

Title of the Study: Lay-led Brief Cognitive Behavioural Therapy for Insomnia (CBT-I) Group for  
Older Adults in Hong Kong: A Pilot Study

NCT Number: [To be assigned]

Document Date: 13 Mar 2026

Organization/Affiliation: Department of Social Work and Social Administration, The University of  
Hong Kong

## **Introduction**

### **Meaningful participation and late-life wellbeing**

Hong Kong is aging rapidly, with a third of its population projected to be aged 65 and over by 2046 (Hong Kong Census and Statistics Department, 2023), raising concerns about mental health and service needs among older adults (The Samaritan Befrienders Hong Kong, 2023). Meaningful participation is essential for supporting older adults' psychological well-being (AshaRani et al., 2022; Boreham & Schutte, 2023; Irving et al., 2017), particularly through family involvement (Liu, 2024). Although not focused on older adults, evidence from midlife adults shows that caring for family members is often considered highly meaningful and commonly performed in daily life (Caldwell-Harris et al., 2013; Hooker et al., 2020), highlighting family involvement as a lasting source of purpose. Prior work has mainly focused emphasized older adults' instrumental roles, such as household help or grandchild care (Liu, 2024), which could benefit well-being (Bordone & Arpino, 2019; Dong et al., 2023; Tsai, 2016). However, such role may become less sustainable as physical capacity declines and can lead to overinvolvement (Luk & Joe-Laidler, 2023). In contrast, the role of older adults in providing emotional support to family members has received relatively little attention.

### **Reframing older adults' family role**

Older adults' greater psychological flexibility (Plys et al., 2023) may enable them well-suited to emotionally supportive roles that align with their changing capacities and sense of meaning (Tierney & Beattie, 2020). Family relationships offer a natural context for such engagement because affectionate communication is central to family dynamics (Marquez, 2019). Recent work indicates that older adults remain an important source of emotional support for their adult children (Marquez, 2019; Pew Research Center, 2024, January 25), and intergenerational programs have produced biopsychosocial benefits for both generations (Campbell et al., 2023; Sánchez-Cazalla & Gutiérrez-Domingo, 2025). Embracing expressive role that affirms older adults' ongoing contribution could therefore enhance their sense of purpose and strengthen family relationships, while also potentially

reducing distress among younger members. Moreover, from 2016 to 2025, the JC JoyAge project trained 1,029 older adults to offer emotional support to community-dwelling peers with depression (Jockey Club Holistic Support Project for Elderly Mental Wellness, n.d.; Wang et al., 2025), further supporting the feasibility of mobilizing older adults to take on such contributory roles.

### **Barriers to intergenerational communication and unmet needs**

However, effective intergenerational communication may be impeded by generational differences in life goals (e.g., materialist versus post-materialist concerns) and values (Youth Research Centre, 2019; Yu et al., 2025; Yu et al., 2024). In addition, older adults may lack the communication competence needed to engage effectively with younger family members. Cultural norms in Chinese families often favor indirect expressions of care (e.g., preparing meals or providing tangible help) (Caldwell-Harris et al., 2013), so verbal expressions of affection are uncommon (Li, 2021) and conveying emotional support can be an unfamiliar interaction task. A needs analysis of two unpublished cross-sectional surveys with young adults (total N = 1048) found low satisfaction with parents' active listening, calm problem discussion, emotional disclosure, and avoidance of negative reactions during disagreements.

Moreover, many older adults blend care with parental control and view involvement itself as an act of care (Caldwell-Harris et al., 2013; Wu, 2023). Given differing criteria for defining adulthood between older adults and adult children (Nelson et al., 2013), the mix can blur role boundaries and clash with younger generations' preferred forms of affection and support as they gain independence or marry (Wu, 2023). This divergence is illustrated in a small mixed sample of young and older adults (total N = 39), young adults, unlike their older counterparts, generally did not endorse parent control as an expression of love. The resulting push-pull between remaining involved and stepping back typically manifests as overfunctioning-underfunctioning patterns described in Family Systems Theory (Miller & Elder, 2025; Moon et al., 2024), in which one family member takes on excessive responsibilities beyond their role and prompts others to withdraw or avoid responsibility. These dynamics produce emotional tensions and discourage younger family members

from seeking parental support.

