating in the multi-families support group for 8 weeks. Both the father and son perceived their family relationship as rigidly separate. They indicated that the cohesion in the family was separated which meant there was a struggle between "I" and "We". The closeness in the family was minimal and little loyalty to one

another existed. Most members in the family were independent of one another, which may be typical in a family with parents continued to hold traditional values while the children adapted to the Western culture. Furthermore, the father and his son indicated that their adaptability was rigid which implied that within the family, the leadership style was authoritarian, role seldomly changed, and strict discipline was carried out.

FIGURE 2. Circumplex Model - Nguyen Family on the 8th session



Although there was no major changes between the first session and the eighth session, improvement did take place.



The family relationship improved in the area of cohesion; the family went from being disengaged to being separated. Family members are closer to one another. Family members began to think about others in the family not only themselves. They showed more loyalty towards their family members and became more interdependent within the family.

Table 1 shows the outcomes of the Index of Parent Attitude (IPA) and the Child Attitude toward Father (CAF) measure in the first and eighth week. For scoring of the IPA and CAF, "a high score represents the presence of a more serious problem in the area being measured, and a low score represents the relative absence of such problems" (p. 233, Hudson, 1982). Thus, the pre-questionnaire scores of the IPA and CAF were higher than the post-questionnaire scores.

In the IPA questionnaire, the father scored 65 on the pre-questionnaire. This score indicated that he had a significant problem towards his child. However, at the eighth week when the father took the questionnaire again, he scored 13. The second score indicated that the father no longer saw his son as a problem to him.

The CAF questionnaire was scored the same way as the IPA. In the CAF, the adolescents scored a 74 at the first session of the multi-families support group. Seventy-four was a very high score, which indicated that the adolescent son found his

father significantly problematic in his life. At times, the adolescent son may have even felt violent towards his father.

However, at the eighth week, the adolescent son's responses to the questionnaire changed dramatically. At the eighth week, the adolescent son scored a 19 in his post-questionnaire. The low score indicated that the son no longer saw his father as being problematic.

Table 1. Outcome of Parent and Adolescent Attitude

SURVEY	PARENT		ADOLESCENT	
	PRE	POST	PRE	POST
INDEX OF PARENT ATTITUDE (IPA)	65	13	---	---
CHILD ATTITUDE TOWARD FATHER (CAF)	---	---	74	19

In addition to the quantitative data collected through surveys, issues of discussion were recorded during each session. The five major issues that surfaced in discussion for the parents and their adolescents were: curfew/rules, school performance and attendance, friends, internet usage, and retaining cultural values. The number one concern for parents and their adolescents was the curfew. Parents felt their children stayed out too late while adolescents felt their parents were too restrictive. In general, the agreement among parents in the support group was that children should be

home by 11:00PM while adolescents felt the appropriate curfew  
time should be at 1:00AM.



## **7. Discussion**

This study provided additional information about family relationship within refugee and immigrant families. Although the study only examined one Vietnamese family, the information obtained will further assist the agency to improve and modify the existing model of intervention.

In this study, the data revealed how intergenerational conflicts impacted the family relationships and the attitude of parent and child within an immigrant family. As indicated by the results, the parent's and child's perception of their family relationship did not differ from one another. In fact, when the parent and child were asked what was their idea of an ideal family, they both responded similarly. Although, the parent and the child wanted to think that they differ from one another, in reality, they were very much alike in their thinking.

In examining the family relationships, the response from the father and his son when they described their family adaptability as rigid was not a surprise. In the Vietnamese culture, parental authority is very important. Parents are expected to be controlling and strict in discipline. Decisions are made by the parents, not the children in the family. Thus, the rigidity in the family's adaptability can cause conflicts within the family because children adapting to

the new Western culture are taught to voice their opinions and negotiate rules.

In addition, when exploring the attitude of the father and his son towards one another, it was not surprising that they saw each other as problematic. Both were disapproving of each other's behavior. The father did not like the friends his son interacted with as well as the amount of time he spent with the family. For the son, he did not like the fact that his father made all the decision, and that he has little input.

Although, this study only focused on one family, it provided information that can be utilized to develop appropriate intervention in working with refugee and immigrant families. Because the multi-families support group was a pilot model, there were many unknowns when this project began.

