

Parenting and Asian American Alcohol Use: Implications for Culturally Tailored Parent-Based Interventions

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Abstract

Alcohol use among Asian Americans is often underestimated due to aggregated national data suggesting lower overall risk compared to other racial and ethnic groups. However, this evidence overlooks significant heterogeneity in alcohol use patterns and periods of higher risk, especially during the transition from high school to college. This thesis examines alcohol use among Asian American adolescents and young adults by synthesizing evidence on alcohol use patterns, risk and protective factors, and the role of parents in shaping alcohol-related outcomes. Although alcohol use and binge drinking are generally lower for this population during adolescence, rates increase across the college years and converge with peer norms. Acculturation is found to be a key risk factor for alcohol misuse for Asian American youth, with evidence suggesting that parental involvement can mitigate its effects. Through a review of parent-based alcohol interventions and Asian American family interventions across health issues, this thesis highlights the potential impact of these approaches. To address the limited attention given to Asian American students in the transition from high school to college, the thesis synthesizes culturally relevant mechanisms associated with intervention success to develop a novel intervention at a time of increased risk. Collectively, these findings suggest that culturally adapted parent-based interventions delivered prior to college entry may be well positioned to prevent escalation of alcohol use and risky behaviors among Asian American students.

Keywords: Asian American health, alcohol use, college, parent-based interventions, acculturation, prevention, cultural tailoring

Introduction

Whether it's pop culture, work events, or entertainment, alcohol use permeates American culture (Substance Abuse and Mental Health Services Administration, 2023; Weinberg et al., 2019), and patterns of alcohol misuse are an issue of significant public health concern (American Public Health Association, 2019). According to the National Institute on Alcohol Abuse and Alcoholism (2025), alcohol misuse refers to “drinking in a manner, situation, amount, or frequency that could cause harm to the person who drinks or to those around them”, including binge drinking and alcohol use disorders. However, Asian Americans are frequently portrayed as a population that has a relatively low risk for alcohol misuse by national data. According to the Substance Abuse and Mental Health Services Administration (2023), survey data aggregating across Asian American subgroups show lower prevalence of binge drinking (10.3% vs. 44.5% in the general population) and alcohol use disorders (5.6% vs. 10.5%). These patterns contribute to the perception that alcohol misuse is not a significant concern for this population. While these comparisons seem to show a consistent trend, they overlook the vast heterogeneity within the Asian American population, which comes with heterogeneity in alcohol use patterns. For example, one study found that U.S.-born Korean Americans had a binge drinking rate of 26.9%, compared to an overall Asian American rate of 14.47% within the same sample (Hai et al., 2021). Overlooking these significant differences can lead to harmful assumptions about risk and the need for prevention resources.

Alcohol misuse represents a significant concern among Asian American college students and young adults. For the purposes of this thesis, adolescence refers to ages 10-17, while young adulthood encompasses the college-age years and is defined as ages 18-25. Among Asian

American adults, those aged 18-25 have the highest rates of misuse, with 23% engaging in binge drinking and 7.2% meeting the criteria for alcohol use disorder (Hai et al., 2021). College is recognized as a period of initiation and escalation of alcohol consumption for this population, with binge drinking, heavy episodic drinking, and average drinking levels rising across college years (Greene & Maggs, 2020). This trend is particularly notable among U.S.-born Asian American students and certain ethnic subgroups, with social motivations for drinking, peer norms, and exposure to campus drinking cultures contributing to this escalation (Greene & Maggs, 2020; Iwamoto et al., 2012).

Despite the changes that come with the transition to college, parental influence does not disappear once students enter college. Evidence shows that parents continue to shape alcohol-related attitudes and behaviors well into early adulthood through support and expectations (Garcia-Huidobro et al., 2018). For Asian American families specifically, cultural values emphasize interdependence, filial piety, and family obligation, extending parental influence beyond what is typically observed in Western cultures (Ng & Wang, 2019). These dynamics suggest that parent-based prevention approaches might have a unique strength for addressing alcohol misuse in Asian American college students.

Despite this potential, parent-based interventions have largely been developed and studied in White or non-Asian populations, without considering cultural variation in parenting practices, communication styles, or beliefs about alcohol use (Ford et al., 2019; Hill et al., 2023). Few interventions have been tailored to address the language needs, acculturation gaps, or cultural-specific stigmas around alcohol and mental health within Asian American families (Lu et al., 2025). Culturally adapted family-based interventions have shown success in other racial and ethnic populations (Quattlebaum et al., 2025; Williams et al., 2016). This suggests that

similar culturally responsive approaches could be feasible and effective in Asian American families.

The purpose of this thesis is to synthesize existing literature on parenting and alcohol-related behaviors among Asian American adolescents and college students. This work explores the potential for culturally tailored, parent-based interventions to address alcohol misuse among this population. The thesis will begin with a background overview of the Asian American population and alcohol use behaviors, emphasizing the limitations of aggregated data along with developmental trends across adolescence and college years. It then goes further to examine key risk and protective factors, relating them to Asian American parenting and family communication patterns. Finally, the thesis reviews existing parent-based interventions and considers how they might be applied to serve Asian American families.

The Landscape of Asian American Alcohol Use

Overview of the Asian American Population

Before examining patterns of Asian American alcohol use, it is important to understand the demographic characteristics of this population. According to a Pew Research Center analysis by Im & Krogstad (2025), Asian Americans are among the fastest-growing racial groups in the United States, making up 7.4% of the population in 2023 and more than doubling since 2000. The U.S. Asian population is ethnically diverse, with Chinese (22%), Indian (21%), and Filipino (19%) individuals representing the largest subgroups. Although immigrants make up a majority of the population, their proportion has declined over time, indicating a growing number of U.S.-born Asian Americans. Nativity is also related to the age distribution, as Asian immigrants have a median age of 46.1 years while U.S.-born Asians have a median age of 19.0 years (Im &

Krogstad, 2025). These differences in ethnic distribution, nativity, and age are highly relevant to discussions of alcohol use, especially for identifying higher risk subgroups and examining risk and protective factors. Additionally, the consistent growth of the Asian American population indicates the need for greater attention to culturally responsive intervention approaches.

Aggregated vs. Disaggregated Patterns of Alcohol Use

National surveys frequently report that Asian Americans have among the lowest rates of alcohol use and binge drinking compared to other racial and ethnic groups in the United States (Substance Abuse and Mental Health Services Administration, 2023). Data from the 2022 National Survey on Drug Use and Health indicate that Asian individuals ages 12 and older report lower overall prevalence of past-month alcohol use and binge drinking than those in other racial or ethnic groups. While these data points are valuable for broader public health purposes, they rely on aggregated racial categories that do not capture meaningful subgroup variation (Hai et al., 2021).