### **The current study**

While past research has focused largely on older adults' instrumental roles, this study reframes emotional support as a meaningful and underrecognized form of familial participation for them. It adopts a role-enhancement framework that presents emotional support as an enduring form of contribution within families and calls for practical communication training to help older adults take on emotionally supportive roles. We propose "*ReFrame-R*", a communication training program that combines core Motivational Interviewing (MI) skills with Family Systems Theory insights to enhance older adults' communication competence in an open, autonomy-respecting manner while maintaining clear role boundaries.

### ***The ReFrame-R***

*ReFrame-R* is a theoretically grounded training program for autonomy-respecting intergenerational communication while preventing role overinvolvement in everyday family interactions. Communication skills that enable respectful, emotionally supportive dialogues are important for supporting younger family members' emotional needs. MI is a collaborative, client-centered approach that facilitates empathetic, non-judgmental, autonomy-respecting communication. Its core skills include open-ended questions, affirmations, reflective listening, and seeking permission for advice (Miller & Rollnick, 2013). These skills are recommended for parents to provide emotional support to their school-aged children (American Psychiatric Association Foundation, 2025), and a recent randomized controlled trial (RCT) demonstrated the feasibility of brief MI training to help lay people support family members with psychosis (Kline et al., 2022). These skills are particularly relevant in Chinese family contexts, where adult children may suppress feelings for fear of judgment in families with hierarchical, indirect communication patterns (Xiao, 2023). In a preliminary sample of JC JoyAge peer supporters ( $n = 21$ ) with prior support training, participants rated brief MI training as highly acceptable and agreed that these skills would be useful for providing emotional support to others. Preliminary data from a small sample of young adults ( $n =$

19) indicated that young adults would be highly willing to share emotional distress with parents who possess the specified communication competencies.

Meanwhile, setting clear role boundaries help to build secure bonds and facilitate healthy dynamics in families. The training helps older adults differentiate their role from that of their adult children and encourages self-focus while acknowledging their children as fully functioning adults (Miller & Elder, 2025). Training also aims to develop insight into balancing love and control, helping participants avoid conflating two in expression (Lo Cricchio et al., 2019; Wu, 2023).

Using a mixed-methods approach, this study aims to evaluate the feasibility, acceptability, and preliminary efficacy of *ReFrame-R* and collect feedback to refine the training protocol to match older adults' communication needs and family roles (Figure 1). Results from this pilot will inform the design of a fully powered RCT to test *ReFrame-R*'s effects on older adults' well-being and the potential benefit to family bonds. We hypothesize that participant who receive the training will demonstrate greater communication competence and sense of meaning than those in the control group at week 4 (end of training) and week 6 (follow-up). In addition, a follow-up interview study will be conducted to solicit insights to further refine training protocol in alignment with their communication needs.

## Methods

### *Study 1*

**Study design and participants.** Study 1 is a parallel-group, assessor-blinded pilot RCT involving older adults in Hong Kong. Participants will be recruited from community settings via university emails, social media advertisements, and posters in partner centers (in collaboration with the JC JoyAge project). Eligible participants are Cantonese-speaking older adults (aged 60 or above) who have regular contact with adult children and can comprehend traditional Chinese. We will exclude individuals with a known mental health diagnosis, those with mild or higher depressive symptoms (scored  $\geq 5$  on the Patient Health Questionnaire [PHQ-9; Kroenke et al., 2001; Manea et al., 2015]), or those with communication difficulties. Participants will be randomized (1:1) to either

the training group or the booklet-control group using block randomization. Informed consent will be sought before any study procedures. All participants will receive HK\$ 50 per follow-up visit as an incentive. The study design and reporting will follow the CONSORT recommendations (Hopewell et al., 2025).