Facilitators can now re-examined the process and modify the model to obtain better results. For example, one of the items that needed improvement was the transition period when parents and adolescents would come together from their separate groups to report what was discussed in the individual group. Another area for improvement is to determine and develop ways to retain parents throughout the 8 weeks. Because the multi-families support group was a new model to the Vietnamese community, recruiting and maintaining participants pose as a challenge.

For social workers who are planning on working with refugee and immigrant families, it is important to understand the acculturation process and the challenges they faced during their journey to the United States. Social workers need to be culturally competent in working with the Vietnamese community and be knowledgeable about the cultural norms within it. In addition, social workers must have the language capacity in working with parents.

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# APPENDICES



# Appendix A:

## Questionnaires/Measures

## FAMILY ADAPTABILITY AND COHESION EVALUATION SCALE (FACES-III)

Please use the following scale to answer both sets of questions:

- 1 = Almost never
- 2 = Once in a while
- 3 = Sometimes
- 4 = Frequently
- 5 = Almost always

### DESCRIBE YOUR FAMILY NOW:

- |    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
| 1. | Family members ask each other for help.   | 1 | 2 | 3 | 4 | 5 |
| 2. | In solving problems, the children's suggestions are followed.                         | 1 | 2 | 3 | 4 | 5 |
| 3. | We approve of each other's friends.   | 1 | 2 | 3 | 4 | 5 |
| 4. | Children have a say in their discipline.  | 1 | 2 | 3 | 4 | 5 |
| 5. | We like to do things with just our immediate family.                                  | 1 | 2 | 3 | 4 | 5 |
| 6. | Different persons act as leaders in our family.                                       | 1 | 2 | 3 | 4 | 5 |
| 7. | Family members feel closer to other family members than to people outside the family. | 1 | 2 | 3 | 4 | 5 |
| 8. | Our family changes its way of handling tasks.   | 1 | 2 | 3 | 4 | 5 |
| 9. | Family members like to spend free time with each other.                               | 1 | 2 | 3 | 4 | 5 |

10.	Parent(s) and children discuss punishment together.	1	2	3	4	5
11.	Family members feel very close to each other.	1	2	3	4	5
12.	The children make the decisions in in our family.	1	2	3	4	5
13.	When our family gets together for activities, everybody is present.	1	2	3	4	5
14.	Rules change in our family.	1	2	3	4	5
15.	We can easily think of things to do together as a family.	1	2	3	4	5
16.	We shift household responsibilities from from person to person.	1	2	3	4	5
17.	Family members consult other family members on their decisions.	1	2	3	4	5
18.	It is hard to identify the leader(s) in our family.	1	2	3	4	5
19.	Family togetherness is very important.	1	2	3	4	5
20.	It is hard to tell who does which household chores.	1	2	3	4	5

**IDEALLY, HOW WOULD YOU LIKE YOUR FAMILY TO BE:**

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 21. | Family members would ask each other for help.                                     | 1 | 2 | 3 | 4 | 5 |
| 22. | In solving problems, the children's suggestions would be followed.                | 1 | 2 | 3 | 4 | 5 |
| 23. | We would approve of each other's friends.   | 1 | 2 | 3 | 4 | 5 |
| 24. | The children would have a say in their discipline.                                | 1 | 2 | 3 | 4 | 5 |
| 25. | We would like to do things with just our immediate family.                        | 1 | 2 | 3 | 4 | 5 |
| 26. | Different persons would act as leaders in our family.                             | 1 | 2 | 3 | 4 | 5 |
| 27. | Family members would feel closer to each other than to people outside the family. | 1 | 2 | 3 | 4 | 5 |
| 28. | Our family would change its way of handling tasks.                                | 1 | 2 | 3 | 4 | 5 |
| 29. | Family members would like to spend free time with each other.                     | 1 | 2 | 3 | 4 | 5 |
| 30. | Parent(s) and children would discuss punishment together.                         | 1 | 2 | 3 | 4 | 5 |
| 31. | Family members would feel very close to each other.                               | 1 | 2 | 3 | 4 | 5 |