Disaggregated analysis shows a more complex understanding of alcohol-related behaviors among Asian Americans. Using subgroup-specific data, researchers have shown that these behaviors vary by ethnicity. According to Hai et al. (2021), the highest rates of binge drinking among all Asian Americans ages 12 and older were found for U.S.-born Korean, Filipino, and Indian Americans as well as older adolescents and young adults. Among adolescents, Japanese, Filipino, Korean, and Vietnamese Americans were at the highest risk, while Indian Americans had the lowest rates of all alcohol problem indicators (Kane et al., 2017). Among college students, Iwamoto et al. (2012) found that Japanese, Filipino, Multi-Asian, Korean, and South Asian American undergraduates were higher-risk groups for binge drinking. These subgroup differences are hidden when Asian Americans are kept a

monolithic group in national data, especially given that alcohol-related risk fluctuates across developmental periods. For example, Indian Americans show the lowest risk during adolescence, while studies of college students and broader age ranges identify them as a higher-risk group, suggesting that shifts in social context and exposure may shape patterns of use differently over time (Hai et al., 2021; Iwamoto et al., 2012; Kane et al., 2017).

One potential factor for risk differences across subgroups is cultural drinking norms from the country of origin. However, this variable has been linked to alcohol misuse outcomes only for foreign-born, but not U.S.-born, young adults (Cook et al., 2013). Generational status has also been proposed as an explanatory factor for these subgroup differences. Immigrants comprise a larger share of the Indian American (83%) subgroup, whereas Japanese Americans (30%) have the lowest proportion of immigrants. However, Vietnamese (74%), Korean (69%), and Filipino (61%) Americans also have high proportions of immigrants yet have been identified as higher-risk groups (Ruiz et al., 2023). These findings challenge narratives that attribute low or low-risk alcohol use to general Asian cultural values. Rather, they emphasize the importance of considering ethnicity-specific norms, social contexts, and developmental transitions within specific ethnic groups, as well as the variation that exists even among culturally or geographically linked subgroups. Rather than resulting from a single cause, alcohol use outcomes reflect the interaction of multiple social and cultural influences.

Trends in Adolescence vs. College

Alcohol use among Asian Americans also varies across developmental stages or age groups. During adolescence, Asian American youth generally report lower rates of alcohol use relative to other groups (Substance Abuse and Mental Health Services Administration, 2023). However, qualitative findings from Fang et al. (2011) indicate that alcohol use may be common

and perceived as a normal experience in some adolescent peer networks. Motivators cited for substance use focused on peer pressure along with stress associated with the model minority image, mental health, parent-child communication, parental substance use, and community environment. The model minority image was discussed as a stereotype that all Asian Americans would achieve high academic and career aspirations and generally stay out of trouble. These early risk factors highlight social and psychological influences, some of which are shaped by cultural factors unique to Asian American families and communities.

The transition from adolescence to college represents a critical point. In a longitudinal study following Asian American undergraduates across college, Greene & Maggs (2020) found that alcohol use and binge drinking increased and that the majority of Asian American students had binge drank by senior year. Similarly, Haardörfer et al. (2021) reported that the overall proportion of college students who had ever binge drank was 66.71%, while this number was 68.08% for Asian American college students. While these students might begin with lower levels of drinking, their patterns of alcohol use converge with peers over time, particularly for U.S.-born students.

Nativity and Acculturation

Nativity status also has a powerful role to play in alcohol use risk. Studies have shown that U.S.-born Asian American young adults exhibit higher rates of alcohol use and alcohol-related problems than their foreign-born peers, which is attributed to acculturation and exposure to American mainstream drinking norms (Cook et al., 2013; Greene & Maggs, 2020). Acculturation refers to the process by which an individual adopts characteristics of another culture, typically through the values, behaviors, and languages of a host culture (Schwartz et al., 2010). Higher acculturation levels have been associated with increased drinking for Asian

Americans, especially when occurring alongside weakened family bonds or intergenerational conflict (Cook et al., 2013; Kane et al., 2019). In a review of research focusing on Asian American adolescent alcohol use, Wang et al. (2012) found that acculturation gaps between parents and their children can lead to cultural incongruities and associated conflict, all of which were found to be associated with adolescent alcohol use and binge drinking. As such, acculturation and parenting are highly intertwined for this group, particularly in the context of protection against and increasing risk for alcohol misuse.

Risk and Protective Factors

Risk Factors

Given the meaningful variation that exists in alcohol use patterns among Asian Americans, it is important to examine the factors that contribute to differing alcohol-related outcomes within this population. Motivational risk factors refer to the underlying reasons that drive decisions related to alcohol use and represent an effective target for intervention. Zamboanga et al. (2026) found that for Asian American college students, greater enhancement motives, or drinking because the feeling is enjoyable and improves experiences, was associated with increased alcohol use, while higher coping motives, or drinking to manage psychological distress, were associated with more negative alcohol-related consequences. For college students in general, enhancement motives indirectly influence negative consequences through increased alcohol use, while coping motives seem to be directly associated with such consequences (Merrill et al., 2014). While studies differ on whether coping motives or enhancement motives are more highly endorsed among Asian Americans, both types are correlated with heavier alcohol consumption (LaBrie et al., 2011; Lindgren et al., 2011). Compared to Caucasian

Americans, Asian Americans are also more likely to endorse conformity motives, or motives tied to social pressure and inclusion (LaBrie et al., 2011). This may indicate a deeper vulnerability of Asian Americans, as members of a minority group, to be more significantly impacted by peer influences.

Coping motives are of particular significance for this population. Iwamoto et al. (2022) found that psychological distress and coping motives associated with racial discrimination contributed to alcohol-related problems for college students. Among these motivational pathways, coping motives may have the most potential for intervention targets as they have been shown to predict readiness to change, while enhancement motives were not significantly associated with that mindset (Moustafa et al., 2024). These findings are especially impactful for Asian American populations, who experience barriers such as mental health stigma, cultural norms emphasizing emotional restraint, and limited access to culturally relevant mental health services (Ng & Wang, 2019; Sue et al., 2012). While these issues increase the likelihood of developing coping motives for alcohol use, it is promising that individuals reporting these motives may be more willing to change. Providing students with healthy coping frameworks before or during college may therefore reduce reliance on alcohol as a strategy for managing emotional distress.