**Treatment allocation.** An independent researcher will generate the randomization sequence using block randomization with a block size of 4 to 6. Ciphered group labels will be used to blind assessors during data collection and analyst during data analysis. A blinding check will be conducted at week 6 to assess the adequacy of masking. After completion of baseline assessments, participants will be informed of their group allocation with sequentially numbered opaque sealed envelopes.

**Training group.** The *ReFrame-R* comprises four weekly 90-minute group sessions (total 6 hours), supplemented by brief weekly individual consultations to troubleshoot barriers and reinforce home practice. Adapted from an existing MI protocol for lay people (Kline et al., 2022), the program is grounded in Family Systems Theory to address over-/underfunctioning dynamics in older parent-adult child relationships, while also emphasizing empathic listening and autonomy-supportive communication. The curriculum is structured as follows: session 1 introduces intergenerational communication barriers (e.g., judgmental language, co-existence of care and control in love expression), distinguishes emotional support from problem-solving, and explores common dilemmas such as “involvement versus letting go” patterns; session 2 focuses on open-ended questions and affirmations, using role-play to teach validation and autonomy support; session 3 introduces reflective listening and emotion-focused summarizing, highlighting respectful communication strategies such as asking permission before offering advice; session 4 consolidates all skills using a structured dialogue framework, guiding participants to apply techniques to real-life scenarios and set personal communication goals. An MI skills booklet will be distributed to support and record home practice.

**Control Group.** Participants in the control group will not receive active training during the

study period. They will be provided with the same MI skills booklet for reference and self-directed practice.

**Measures.** All outcome measures are self-reported. Participants will be assessed at three time points: baseline, Week 4 (end of training), and Week 6 (2-week follow-up).

***Primary Outcome Measure.***

1. Perceived communication competence

Participants' self-perceived communication competence will be assessed using a 10-item scale adapted from the Family Communication Scale (FCS; Ho et al., 2017; Olson & Barnes, 2004). An addition item asks participants to rate their overall competence in intergenerational communication.

2. Meaning in life

We will use the 10-item Meaning in Life Questionnaire (MLQ; Steger et al., 2006) to measure participants' sense of meaning in life.

***Secondary Outcome Measures.***

1. General Self-Efficacy Scale (GSE-6).

Participants' self-efficacy will be assessed using the General Self-Efficacy Scale (GSE-6; Romppel et al., 2013), with higher scores reflecting greater perceived self-efficacy.

2. World Health Organization Well-Being Index (WHO-5)

The 5-item WHO Well-Being Index will be adopted for measuring participants' subjective well-being (Bech, 1998; Kong et al., 2016), with a higher score indicating better wellbeing.

3. Role boundaries

Wu (2023) documents common scenarios in which older adults in Hong Kong over-involve themselves in their adult children's lives and conflate love with control, such as taking over daily responsibilities, controlling lifestyle choices, intruding on intimate relationships. To assess participants' awareness of role boundaries and their endorsement of control-as-love beliefs, we will use a 5-item scale adapted from the Control subscale of the Parent-Adult Child Relationship Questionnaire's Relationship with Father component (PACQF; Peisah et al., 1999). Higher score indicates greater over-parenting tendency, which may reflect weaker role boundaries.

4. Family APGAR

Overall family well-being will be evaluated using the Family Adaption, Partnership, Growth, Affection, Resolve questionnaire (Family APGAR; Chan et al., 1988; Smilkstein, 1978), with higher scores indicating better family functioning.

***Assessment of acceptability, appropriateness, and feasibility.*** The appropriateness and acceptability of the *ReFrame-R* training will be assessed at Week 4, and feasibility will be assessed at Week 6. Implementation outcome measures will be adopted from Weiner et al (2017).