- |     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
| 32. | Children would make the decisions in our family.                 | 1 | 2 | 3 | 4 | 5 |
| 33. | When our family got together, everybody would be present.        | 1 | 2 | 3 | 4 | 5 |
| 34. | Rules would change in our family.                                | 1 | 2 | 3 | 4 | 5 |
| 35. | We could easily think of things to do together as a family.      | 1 | 2 | 3 | 4 | 5 |
| 36. | We would shift household responsibilities from person to person. | 1 | 2 | 3 | 4 | 5 |
| 37. | Family members would consult each other on their decisions.      | 1 | 2 | 3 | 4 | 5 |
| 38. | We would know who the leader(s) was (were) in our family.        | 1 | 2 | 3 | 4 | 5 |
| 39. | Family togetherness would be very important.                     | 1 | 2 | 3 | 4 | 5 |
| 40. | We could tell who does which household chores.                   | 1 | 2 | 3 | 4 | 5 |

## INDEX OF PARENTAL ATTITUDES (IPA)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

This questionnaire is designed to measure the degree of contentment you have in your relationship with your child. It is not a test, so there is no right or wrong answers. Answer each item as carefully and as accurately as you can by circling a number beside each statement.

- 1 = None of the time
- 2 = Very rarely
- 3 = A little of the time
- 4 = Some of the time
- 5 = A good part of the time
- 6 = Most of the time
- 7 = All of the time

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 1. My child gets on my nerves.              | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. I get along well with my child.          | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. I feel that I can really trust my child. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. I dislike my child.                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. My child is well behaved.                | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. My child is too demanding.               | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. I wish I did not have this child.        | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 8. I really enjoy my child.                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. I have a hard time controlling my child. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. My child interferes with my activities. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. I resent my child.                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. I think my child is terrific.           | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. I hate my child.                        | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. I am very patient with my child.        | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. I really like my child.                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. I like being with my child.             | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. I feel like I do not love my child.     | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. My child is irritating.                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. I feel very angry toward my child.      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20. I feel violent toward my child.         | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. I feel very proud of my child.          | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

22. I wish my child was more like others I know.      1      2      3      4      5      6      7

23. I just do not understand my child.      1      2      3      4      5      6      7

24. My child is a real joy to me.      1      2      3      4      5      6      7

25. I feel ashamed of my child.      1      2      3      4      5      6      7



# FAMILY ADAPTABILITY AND COHESION EVALUATION SCALE (FACES-III)

Hãy chọn các số sau đây để trả lời các câu hỏi sau đây:

- 1=Hầu như không
- 2=Lâu Lâu một lần
- 3=Đôi khi
- 4= Thường thường
- 5=Luôn luôn

HÃY MÔ TẢ GIA ĐÌNH HIỆN NAY

1. Tất cả mọi người trong nhà đều cần sự giúp đỡ của nhau.	1	2	3	4	5
2. Trong việc giải quyết những vấn đề rắc rối trong gia đình, những đề nghị của con cái luôn được tôn trọng.	1	2	3	4	5
3. Chúng tôi chấp nhận bạn bè của nhau.	1	2	3	4	5
4. Con cái luôn có tiếng nói trong kỷ luật gia đình.	1	2	3	4	5
5. Chúng tôi thích làm việc và vui chơi với những người thân trong gia đình.	1	2	3	4	5
6. Mỗi người trong gia đình đều xử sự như là thủ lĩnh trong gia đình.	1	2	3	4	5
7. Tất cả mọi người trong gia đình đều cảm thấy thân thiết & gần gũi với nhau hơn là người ngoài.	1	2	3	4	5
8. Gia đình chúng tôi rất uyển chuyển trong xử trí việc nhà.	1	2	3	4	5
9. Tất cả mọi người trong gia đình đều dành thì giờ rảnh rỗi cho nhau.	1	2	3	4	5
10. Cha mẹ & con cái cùng nhau thảo luận về các loại hình phạt.	1	2	3	4	5
11. Tất cả mọi người trong nhà đều cảm thấy rất thân thuộc với nhau.	1	2	3	4	5
12. Trong gia đình chúng tôi con cái tự quyết định lấy.	1	2	3	4	5
13. Trong các buổi họp mặt gia đình, tất cả mọi người trong gia đình đều tham gia.	1	2	3	4	5
14. Các nội qui trong gia đình đều thay đổi.	1	2	3	4	5
15. Chúng tôi dễ dàng nghĩ ra những điều cần làm chung với nhau như là một gia đình.	1	2	3	4	5
16. Chúng tôi phân chia công việc trong gia đình với nhau.	1	2	3	4	5
17. Trước khi quyết định điều gì, chúng tôi đều hỏi ý kiến của nhau.	1	2	3	4	5
18. Rất khó nhận ra ai là thủ lĩnh trong gia đình.	1	2	3	4	5
19. Họp mặt gia đình rất là quan trọng.	1	2	3	4	5
20. Thật khó nhận biết công việc vất vả nào trong gia đình là ai đã làm.	1	2	3	4	5