Beyond individual motivations, peer contexts also play an important role in shaping alcohol use behaviors. Acculturation has consistently been identified as a risk factor for alcohol use among Asian Americans, and peers seem to play a key role in this relationship. Hahm et al. (2004) found that best friends' alcohol and tobacco use mediated the relationship between acculturation and binge drinking for highly acculturated Asian American adolescents. This aligns

with findings from adolescents in the general U.S. population indicating that friends' alcohol use increases the likelihood of alcohol use initiation (Mundt, 2011).

Across developmental stages, peer norms and social influences consistently predict alcohol use. Peers influence drinking through both descriptive norms, or perceptions of how common alcohol use is among their peers, and injunctive norms, or beliefs about peer approval of drinking (Zou & Savani, 2019). Both descriptive and injunctive norms are associated with an increased likelihood of alcohol use and binge drinking for Asian Americans, with these effects taking place in adolescence and persisting into young adulthood (Iwamoto et al., 2012; Kane et al., 2019). Over time, social motivations for drinking also become increasingly important, particularly across the four years of undergraduate studies, further reinforcing the influence of peer environments (Greene & Maggs, 2020). These patterns hold true across all American college students, with peer communication and perceived norms being closely linked to drinking behaviors and intentions (Real & Rimal, 2007). Overall, the literature highlights the consistent influence of peer norms across developmental stages, showing the importance of interventions that address peer selection, misconceptions regarding peer norms, and resistance to peer pressure.

Family contexts, too, have an important role to play in shaping alcohol-related risk, both through establishing norms and the emotional environment of the household. In a longitudinal study of Asian American college students, Hendershot et al. (2005) found that parental alcohol use was a significant predictor of drinking behavior. Exposure to parental drinking may normalize alcohol use and weaken perceptions of risks associated with drinking. Additionally, Kane et al. (2019) found that family conflict was associated with a higher risk of alcohol use among Vietnamese and Cambodian adolescents from immigrant families. Family conflict may

promote psychological distress while weakening parental bonding and emotional support, increasing the likelihood that adolescents turn to alcohol as a coping method as discussed earlier. Promoting family cohesion and supportive communication might be helpful in reducing alcohol-related risk by promoting healthier coping behaviors and reducing exposure to emotionally distressing environments. Focusing on family factors might be particularly impactful for Asian Americans who traditionally place emphasis on children's outcomes and family interdependence.

Protective Factors

In addition to risk factors, many protective factors that reduce the likelihood of alcohol misuse among Asian Americans have been identified. Hai et al. (2021) found that religiosity was associated with a lower risk of adult drinking behaviors. According to a report from the Pew Research Center by Mohamed & Rotolo (2023), Asian Americans hold diverse beliefs, with the most commonly reported being Christianity (34%), no religious affiliation (32%), Buddhism (11%), and Hinduism (11%). Notably, broader measures of religious affiliation suggest that up to one-third of Asian Americans report at least some connection to Buddhism (Mohamed & Rotolo, 2023). However, findings from studies with participants of various racial and ethnic backgrounds, suggest that the protective effect of religiosity varies by religious affiliation, with certain traditions like Buddhism and Christianity, exhibiting similar or even greater levels of alcohol use compared to non-religious populations (Chagas et al., 2023; Najjar et al., 2016). These findings suggest that religious beliefs, practices, and community norms may be more relevant than religiosity in general, which is an important consideration for interventions that incorporate faith-based messaging.

Among Asian American adolescents, exposure to drug prevention messaging has been associated with fewer instances of alcohol use and lower intentions for future substance use (Lu et al., 2025). While many prevention programs are delivered broadly in school settings, Asian American youth may be less likely to receive tailored interventions due to assumptions of lower risk. In contrast to the limited literature available on alcohol interventions tailored for Asian American youth, the literature reflects efforts made to target Indigenous, Black, and Hispanic populations (Hernandez Robles et al., 2018; Marshall et al., 2022; Richer & Roddy, 2023). This gap presents a missed opportunity for early prevention, as culturally tailored messaging may reduce alcohol-related risk later in life.

Other aspects of adolescent contexts can also offer protection in shaping substance use behaviors. Ryabov (2015) found that a positive school environment, characterized by supportive peer and teacher relationships, was consistently associated with lower levels of alcohol use for Asian American adolescents, including heavy episodic drinking, even after accounting for family background, peer networks, and school socioeconomic status. These findings suggest that relationship aspects of the school environment may offer protection that goes beyond structural factors alone. By receiving a sense of belonging, safety, and emotional support, adolescents may be less likely to engage in alcohol use. Additionally, while alcohol use was found to increase across immigrant generations, more positive school environments could offset this risk (Ryabov, 2015). This finding offers support to the claim that acculturation-related risks are not unavoidable and can be shaped by the contexts within which adolescents develop. Although research is limited on the interaction of college environments and Asian American drinking behaviors, these findings offer relevant implications for higher education settings as well. Fostering supportive relationships and inclusive environments could help inform prevention

efforts by addressing the social contexts that shape substance use behaviors during and beyond adolescence.

Acculturation has consistently been linked to increased alcohol use and misuse among Asian Americans (Cook et al., 2013; Kane et al., 2019; Wang et al., 2012). However, certain aspects of acculturation may have a dual effect. Zamboanga et al. (2026) found that endorsement of heritage cultural practices was associated with lower alcohol use among Asian American college students, but when drinking did occur, it was linked to more negative consequences, such as physical symptoms, impaired self-control, and interpersonal or academic challenges. This pattern suggests that strong cultural ties may discourage alcohol use overall, but when use occurs, it may be associated with stigma and reduced access to support, resulting in greater negative outcomes.

Parental factors also uniquely interact with acculturation in important ways. In a study of Vietnamese and Cambodian adolescents from immigrant families, parental involvement and monitoring were shown to be associated with a lower risk of alcohol use (Kane et al., 2019). In relation to acculturation, Wang et al. (2012) found that parental attachment was especially protective for highly acculturated Asian American adolescents, a group that is typically at an elevated level of risk for alcohol misuse. This finding is particularly important given that acculturation is closely linked to other risk factors, such as nativity, peer group selection, and exposure to mainstream drinking norms (Wang et al., 2012). As will be further explored in later sections, family-based interventions may therefore serve as an important focus for reducing alcohol-related harm among Asian Americans, particularly for youth who have high levels of acculturation and associated risk factors.

Asian American Parenting

Cultural Context of Parenting

Just as alcohol use varies greatly across the Asian American population, so do parenting practices. Yet, shared cultural values and norms underlie many parenting practices across Asian American subgroups (Ng & Wang, 2019). Parenting plays a central role in shaping alcohol-related attitudes and behaviors among adolescents and young adults, but its influence works differently within Asian American families. Parenting practices in this population are often characterized as negative from a Western lens, with common stereotypes such as the “Asian tiger mom” or overly strict parenting (Juang et al., 2013). However, these perspectives are unable to fully grasp how Asian American children and adolescents develop within such family contexts (Ng & Wang, 2019). Understanding family dynamics in a culturally sensitive manner is essential to accurately conceptualizing parental influence on alcohol use and for informing effective prevention strategies.