## **Study 2**

Study 2 is a focus group study involving only participants from the training group, conducted after Week 6. Each group will consist of 4-5 participants, lasting approximately 45-60 minutes via Zoom or in person, and will be audio-recorded and transcribed. Topics will include perceived alignment between training content and communication needs, training efficacy, barriers and facilitators to implementation, and suggested refinements.

### **Sample size calculation**

For the pilot RCT (Study 1), we plan to recruit 40 participants in total, with 20 participants each group. Whitehead et al (2016) recommend at least 15 participants per group to obtain sufficient methodological information for planning a fully powered trial assuming a medium effect size. Allowing for an anticipated 25% attrition rate, we therefore aim to enrol 20 participants per group. For the focus-group study (Study 2), participants will be drawn from the training group ( $n = 20$ ) to solicit feedback for refining the training protocol.

### **Statistical analysis**

Study 1: Between-group differences in changes from baseline to Week 6 for the primary outcomes (communication competence and sense of meaning) and for other outcome measures will be examined using Generalized Estimating Equations (GEE), testing the group by time interaction. We will use an intention-to-treat approach. Multiple imputation will be used for handling missing data. All analyses will be conducted in R (version 4.0.5), with significance level set at 0.05.

Study 2: Transcript of the focus group interviews will be analyzed using an inductive thematic analysis by two independent coders (Ahmed et al., 2025). Two coders will familiarize themselves with the data, generate initial codes, develop a codebook, code the transcripts independently, and then synthesize into themes. Disagreements will be resolved by consensus.