## FAMILY ADAPTABILITY AND COHESION EVALUATION SCALE (FACES-III)

Hãy chọn các số sau đây để trả lời các câu hỏi sau đây:

1=Hầu như không

2=Lâu Lâu một lần

3=Đôi khi

4= Thường thường

5=Luôn luôn

### BẠN MONG MUỐN MỘT GIA ĐÌNH LÝ TƯỞNG NHƯ THẾ NÀO :

1. Tất cả mọi người trong nhà đều cần sự giúp đỡ của nhau.	1	2	3	4	5
2. Trong việc giải quyết những vấn đề rắc rối trong gia đình, những đề nghị của con cái luôn được tôn trọng.	1	2	3	4	5
3. Chúng tôi chấp nhận bạn bè của nhau.	1	2	3	4	5
4. Con cái luôn có tiếng nói trong kỷ luật gia đình.	1	2	3	4	5
5. Chúng tôi thích làm việc và vui chơi với những người thân trong gia đình.	1	2	3	4	5
6. Mỗi người trong gia đình đều xử sự như là thủ lĩnh trong gia đình.	1	2	3	4	5
7. Tất cả mọi người trong gia đình đều cảm thấy thân thiết & gần gũi với nhau hơn là người ngoài.	1	2	3	4	5
8. Gia đình chúng tôi rất uyển chuyển trong xử trí việc nhà.	1	2	3	4	5
9. Tất cả mọi người trong gia đình đều dành thì giờ rảnh rỗi cho nhau.	1	2	3	4	5
10. Cha mẹ & con cái cùng nhau thảo luận về các loại hình phạt.	1	2	3	4	5
11. Tất cả mọi người trong nhà đều cảm thấy rất thân thuộc với nhau.	1	2	3	4	5
12. Trong gia đình chúng tôi con cái tự quyết định lấy.	1	2	3	4	5
13. Trong các buổi họp mặt gia đình, tất cả mọi người trong gia đình đều tham gia.	1	2	3	4	5
14. Các nội qui trong gia đình đều thay đổi.	1	2	3	4	5
15. Chúng tôi dễ dàng nghĩ ra những điều cần làm chung với nhau như là một gia đình.	1	2	3	4	5
16. Chúng tôi phân chia công việc trong gia đình với nhau.	1	2	3	4	5
17. Trước khi quyết định điều gì, chúng tôi đều hỏi ý kiến của nhau.	1	2	3	4	5
18. Rất khó nhận ra ai là thủ lĩnh trong gia đình.	1	2	3	4	5
19. Họp mặt gia đình rất là quan trọng.	1	2	3	4	5
20. Thật khó nhận biết công việc vặt nào trong gia đình là ai đã làm.	1	2	3	4	5