Parenting styles work in accordance with cultural values, producing patterns of socialization that are different from those typically seen in Western families. Ng & Wang (2019) synthesize findings from multiple studies examining Asian American parenting and children’s outcomes, highlighting interdependence as a key characteristic. Interdependence emphasizes viewing the self primarily in relation to others, whereas independence is more commonly emphasized in Western cultures. As a result, Asians may view children as extensions of their parents rather than fully autonomous individuals (Ng & Wang, 2019). This dynamic is seen in Kim et al. (2014), where Asian American college students incorporated their parents’ perceived expectations into their self-concept when primed, while European American students did not demonstrate similar shifts in self-perceptions under the same conditions. Although the

motivation to make one's parents proud could serve as a protective factor against alcohol misuse, it may also increase vulnerability to using alcohol as a coping mechanism when individuals experience self-doubt, academic stress, or perceived failure. These findings emphasize the importance of the parent-child relationship in Asian American families, as parental attitudes and behaviors can meaningfully impact self-perception and emotional regulation.

Academic achievement is another important component of parenting within many Asian American families and is closely tied to important socialization practices. Parents often communicate high expectations regarding academic performance and career success, with clear definitions of achievements (Ng & Wang, 2019). In a study focusing on mother-child relationships, such pressure did not appear to reduce perceptions of maternal support and mutual understanding among Asian American adolescents (Fu & Markus, 2014). In comparison, European American youth were more likely to perceive an inverse relationship between maternal pressure and support. Despite this, high expectations can contribute to alienation from parents, especially when combined with more structural barriers such as language differences and busy parental work schedules (Qin et al., 2008). This is concerning given the evidence that parental bonding can buffer against risk factors for alcohol use. The stereotype of the Asian "tiger mother" is commonly examined in the literature, characterized by demanding and emotionally distant parenting; however, Juang et al. (2013) argue that tiger parenting, for both mothers and fathers in Asian-heritage families, is not as pervasive as may be expected. Parenting behaviors and practices also reflect warmth and support beyond exclusively focusing on high academic achievement (Juang et al., 2013). Recognizing the presence of high expectations and the varied ways that care and support are communicated is essential to capture the complexity of Asian American parenting.

Parenting styles and associated child outcomes also differ for Asian American families. For example, Ng & Wang (2019) explain how parental warmth, or showing support and love to children, can be expressed through instrumental support, sacrifice, and devotion. They also discuss that higher levels of parental control are linked with positive, and in some cases less negative, developmental outcomes when compared with the negative associations observed in European American families. Parental control is defined as the supervision and regulation of children's behaviors and activities and is often associated with authoritarian parenting. These patterns align with the collectivist orientations of many Asian cultures that emphasize family harmony and shared goals (Ng & Wang, 2019). Collectively, these findings suggest the importance of adapting prevention messaging and parent-based interventions to reflect culturally specific expressions of warmth, authority, and support. Understanding parenting behaviors within their cultural context is critical for accurately assessing their influence on alcohol-related outcomes.

Family Communication Patterns Theory

Family Communication Patterns Theory provides a useful framework for understanding how families engage in conversations, particularly around sensitive topics such as alcohol use. Koerner & Fitzpatrick (2006) conceptualize patterns of family communication along two dimensions: conversation orientation and conformity orientation. Conversation orientation refers to the extent to which families encourage open discussion across a wide range of topics, while conformity orientation refers to the extent to which families emphasize shared beliefs, obedience, and uniformity (Koerner & Fitzpatrick, 2006).

Although research on Asian American family communication remains limited, existing studies suggest notable differences from Western family communication patterns. Rhee et al.

(2003) found that Asian American adolescents reported greater difficulty communicating with their parents, higher reliance on parental approval in romantic relationships, and increased caution when expressing personal beliefs compared to Caucasian adolescents. Similarly, Asian American young adults have reported receiving minimal or restrictive communication about sexual topics (Cabral et al., 2024; Kim & Ward, 2007). When considered alongside parenting patterns discussed by Ng & Wang (2019), these findings indicate that many Asian American families align with a protective communication pattern, characterized by low conversation orientation and high conformity orientation. Such families prioritize harmony and parental authority, but may offer fewer opportunities for open conversation (Koerner & Fitzpatrick, 2006).

These communication patterns may pose challenges for alcohol-related discussions, particularly when these conversations require openness, emotional vulnerability, or conflicting viewpoints. However, rather than framing these patterns as weaknesses, the authors highlight the importance of equipping families with the tools needed to engage in difficult conversations in ways that align with their values (Koerner & Fitzpatrick, 2006). Culturally tailored framing and communication strategies may help facilitate meaningful dialogue without undermining family harmony or authority. Supporting this approach, Kemp et al. (2024) found that among individuals from families with low conversation orientation, health messaging depicting indirect approaches to family discussions were more effective in increasing engagement and behavioral intention. As such, it may be valuable to adapt communication approaches to family dynamics and more effectively support alcohol-related prevention efforts in Asian American families.

Parenting and the Transition to College

The transition to college represents a key developmental period in which parent-child relationships undergo significant change. This occurs within the broader stage of emerging adulthood, which is characterized by increasing exploration of identity, self-focus, instability, and possibilities (Arnett, 2004). As young adults navigate new social and academic environments, they begin to rely less on parents for direct regulation and control. However, this shift reflects a change in how parental influence is expressed rather than its complete elimination (Lowe & Dotterer, 2018). Parents often remain sources of tangible and intangible support, maintain contact with their children through technology, and continue to engage with their academic progress. Instead of direct management, parents are more likely to provide guidance through advice and ongoing communication.

Communication patterns between parents and college students also change during this transition. As students are often living away from home for the first time, contact tends to be more student-initiated and situational, occurring in response to a need for advice or support (Lowe & Dotterer, 2018). This reflects a change in autonomy, where children have greater control over parent-child communications. However, this may look different for Asian American families, where cultural values such as interdependence and family obligation may make the transition to college a period in which parental authority persists (Ng & Wang, 2019). Notably, parents are also navigating this transition as they experience uncertainty regarding their child's adult status and explore their roles in this new phase (Doyle & O'Donnell, 2022).

Communication during the transition to college and beyond can serve as an important way to maintain relationship quality and access support, even as direct parental involvement decreases.