## Reference

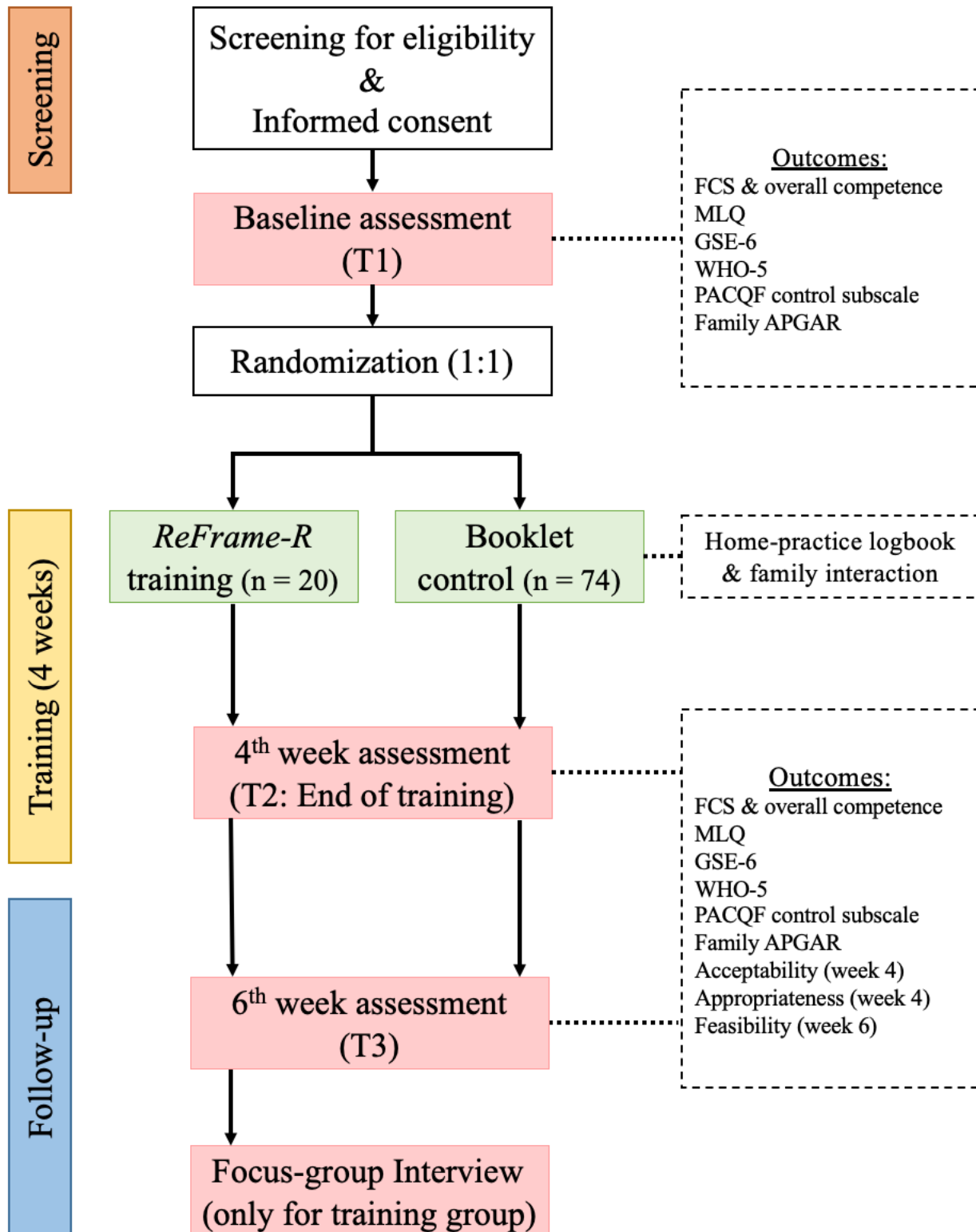
- Ahmed, S. K., Mohammed, R. A., Nashwan, A. J., Ibrahim, R. H., Abdalla, A. Q., Ameen, B. M. M., & Khdhir, R. M. (2025). Using thematic analysis in qualitative research. *Journal of Medicine, Surgery, and Public Health*, 6, 100198. <https://doi.org/10.1016/j.glmedi.2025.100198>
- American Psychiatric Association Foundation. (2025). OARS Brochure for Parents and Caregivers: Motivational Interviewing Technique. In American Psychiatric Association Foundation (Ed.).
- AshaRani, P. V., Lai, D., Koh, J., & Subramaniam, M. (2022). Purpose in Life in Older Adults: A Systematic Review on Conceptualization, Measures, and Determinants. *International journal of environmental research and public health*, 19(10), 5860. <https://doi.org/10.3390/ijerph19105860>
- Bech, P. (1998). *Quality of life in the psychiatric patient*. Mosby-Wolfe.
- Bordone, V., & Arpino, B. (2019). Grandparenthood, grandchild care and depression among older people in 18 countries. *Journal of Family Research*, 31(2/2019), 216–239. <https://doi.org/10.3224/zff.v31i2.06>
- Boreham, I. D., & Schutte, N. S. (2023). The relationship between purpose in life and depression and anxiety: A meta-analysis. *Journal of Clinical Psychology*, 79, 2736–2767. <https://doi.org/10.1002/jclp.23576>
- Caldwell-Harris, C., Kronrod, A., & Yang, J. (2013). Do more, say less: Saying “I love you” in Chinese and American cultures. *Intercultural Pragmatics*, 10(1), 41–69. <https://doi.org/10.1515/ip-2013-0002>
- Campbell, F., Whear, R., Rogers, M., Sutton, A., Robinson-Carter, E., Barlow, J., Sharpe, R., Cohen, S., Wolstenholme, L., & Thompson-Coon, J. (2023). Non-familial intergenerational interventions and their impact on social and mental wellbeing of both younger and older people—A mapping review and evidence and gap map. *Campbell Systematic Reviews*, 19(1), e1306. <https://doi.org/10.1002/cl2.1306>
- Chan, D., Ho, S., & Donnan, S. (1988). A survey of family APGAR in Shatin private ownership homes. *Hong Kong Practitioner*, 10, 3295–3299.
- Dong, X. Y., Ling, H. X., Yang, T. Y., & Wang, K. (2023). Grandchild care and life satisfaction of older adults: Empirical evidence from China. *Frontiers in Psychology*, 14, 1081559. <https://doi.org/10.3389/fpsyg.2023.1081559>
- Ho, H. C., Mui, M., Wan, A., Stewart, S. M., Yew, C., Lam, T. H., & Chan, S. S. (2017). Happy Family Kitchen: Behavioral outcomes of a brief community-based family intervention in Hong Kong. *Journal of Child and Family Studies*, 26(10), 2852–2864.
- Hong Kong Census and Statistics Department. (2023). *Hong Kong Population Projections for 2022 to 2046* (Hong Kong Population Projections, Issue. HKSAR government. <https://www.censtatd.gov.hk/en/EIndexbySubject.html?scode=190&pcode=FA100061>
- Hooker, S. A., Masters, K. S., Vagnini, K. M., & Rush, C. L. (2020). Engaging in personally meaningful activities is associated with meaning salience and psychological well-being. *The*