## INDEX OF PARENTAL ATTITUDES (IPA)

1. Không bao giờ
2. Rất hiếm khi
3. Rất ít khi
4. Đôi khi
5. Nhiều khi
6. Hầu như
7. Luôn luôn

1. Con tôi làm tôi rất bức mình.	1	2	3	4	5	6	7
2. Tôi và con tôi rất tình thương với nhau.	1	2	3	4	5	6	7
3. Tôi nghĩ rằng tôi rất tin tưởng với con mình.	1	2	3	4	5	6	7
4. Tôi không thích con tôi.	1	2	3	4	5	6	7
5. Con tôi rất ngoan.	1	2	3	4	5	6	7
6. Con tôi rất đòi hỏi.	1	2	3	4	5	6	7
7. Lười gì tôi không có đứa con này.	1	2	3	4	5	6	7
8. Tôi rất hài lòng về đứa con của mình.	1	2	3	4	5	6	7
9. Thật khó để kiểm soát con mình.	1	2	3	4	5	6	7
10. Con tôi cản trở công việc của tôi.	1	2	3	4	5	6	7
11. Tôi oán giận con tôi.	1	2	3	4	5	6	7
12. Tôi nghĩ con tôi rất tuyệt vời.	1	2	3	4	5	6	7
13. Tôi rất ghét an tôi.	1	2	3	4	5	6	7
14. Tôi rất kiên nhẫn với con tôi.	1	2	3	4	5	6	7
15. Tôi rất yêu quý con tôi.	1	2	3	4	5	6	7
16. Tôi rất thích đượi gần gũi với con.	1	2	3	4	5	6	7
17. Tôi có cảm giác mình không yề thương con.	1	2	3	4	5	6	7
18. Con tôi rất dễ nổi cáu.	1	2	3	4	5	6	7
19. Tôi rất giận con mình.	1	2	3	4	5	6	7
20. Tôi rất hung dữ với con mình.	1	2	3	4	5	6	7
21. Tôi rất tự hào về con mình.	1	2	3	4	5	6	7
22. Lười gì con tôi giống đứa trẻ khác.	1	2	3	4	5	6	7
23. Tôi không hiểu con tôi.	1	2	3	4	5	6	7
24. Con là niềm vui sướng trong tôi	1	2	3	4	5	6	7
25. Tôi rất xấu hổ về con.	1	2	3	4	5	6	7

## CHILD'S ATTITUDE TOWARD FATHER (CAF)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

This questionnaire is designed to measure the degree of contentment you have in your relationship with your father. It is not a test, so there are no right or wrong answers. Answer each item as carefully and as accurately as you can by circling a number beside each statement.

- 1 = None of the time
- 2 = Very rarely
- 3 = A little of the time
- 4 = Some of the time
- 5 = A good part of the time
- 6 = Most of the time
- 7 = All of the time

- |  |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|
| 1. My father gets on my nerves.              | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. I get along well with my father.          | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. I feel that I can really trust my father. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. I dislike my father.                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. My father's behavior embarrasses me.      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. My father is too demanding.               | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. I wish I had a different father.          | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. I really enjoy my father.                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. My father puts too many limits on me.     | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. My father interferes with my activities. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. I resent my father.                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. I think my father is terrific.           | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

13. I hate my father.	1	2	3	4	5	6	7
14. My father is very patient with me.	1	2	3	4	5	6	7
15. I really like my father.	1	2	3	4	5	6	7
16. I like being with my father.	1	2	3	4	5	6	7
17. I feel like I do not love my father.	1	2	3	4	5	6	7
18. My father is very irritating.	1	2	3	4	5	6	7
19. I feel very angry toward my father.	1	2	3	4	5	6	7
20. I feel violent toward my father.	1	2	3	4	5	6	7
21. I feel proud of my father.	1	2	3	4	5	6	7
22. I wish my father was more like others I know.	1	2	3	4	5	6	7
23. My father does not understand me.	1	2	3	4	5	6	7
24. I can really depend on my father.	1	2	3	4	5	6	7
25. I feel ashamed of my father.	1	2	3	4	5	6	7

Appendix B:

SJSU Human Subjects

Approval Letter




**San José State**  
UNIVERSITY

**Office of the Academic  
Vice President**

**Associate Vice President  
Graduate Studies and Research**

One Washington Square  
San José, CA 95192-0025  
Voice: 408-924-2480  
Fax: 408-924-2477  
E-mail: [gstudies@wahoo.sjsu.edu](mailto:gstudies@wahoo.sjsu.edu)  
<http://www.sjsu.edu>

TO: Buu Thai  
3464 Tuers Road  
San Jose, CA 95121

FROM: Nabil Ibrahim,   
Acting AVP, Graduate Studies & Research

DATE: December 14, 1998

The Human Subjects-Institutional Review Board has approved  
your request to use human subjects in the study entitled:

"Family Support Group with Vietnamese Juvenile  
Probation Youth and their Parents Measuring  
Parent-Child Interaction"

This approval is contingent upon the subjects participating in  
your research project being appropriately protected from risk.  
This includes the protection of the anonymity of the subjects'  
identity when they participate in your research project, and  
with regard to any and all data that may be collected from the  
subjects. The Board's approval includes continued monitoring  
of your research by the Board to assure that the subjects are  
being adequately and properly protected from such risks. If at  
any time a subject becomes injured or complains of injury, you  
must notify Nabil Ibrahim, Ph.D., immediately. Injury includes  
but is not limited to bodily harm, psychological trauma and  
release of potentially damaging personal information.