These changes in parenting and communication have important implications for college student well-being and alcohol use behaviors (Lowe & Dotterer, 2018). The transition to college is associated with increased exposure to alcohol and decreased parental monitoring, both of which may elevate risk. However, contact with parents remains protective, as it has been found to decrease binge drinking and buffer the effect of peer norms on alcohol use (Lowe & Dotterer, 2018). For students from families where communication is more indirect, including many Asian American families, explicit discussions about sensitive topics, such as substance use, may be less common or more challenging (Ng & Wang, 2019). However, given that parental contact itself is protective, interventions may benefit from encouraging parents to maintain connection in ways that align with their cultural communication styles.

While research examining Asian American parenting during the transition to college remains limited, important insights can be drawn from literature focusing on education-related parenting practices. In this context, Asian American college students, compared to European American students, have reported lower levels of perceived parental support and higher levels of perceived parental directing, defined as greater involvement in educational decision-making (Chang et al., 2010). Importantly, “support” in this context refers specifically to academic support behaviors, such as assistance with school-related stress or achieving educational goals, not broader emotional support. These findings suggest that Asian American parents may be more goal-oriented, which may influence how support is provided. In the context of alcohol use, this focus may influence how parents approach conversations about alcohol use behaviors, potentially prioritizing long-term outcomes, such as children’s success, over direct discussion of specific behaviors. As such, interventions targeting this population may benefit from leveraging

existing values around achievement and responsibility to promote healthier decision making in the transition to college.

Parenting and Alcohol Use

Previous literature has demonstrated strong associations between parenting practices and alcohol-related outcomes among adolescents and young adults. Parenting influences whether youth initiate substance use as well as the frequency and severity of drinking behaviors. In a systematic review of longitudinal studies, Ryan et al. (2010) identified several parental factors that consistently predicted delays in alcohol initiation and lower levels of adolescent drinking over time. These factors include parents' own alcohol-related behaviors, the quality of the parent-child relationship, parental monitoring and involvement, communication, and patterns of parental discipline and support, highlighting the many roles parents play in shaping adolescents' alcohol-related attitudes and behaviors.

Many of the factors characterized as protective align with characteristics commonly observed in Asian American families, including high levels of parental monitoring, involvement, and behavioral modeling (Ng & Wang, 2019). However, these strengths exist with challenges in other areas, such as open verbal communication, emotional expressiveness, and cultural and linguistic gaps that may hinder the development of strong parent-child relationships (Qin et al., 2008). Thus, the protective factors that might be observed in largely White samples may not operate in the same way for Asian American families.

Consistent with this, research shows variation in how these factors perform across groups. Luk et al. (2015) found that maternal warmth and both maternal and paternal encouragement of psychological autonomy were associated with fewer alcohol-related problems among Caucasian Americans, but these relationships were not observed among Asian American

college students. Cultural differences in how parental warmth is expressed along with a stronger emphasis on family interdependence may explain why Asian American individuals seem to be less affected by a perceived lack of warmth or constraints on individuality. Similarly, Shih et al. (2012) found that high parental respect, a value linked with interdependent family structures, was protective against alcohol initiation for Asian American adolescents, but not for Black or Hispanic American adolescents. Additionally, familism, or sense of obligation to and connectedness with family, was found to be associated with reduced alcohol initiation among both White and Asian adolescents by decreasing positive beliefs about alcohol use. In all, these findings suggest that while parenting is a crucial influence on alcohol-related outcomes, specific protective factors differ across cultural contexts. These differences emphasize the importance of culturally informed views on parenting and highlight the limitations of applying Western parenting frameworks across diverse populations.

Parent-Based Interventions

Effectiveness and Target Populations

Parent-based interventions are a powerful tool to shape the health behaviors of adolescents and young adults (Bo et al., 2018; Garcia-Huidobro et al., 2018). As mentioned before, parents have an important role to play in influencing adolescent and college student alcohol use (Hendershot et al., 2005; Ryan et al., 2010; Wang et al., 2012). In this context, parent-based interventions refer to programs in which parents are provided resources or training to implement strategies that influence their children's alcohol-related outcomes. In a systematic review of randomized control trials, Garcia-Huidobro et al. (2018) found that these interventions were effective in delaying initiation and reducing substance use by improving family

management, increasing parental monitoring, reducing conflict, and promoting positive parent-child interactions. Although many programs focus on younger adolescents, evidence suggests that older adolescents can also benefit from parent-based interventions delivered prior to the transition to college, as parental support and involvement remain important protective factors against heavy drinking (Garcia-Huidobro et al., 2018). This timing might be particularly important for Asian American youth, given evidence that alcohol use often escalates during the college years (Greene & Maggs, 2020). Thus, parent-based interventions implemented during late adolescence may play a critical role in preparing parents and children for this transition, even when direct supervision and involvement naturally decrease.

Given the close relationship between parenting and health outcomes, identifying which parenting factors to focus on is a central challenge when considering intervention design. In a systematic review and meta-analysis of longitudinal studies, Yap et al. (2017) identified several parental factors associated with adolescents' alcohol initiation and later use, highlighting potential targets for intervention. These include addressing risk factors like parental alcohol use, behaviors related to supplying alcohol, and permissive attitudes toward drinking, as well as strengthening protective factors, like parental monitoring, relationship quality, support, and involvement. Rather than centering interventions on parental drinking behaviors, which may be less central in Asian American family contexts, interventions that strengthen relationships and sustained involvement may be particularly effective for this population.

Although parent-based interventions have shown effectiveness across diverse populations, their impact can be limited when programs are not culturally tailored (Garcia-Huidobro et al., 2018). Interventions targeting families from diverse racial and ethnic backgrounds have been found to reduce adolescent substance use. However, non-tailored

programs targeting a diverse pool of participants often show lower rates of engagement and weaker effects among minority participants (Garcia-Huidobro et al., 2018). Parenting practices in Asian American families may differ from those emphasized in Western-based interventions, and children may respond differently to parental behaviors (Ng & Wang, 2019). For instance, efforts to reduce authoritarian parenting may not produce the intended outcomes in Asian American families, where parental warmth is often expressed less directly and strictness may be interpreted as a form of care. Similarly, some interventions emphasize explicit conversations around alcohol use, such as discussions of its association with sexual assault or how to recognize signs of problematic drinking (Donovan et al., 2012; Turrisi et al., 2013). This directly contradicts the more indirect communication styles often seen in Asian American families, potentially limiting engagement. Even protective factors such as monitoring and involvement may manifest in more indirect or nonverbal forms, including academic expectations, structured routines, and family cohesion (Ng & Wang, 2019). For example, rather than setting explicit rules about alcohol use, parents might emphasize academic performance and extracurricular priorities, implicitly discouraging distractions, such as participating in social settings where alcohol is present. Especially for a population where many parents are first-generation immigrants (Ruiz et al., 2023), these differences highlight the importance of cultural tailoring in parent-based intervention design.