- Journal of Positive Psychology*, 15(6), 821–831.  
<https://doi.org/10.1080/17439760.2019.1651895>
- Hopewell, S., Chan, A. W., Collins, G. S., Hróbjartsson, A., Moher, D., Schulz, K. F., Tunn, R., Aggarwal, R., Berkswits, M., Berlin, J. A., Bhandari, N., Butche, N. J., Campbell, M. K., Chidebe, R. C., Elbourne, D., Farmer, A., Fergusson, D. A., Golub, R. M., Goodman, S. N.,...Boutron, I. (2025). CONSORT 2025 statement: updated guideline for reporting randomized trials. *Nature Medicine* 31, 1776–1783. <https://doi.org/10.1038/s41591-025-03635-5>
- Irving, J., Davis, S., & Collier, A. (2017). Aging With Purpose: Systematic Search and Review of Literature Pertaining to Older Adults and Purpose. *The International Journal of Aging and Human Development*, 85(4), 403–437. <https://doi.org/10.1177/0091415017702908>
- Jockey Club Holistic Support Project for Elderly Mental Wellness. (n.d.). *About JC JoyAge Project*. Retrieved Jan 8 from <https://research.jcjoyage.hk/scope/scope-about-jc-joyage-project/>
- Kline, E. R., Thibreau, H., Davis, B. J., Fenley, A., Sanders, A. S., Ipekci, B., Oblath, R., Yen, S., & Keshavan, M. S. (2022). Motivational interviewing for loved ones: Randomized controlled trial of brief training for first episode psychosis caregivers. *Schizophrenia research*, 250, 43–49. <https://doi.org/10.1016/j.schres.2022.10.005>
- Kong, C. L., Lee, C. C., Ip, Y. C., Chow, L. P., Leung, C. H., & Lam, Y. C. (2016). Validation of the Hong Kong Cantonese Version of World Health Organization Five Well-Being Index for People with Severe Mental Illness. *East Asian Archives of Psychiatry*, 26(1), 18–21.
- Kroenke, K., Spitzer, R. L., & Williams, J. B. W. (2001). The PHQ-9: Validity of a Brief Depression Severity Measure. *Journal of General Internal Medicine*, 16(9), 606–613.
- Li, X. (2021). How do Chinese fathers express love? Viewing paternal warmth through the eyes of Chinese fathers, mothers, and their children. *Psychology of Men & Masculinities*, 22(3), 500–511. <https://doi.org/10.1037/men0000312>
- Liu, Y. (2024). The relationship and heterogeneity of family participation and social participation among older adults: from an intersectionality perspective. *BMC Geriatrics*, 24, 949. <https://doi.org/10.1186/s12877-024-05545-6>
- Lo Cricchio, M. G., Lo Coco, A., Cheah, C. S., & Liga, F. (2019). The good parent: Southern Italian mothers' conceptualization of good parenting and parent–child relationships. *Journal of Family Issues*, 40(12), 1583–1603. <https://doi.org/10.1177/0192513X19842598>
- Luk, K. W., & Joe-Laidler, K. (2023). Care and Control Revisited: Parent–Youth Co-residence and the Negotiation of Adulthood in Hong Kong. *Journal of Youth Studies*, 26(10), 1273–1292. <https://doi.org/10.1080/13676261.2022.2081494>
- Manea, L., Gilbody, S., & McMillan, D. (2015). A diagnostic meta-analysis of the Patient Health Questionnaire-9 (PHQ-9) algorithm scoring method as a screen for depression. *General hospital psychiatry*, 37(1), 67–75. <https://doi.org/10.1016/j.genhosppsych.2014.09.009>
- Marquez, M. P. N. (2019). Family Support and Intergenerational Exchanges. In G. T. Cruz, C. J. P.