Please also be advised that all subjects need to be fully  
informed and aware that their participation in your research  
project is voluntary, and that he or she may withdraw from the  
project at any time. Further, a subject's participation, refusal to  
participate, or withdrawal will not affect any services the  
subject is receiving or will receive at the institution in which  
the research is being conducted.

If you have any questions, please contact me at  
(408) 924-2480.

Appendix C:

Field Agency's Approval of  
Research Form





## YOUTH EMPOWERED FOR SUCCESS (Y.E.S.)

### ADMINISTRATIVE OFFICES

### FAMILY SERVICES

### IMMIGRATION, REFUGEE AND EMPLOYMENT SERVICES

### MANAGED CARE SERVICES

2625 Zanker Road, Suite 200  
San Jose, CA 95134-2107  
Phone: (408) 468-0100  
Fax: (408) 944-0276

### HOUSING DEVELOPMENT AND SERVICES

195 E. San Fernando Street  
San Jose, CA 95112

### NEIGHBORHOOD SERVICES

John XXII  
195 E. San Fernando Street  
San Jose, CA 95112

Eastside  
2150 Alum Rock Avenue  
San Jose, CA 95118

### YES-YOUTH SERVICES

645 Wool Creek Drive, Suite A  
San Jose, CA 95112-2617  
Phone: (408) 283-6150  
Fax: (408) 283-6152  
E-Mail: yes@ccsj.org

San Jose State University  
Human Subjects-Institutional Review Board  
Walquist Library N., Room 125  
San Jose, CA 95192-0025

November 17, 1998

To whom it may concern:

Catholic Charities-Youth Empowered for Success (YES) has been informed about the research project conducted by Buu Thai to investigate parent-child relationship among Vietnamese families. Buu Thai has discussed and shared with YES her plans to hold an 8-week family support group, which meet once a week for one and a half hour at our office.

Buu Thai has our support in conducting her research project at YES. She will have access to our clients who are interested in participating and facility for her 8-week family support group.

Please feel free to contact us at (408) 283-6150 if you have any questions.

Akemi Flynn  
Division Director, Youth Services

Khanh Dang  
Program Coordinator  
Community Education

**SAN JOSE STATE UNIVERSITY  
COLLEGE OF SOCIAL WORK**

**Field Agency's Approval of Research Project Prospectus**

Instructions: This form must be completed by all students participating in university related research projects, including S.W. 298 projects. The form should be completed and submitted to the student's S.W. 298 instructor or faculty sponsor. All students are expected to advise their agencies of the content of their research projects as well as plans related to their proposed methodology, data collection, and data analysis activities. Completion of this form does not remove the obligations of students to complete other college, university, or agency research review and approval procedures/policies.

If significant changes are made in the project a new form must be completed and submitted. All S.W. 298 students must complete and submit this form prior to commencing their actual research work with data collection or clients; and in any event before the end of their first semester of study.

The field instructor's or other agency representative's signature certifies that the student has discussed and shared their plans with the agency, and that the agency is not in opposition to the project. The S.W. 298 instructor and/or other college officials should be contacted if there are any concerns, questions, or objections.

Name of Student: Buu Thai Name of Agency: Gardner Family Care Corporation

Field Instructor's Name: Brandon Nguyen F. I.'s Telephone #: (408) 287-6200

SJSU Instructor's Name: Dr. Fred Prochaska Semester (s): Fall 98 & Spring 99

Proposed Topic: A Multi-families Support Group with Vietnamese Adolescents and their Parent  
Measuring Parent-Child Interaction.

Brief Description of Project - Including Timelines, Sample/Subjects, and Methodology:

A single subject design working with one Vietnamese parent and an adolescence child who are participating in an 8 week multi-families support group. The purpose of the project is to examine the adaptability and cohesion within the family and to survey the attitude of parent and child towards one another.

Signature of Student: *Buu Thai* Date: 12-16-98

Signature of Field Inst./Agency Rep. *Brandon Nguyen* Date: 4/28/99

Signature of 298 Instructor/College Rep. \_\_\_\_\_ Date: \_\_\_\_\_