Examples of Parent-Based Interventions in the Transition to College

Although many parent-based interventions have focused on early and middle adolescence, fewer programs address the transition from high school to college, especially for Asian Americans. This period represents a developmental period in which alcohol use patterns and parental involvement shift (Lowe & Dotterer, 2018), making it an important time for

intervention before higher-risk behaviors become established. Accordingly, this section focuses on parent-based interventions implemented during this time rather than earlier stages.

Parent-based interventions implemented during this time differ in their scope and focus. Some focus on substance use more specifically, while others emphasize general parenting strategies with mentions of alcohol and substance use. Substance use focused interventions commonly include components such as teaching strategies to resist peer pressure, providing information about impacts of alcohol use, describing protective behaviors, and combatting normative misperceptions (Donovan et al., 2012; LaBrie et al., 2016; Turrise & Ray, 2010). Interventions that actively involve both parents and their children and directly address normative misperceptions have shown reductions in alcohol consumption, binge drinking, and initiation compared to those who did not receive the intervention (LaBrie et al., 2016). In contrast, interventions delivered solely to parents that emphasize communication about alcohol were found to have more limited effects, such as increases in the use of protective strategies without corresponding reductions in binge drinking (Donovan et al., 2012). Together, these findings suggest that parent-based interventions are more effective when they involve children alongside parents through structured activities and guided discussion, rather than relying on parents to pass along information.

Other parent-based interventions delivered during the transition to college adopt a broader parenting focus, emphasizing continued involvement rather than substance-specific messaging on its own. Evidence suggests that parental approval, monitoring, and accessibility remain protective during the first year of college and are associated with lower levels of drinking, high-risk drinking, and alcohol-related consequences (Turrise & Ray, 2010). A promising example of such an approach is the handbook intervention evaluated by Hill et al.

(2023), which was associated with fewer drinks per week, slower growth in alcohol use across college, and reduced likelihood of initiation. This intervention was particularly unique due to its focus on strengthening communication, autonomy support, and suggestions for parental involvement. With cultural tailoring, such an approach may be particularly promising for Asian American families, as it emphasizes value-based conversations and guidance that adapts to expected increases in autonomy.

Lessons from Asian American Interventions

Despite a growing body of research on parent-based college alcohol interventions, such interventions targeting Asian Americans have not been established in the literature. However, relevant lessons can be drawn from family- and parent-based interventions developed for Asian Americans across a range of health topics, including substance use, mental health, smoking cessation, disease management, and preventive screenings (Ali et al., 2023). In a review of health interventions involving Asian American families, Ali et al. (2023) found that family members play important roles in intervention delivery, acting both as sources of encouragement, support, and accountability, while also serving as barriers by contributing stigma and disengagement, which manifest as minimal involvement and failure to support the participant's goals. Despite these challenges, family-involved interventions were largely effective in accomplishing their intended outcomes, showing the potential this approach may have across Asian American intervention contexts.

While alcohol intervention studies are limited for the Asian American population, this is especially true for parent-based interventions. However, one study by Fang & Schinke (2013) evaluated a substance use prevention program focusing on Asian American adolescent girls and their mothers and demonstrated improved mother-daughter relationship quality, self-efficacy, and

refusal skills, while also lowering intentions to use substances in the future. Notably, this intervention was not culturally tailored, indicating that even general parenting-focused strategies can have meaningful benefits for Asian American youth. These findings show the promise of adapting existing parent-based interventions to better align with cultural values and family contexts to further improve engagement and effectiveness.

Evidence from other health intervention domains further shows effective cultural tailoring strategies for Asian American families. In a review and meta-analysis of Asian American mental health interventions, Huey & Tilley (2018) identified common tailoring approaches, including incorporation of cultural norms and values, such as the importance of family, use of population-specific statistics, and culturally resonant framing of symptoms and treatment. For example, in an intervention described by Yeung et al. (2010), psychiatrists asked exploratory questions to understand patients' beliefs about their mental health and then framed depressive symptoms and treatment in ways that aligned with those beliefs, such as incorporating physiological interpretations of symptoms and addressing treatment preferences. Similarly, Bender et al. (2014) found that lifestyle interventions for Asian Americans often incorporated bilingual materials, community-based settings for delivery, and culturally relevant visual and audio elements. Across these interventions, intentional customization contributed to their effectiveness, showing the importance of cultural context in designing intervention content.

Tobacco use is one substance use area in which family-based interventions for Asian Americans have been more extensively studied. In a scoping review of smoking cessation interventions, family participation emerged as central parts of most studies, providing clear evidence for the importance of family support in behavior change (Wen et al., 2024). Interventions also incorporated other cultural adaptations, including translated materials,

inclusion of Asian cultural elements, and representation in graphics and images, which increased participant engagement. One such smoking cessation intervention involving culturally tailored family education sessions with structured activities, reported high acceptance, increased family support, and promising abstinence outcomes (Tsoh et al., 2015). These findings suggest that family-based approaches are both feasible and effective for substance-related interventions in Asian American populations.

Proposed Intervention

Intervention Overview

The proposed intervention is based on principles from family-based and parent-based prevention models that emphasize the role of parents in shaping health behaviors during adolescence and the transition to young adulthood. As seen in Hill et al. (2023), which evaluated a handbook intervention focusing on parental support and communication during the transition to college, those who received the intervention were less likely to initiate or increase substance use in college. This demonstrates that it is possible for an intervention to make a significant impact on college student alcohol use while focusing more broadly on parenting behaviors and strong family ties. By providing parents with the skills they need to stay connected and supportive as their children progress into college, such interventions may reduce alcohol-related harms in direct and indirect ways. For example, these interventions communicate expectations about alcohol use while also helping families navigate adjustments to their relationships during this transition, providing a more holistic approach to enhancing protective factors. This is supported by the systematic review and meta-analysis performed by Bo et al. (2018), which found that

interventions were more effective when they focused on both general and alcohol-specific parenting.

For Asian American families in particular, interventions should recognize the central role of family relationships and cultural values in shaping health behaviors. Rather than imposing behavioral expectations outside of cultural norms, culturally responsive approaches build upon existing norms, allowing the intervention to feel more authentic. Strength-based approaches may be particularly important for this population, whose parenting practices are often shaped by cultural values and norms, such as interdependence, parental involvement in children's success, and family-oriented decision-making (Ng & Wang, 2019). Given these considerations, the following sections propose a culturally responsive parent-based intervention designed to support Asian American families during the transition from high school to college.