- Cruz, & Y. Saito (Eds.), *Ageing and Health in The Philippines*. Economic Research Institute for ASEAN and East Asia.
- Miller, E. A., & Elder, C. R. (2025). Balanced parenting: Proposing a differentiation-based parenting approach informed by Bowen family systems theory. *Family Process*, 64(1), e13092. <https://doi.org/10.1111/famp.13092>
- Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change*. Guilford Press.
- Moon, H., Park, T., Park, Y., Bae, Y., & Chi, C. (2024). Psychological Dynamics in the Development Process of Panic Disorder: A Qualitative Study on a Family Therapy Case. *Journal of Contemporary Psychotherapy*, 54(3), 225–233. <https://doi.org/10.1007/s10879-024-09616-y>
- Nelson, L. J., Duan, X. X., Padilla-Walker, L. M., & Luster, S. S. (2013). Facing adulthood: Comparing the criteria that Chinese emerging adults and their parents have for adulthood. *Journal of Adolescent Research*, 28(2), 189–208. <https://doi.org/10.1177/0743558412467685>
- Olson, D. H., & Barnes, H. L. (2004). “Family communication”. In D. H. Olson, D. M. Gorall, & J. W. Tiesel (Eds.), *Faces IV package* (pp. 1–9). Life Innovations.
- Peisah, C., Brodaty, H., Luscombe, G., Kruk, J., & Anstey, K. (1999). The Parent Adult-Child Relationship Questionnaire (PACQ): The assessment of the relationship of adult children to their parents. *Aging & mental health*, 3(1), 28–38. <https://doi.org/10.1080/13607869956415>
- Pew Research Center. (2024, January 25). *Young adults’ relationship with their parents* (Parents, Young Adult Children and the Transition to Adulthood, Issue. P. R. Center. <https://www.pewresearch.org/social-trends/2024/01/25/young-adults-relationship-with-their-parents/>
- Plys, E., Jacobs, M. L., Allen, R. S., & Arch, J. J. (2023). Psychological flexibility in older adulthood: a scoping review. *Aging & mental health*, 27(3), 453–465. <https://doi.org/10.1080/13607863.2022.2036948>
- Romppel, M., Herrmann-Lingen, C., Wachter, R., Edelmann, F., Dungen, H. D., Pieske, B., & Grande, G. (2013). A short form of the General Self-Efficacy Scale (GSE-6): Development, psychometric properties and validity in an intercultural non-clinical sample and a sample of patients at risk for heart failure. *GMS Psycho-Social-Medicine*, 10, Doc01. <https://doi.org/10.3205/psm000091>
- Sánchez-Cazalla, V., & Gutiérrez-Domingo, T. (2025). Impact of intergenerational programmes on older adults for active ageing. A systematic review. *Archives of Gerontology and Geriatrics Plus*, 2(3), 100176. <https://doi.org/10.1016/j.aggp.2025.100176>
- Smilkstein, G. (1978). The Family APGAR: A proposal for family function test and its use by physicians. *The Journal of Family Practice*, 6, 1231–1239.
- Steger, M. F., Frazier, P., Oishi, S., & Kaler, M. (2006). The meaning in life questionnaire: Assessing the presence of and search for meaning in life. *Journal of Counseling Psychology*, 53(1), 80–93. <https://doi.org/10.1037/0022-0167.53.1.80>