Conceptual Frameworks

This intervention is informed by public health theories that emphasize the importance of certain key factors and family relationships in shaping health behaviors. The theory of planned behavior emphasizes the role of attitudes, perceived norms, and perceived behavioral control in influencing intentions and, eventually, actions (Ajzen, 1991). In the context of alcohol use among college students, these factors may be shaped by parental communication and expectations prior to the transition to college. For example, parental messaging can influence students' attitudes towards drinking, while expectations and modeled behaviors contribute to perceived norms about alcohol use. Guidance around decision-making and coping strategies may also influence students' perceived behavioral control and confidence in navigating alcohol-related situations. For many Asian American families, where communication tends to be more indirect, these influences may work through implicit expectations, behavioral modeling,

and subtle cues rather than direct communication about alcohol. As such, interventions that increase awareness among both students and parents about how these factors influence attitudes, norms, and perceived control may strengthen students' ability to make informed decisions before they enter the college environment.

The intervention also relies on an understanding of how families move through such a transition as a unit. Family development theory highlights how family roles and relationships change over time as individuals transition through different developmental stages (Mederer & Hill, 1983). The transition from high school to college represents a key point for both parents and children, involving shifts in independence, communication patterns, and parental guidance (Lowe & Dotterer, 2018). During this stage, families may experience uncertainty as they alter their expectations and levels of involvement. Within Asian American families, these transitions may be navigated with limited explicit discussion (Ng & Wang, 2019), making it especially important to provide tools that support understanding and continued connection. Interventions implemented during this period may help families anticipate changes and develop strategies for maintaining supportive relationships. By identifying ways that families can navigate stressors in this time of transition, the intervention aims to support the well-being of both parents and children. Additionally, by making families aware of the potential challenges ahead, parents may be better equipped to provide guidance and support, especially in families where children are first-generation college students.

Key Targets: Intervention Focus

For an intervention aimed at Asian American families, the focus should be enhancing existing assets. In a qualitative study of Asian American young adults and their immigrant parents, Wong et al. (2012) found that practical help from parents, lines of communication,

shared activities, respect for independent decision-making, and sacrificial love from parents were commonly identified as perceived strengths. Interventions may benefit from reinforcing existing relational strengths while considering indirect communication styles, such as modeling behaviors and expressing care through actions rather than explicit statements. Instead of emphasizing open discussions, strategies such as structured family check-ins, shared activities, or guided reflection prompts may be particularly effective within Asian American families. For example, one activity might ask parents and their children to reflect on what they know about the college experience, identify times where more support may be needed, and discuss how they could stay connected despite the distance.

Approaching alcohol use prevention from a value-based parenting perspective may also increase intervention engagement among Asian American families. While the intervention may include information about alcohol use and harm reduction, it may prioritize indirect approaches, such as scenario examples or storytelling, that allow families to engage with the topic without directly confronting it. Framing the intervention around supporting student well-being and academic success during the transition to college may also increase acceptability among parents. Some parents may perceive alcohol use as an issue that does not directly apply to their children or may feel discomfort discussing substance use directly, while students who have low intentions to engage with alcohol use before college might disengage with such an intervention even if their intentions could change later on. By incorporating alcohol-related messaging within the broader focus of children's well-being, the intervention may encourage participation without violating communication preferences and family values.

Structure and Content

In terms of format, the intervention could be structured as a short, self-guided handbook designed for parents and students to complete together prior to the student's transition to college. The handbook may include brief informational sections on topics, such as patterns of alcohol use among Asian American college students, the role of parental influence during early adulthood, common challenges during the transition to college, and strategies for maintaining communication through future changes. To align with indirect communication norms, the content may be framed so as to present alcohol as a part of overall student well-being. The handbook could also include a brief preface acknowledging these communication norms, using language such as the following: "In many of our communities, topics like mental health and alcohol use can be difficult to discuss directly. At the same time, parents want what is best for their children, and this handbook is designed to help parents stay connected with and support their children as they go to college."

Informational sections could be paired with reflection prompts and guided activities designed to facilitate conversations between parents and students. Such activities could include:

- reflection on family expectations and values, such as communication with parents, academic achievement, and alcohol use, through scenarios rather than direct questioning
- brainstorming strategies for and identifying preferred methods for communication, such as frequency and method of contact, through structured planning
- recognizing stress and mental health challenges with examples and prompts
- exploring what parental support might look like and how it might be received in different situations

Interactive elements may include low-pressure exercises, such as completing reflection exercises side by side, responding to prompts independently before sharing, or using conversation starters that allow for more indirect expression. For example, children might be able to express their ideas through an example with a hypothetical student feeling pressured to drink or facing overwhelming academic pressure. Goal-setting exercises for communication and general well-being can be focused on family values and unique routines. This format allows families to engage with the material together while adapting discussions to their own culture, parenting styles, and family dynamics given the diversity in Asian American families.

Additionally, the intervention could incorporate elements that encourage families to engage with higher education resources and support systems. Because students are aware of the institution they will be attending during the summer after completing high school, the handbook could include an activity in which students and parents explore campus resources together, framed as a practical planning task rather than a discussion of potential problems. This may help students become more comfortable independently seeking support while also allowing parents to better understand where to guide their student when challenges arise. Parents could also be encouraged to subscribe to university newsletters or follow campus social media accounts in order to remain informed about campus events, resources, and other important updates. The intervention may also encourage families to anticipate key periods during the first year of college when additional support might be helpful. Identifying these moments may help parents intentionally maintain communication and check in with students during periods when stress or risk-taking behaviors may increase.

Implementation Considerations

To support the feasibility and uptake of such an intervention, attention to program implementation is important. Because the intervention targets students in the transition between high school and college, dissemination through high schools, community organizations, or college orientation programs may be effective avenues for reaching families. School districts with larger Asian American student populations may provide opportunities for more targeted dissemination. Partnering with school counselors may also facilitate parental uptake, as they are often viewed as trusted sources of guidance regarding college preparation and student well-being. This may be particularly important for families of first-generation college students, who may rely more on school personnel for information about the college transition process. To reach families who might not interact with school-based resources, partnering with cultural and faith-based organizations could provide accessible and trusted avenues for dissemination.

In addition to distribution channels, accessibility considerations are also crucial to program success. Cultural tailoring extends beyond just the content of an intervention and includes delivery format, language accessibility, and recruitment strategies. Providing the content in a physical handbook format may help reduce barriers related to technological literacy or access. Also, adapting language options depending on the demographic composition of the school or community in which materials are disseminated may further increase accessibility. Incorporating visuals and images can also reinforce understanding of included topics in an accessible format. For example, visuals could depict Asian American parent-child relationships during the college transition, such as parents teaching a skill over the phone or a student reaching out to their parents for support in a stressful moment. The intervention should also be designed to remain brief and manageable for families. The handbook may be structured so that activities can

be completed within approximately two weeks, prior to the student's transition to college. A short and flexible program may increase the likelihood that families engage with the material while still providing opportunities for meaningful discussion.

Limitations

Several limitations should be considered when interpreting the findings of this thesis. First, this work is based on a narrative literature review, which relies on previously published research. As a result, the conclusions drawn are dependent on the scope and limitations of the existing studies. Because this narrative review does not have the same level of structured searching and inclusion criteria as a systematic review or meta-analysis, there is also the possibility that relevant studies were not included, which may influence the comprehensiveness of the findings.

Additionally, much of the existing literature on Asian American health behaviors focuses primarily on East Asian populations, while often excluding and underrepresenting South Asian and Southeast Asian groups. Given the considerable diversity within the broader Asian American population, findings drawn from these studies may not be fully generalizable to all subgroups. Differences in various cultural factors, such as family dynamics and attitudes towards alcohol, may shape health behaviors in ways that are not captured in this work. Intentional recruitment of more diverse Asian American samples and disaggregating data would help improve representation and cultural relevance in study and intervention design. Another limitation is that many studies examining alcohol use and family influences rely on self-reported data, which may be subject to recall bias or social desirability bias. These factors may affect the accuracy of reported behaviors and attitudes.

Finally, as this thesis is literature-based, the interpretation and organization of findings may be influenced by the perspective of the researcher. Although efforts were made to critically and objectively evaluate the existing evidence, some interpretive bias may remain. Despite these limitations, this thesis contributes to the literature examining alcohol use among Asian American populations by highlighting important gaps in research and identifying directions for culturally tailored prevention efforts.

Future Research

While this thesis provides an overview of alcohol use among Asian American youth and potential prevention strategies by synthesizing evidence from many studies, gaps in the literature remain. In particular, there are limited studies examining parent-based interventions for alcohol use among Asian American populations, especially those that are culturally tailored to the specific values and communication patterns in these families. Future research should directly evaluate whether culturally tailored parent-based interventions produce stronger outcomes than non-tailored approaches. Additionally, future studies could examine the effectiveness of combining parent-based interventions with school-level programs. As seen in Williams et al. (2016), layered interventions may be particularly effective in delaying initiation of substance use as compared to those only focusing on school-based interventions. Evaluating whether the addition of a parent-based component enhances the impact of existing prevention initiatives could help clarify potential benefits of such multilevel approaches. Further, many of the specific features of the proposed interventions in this thesis, such as culturally tailored communication strategies for alcohol use and inclusion of family values, have not been directly tested in prior research with Asian American families. Future studies should examine which of these components are effective in improving parent-child communication and reducing alcohol use

risk. Developing and piloting such interventions would be helpful in assessing real-world effectiveness and making adjustments for broader implementation.

Future research is also needed to explore differences across Asian American subgroups. Studies that examine alcohol-related attitudes and family dynamics among subgroups that have been less represented in the literature, such as South Asian, Southeast Asian, and Pacific Islander communities, would help ensure that prevention strategies are appropriately tailored and equitable. Finally, longitudinal research examining parent-child communication and alcohol use behaviors over time would provide valuable insight into how family influences evolve during adolescence and the transition to young adulthood. Such work could help more concretely identify critical developmental periods when parent-based interventions are most effective. Expanding the literature in these areas would allow for a stronger understanding of culturally responsive alcohol prevention strategies and support the development of more effective interventions for Asian American families.

Conclusion

Alcohol use among Asian Americans has been overlooked in public health discussions due to aggregated national statistics that mischaracterize the population. However, closer examination reveals a more complex picture. Patterns of alcohol use vary significantly across Asian American subgroups and change across developmental stages, particularly during the transition from adolescence to young adulthood. Lower risk during adolescence shifts as Asian American college students' drinking behaviors eventually converge with those of their peers. A key theme across the literature on alcohol use patterns, risk and protective factors, and parental influences is the continued influence of family relationships, even as students gain independence

in college. In Asian American families in particular, cultural values emphasizing interdependence and parental guidance may extend the influence of parents beyond what is commonly observed in Western contexts. These findings highlight the potential strength of intervention approaches that engage parents along with their children.

Despite this potential, most parent-based alcohol interventions have been developed and evaluated within predominantly White populations and often do not account for cultural differences in parenting and expectations. Culturally responsive interventions may improve the relevance and effectiveness of such interventions for Asian American families. Drawing on evidence from substance use prevention, family-based interventions, and Asian American parenting research, this thesis proposes a culturally informed parent-based intervention designed to support families during the transition to college. By focusing on strengthening communication and preparing parents and students for the challenges of this period, such an intervention may reduce alcohol-related risk while building on existing family strengths.

More broadly, this work emphasizes the importance of moving beyond representations of Asian Americans as a monolith in health research. Recognizing the diversity within this population is essential to develop equitable and effective public health strategies. Interventions that acknowledge these complexities and incorporate culturally relevant perspectives are more likely to engage families and address the unique factors influencing health behaviors. Ultimately, the goal of prevention is to understand patterns of risk and identify opportunities for meaningful intervention. By highlighting the potential role of parent-based approaches, this thesis contributes to literature suggesting that family relationships remain powerful influences during the transition to adulthood. Supporting these relationships through thoughtful, culturally

responsive prevention strategies may help promote healthier outcomes for Asian American students as they navigate challenges and opportunities in college.

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Author Biography

Inaya Momin is a senior majoring in public health at the University of Texas at Austin. She is also pursuing a minor in health communication and certificates in Spanish for the Medical Professionals and Business Spanish. Inaya grew up in a suburb just outside of Houston, Texas, with two immigrant parents from rural India, making her a first-generation college student. In high school, she developed an interest in health equity through an extracurricular project exploring the relationship between poverty and health, which included volunteering and community discussions. This experience ultimately inspired her to pursue public health during her undergraduate studies.

During her time at UT, Inaya worked at UT Austin's Longhorn Wellness Center as a student assistant for health communication, supporting programs such as HealthyhornsTXT and Bruce the Bat. Bruce the Bat is a social norms campaign that uses social media and other tools to address misperceptions about student alcohol use and promote protective behaviors. She also worked with Longhorn EMS to lead harm reduction workshops for student organizations. Following graduation, Inaya will attend the Baylor College of Medicine in Houston. She hopes to continue working at the intersection of public health and clinical medicine, particularly in promoting safer alcohol use and supporting the health of pediatric and adolescent populations.