- The Samaritan Befrienders Hong Kong. (2023). *Annual Report for 2023*. [https://sbhk.org.hk/wp-content/uploads/2024/06/ESBHK2023\\_Annual-Report\\_low-res.pdf](https://sbhk.org.hk/wp-content/uploads/2024/06/ESBHK2023_Annual-Report_low-res.pdf)
- Tierney, L., & Beattie, E. (2020). Enjoyable, engaging and individualised: A concept analysis of meaningful activity for older adults with dementia. *International journal of older people nursing*, 15(2), e12306. <https://doi.org/10.1111/opn.12306>
- Tsai, F. J. (2016). The maintaining and improving effect of grandchild care provision on elders' mental health—evidence from longitudinal study in Taiwan. *Archives of Gerontology and Geriatrics*, 64, 59–65. <https://doi.org/10.1016/j.archger.2016.01.009>.
- Wang, Y. L., Wang, Y. H., Leung, D. K. Y., Wong, S. M. Y., Ng, Z. L. Y., Chan, R. C. L., Chan, O. L. H., Chan, W. C., Wong, G. H. Y., & Lum, T. Y. S. (2025). Peer-supported mindfulness-based intervention for managing depressive symptoms in community-dwelling older adults: Protocol for a randomized controlled trial. *Contemporary Clinical Trials*, 155, 107991. <https://doi.org/10.1016/j.cct.2025.107991>
- Weiner, B. J., Lewis, C. C., Stanick, C., Powell, B. J., Dorsey, C. N., Clary, A. S., Boynton, M. H., & Halko, H. (2017). Psychometric assessment of three newly developed implementation outcome measures. *Implementation science*, 12(1), 108. <https://doi.org/10.1186/s13012-017-0635-3>
- Whitehead, A. L., Julious, S. A., Cooper, C. L., & Campbell, M. J. (2016). Estimating the sample size for a pilot randomised trial to minimise the overall trial sample size for the external pilot and main trial for a continuous outcome variable. *Statistical Methods in Medical Research*, 25(3), 1057–1073. <https://doi.org/10.1177/0962280215588241>
- Wu, M. Y. (2023). The concept of guan in the Chinese parent-child relationship. In C. C. Yi (Ed.), *The psychological well-being of East Asian youth* (pp. 29–49). Springer Netherlands. <https://doi.org/10.1080/13676261.2022.2081494>
- Xiao, C. (2023). A comparative review of communication differences between Chinese and American families in child upbringing. *Journal of Linguistics and Communication Studies*, 2(3), 50–57. <https://doi.org/10.56397/JLCS.2023.09.07>
- Youth Research Centre. (2019). *Strengthening Intergenerational Understanding* (Society and Livelihood, Issue). The Hong Kong Federation of Youth Groups. <https://yrc.hkfyg.org.hk/2019/12/09/yi048>
- Yu, Y. M. B., Hildebrand, C., Hong, Y. Y., & Chan, C. S. (2025). *Differing Moral Foundations Underlying Generational Differences in Political Attitudes* The 16th Biennial Conference of the Asian Association of Social Psychology (AASP 2025), Subang Jaya, Malaysia.
- Yu, Y. M. B., Lam, C., & Chan, C. S. (2024). All We Need is Love? Irreconcilable Political Incongruence in Families after the 2019 Social Unrest in Hong Kong. *Political Psychology*, 45, 643–665. <https://doi.org/10.1111/pops.12941>

Figure 1. Study Flowchart



Abbreviation: FCS, Family Communication Scale; MLQ, Meaning in Life Questionnaire; GSE-6, General Self-Efficacy Scale short form; WHO-5, Five Well-Being Index; PACQF, Parent-Adult Child Relationship Questionnaire's Relationship with Father component; Family APGAR, Family Adaptability, Partnership, Growth, Affection, Resolve questionnaire