



# Navigating New Shores: The Mental Health of Chinese International Students in Australia

Dr Jian Zhao

Postdoctoral Research Fellow

Centre for Social Impact, the University of Western Australia

# Acknowledgement of Country

*We acknowledge that the land we are meeting on today is Wadjuk Noongar Land, and we pay our respects to their Elders past and present*



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# Background

My research was driven by my experience as an international student and a profound interest in understanding the diverse experiences of individuals living and studying overseas.

# Background

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## University students are vulnerable to confronting mental health issues

- Most university students are undergoing a critical developmental transition (Browne et al., 2017).
- Many have been reported to engage in high-risk health behaviours (e.g., binge drinking and drug use) (Yang et al., 2020).
- University environments are less structured than school settings, increasing academic and social stress (Georgia et al., 2022).



# Background

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**International University students are at even greater risk than their domestic counterparts**

- Away from home, lacking familiar support systems
- Navigating challenges in a foreign culture/foreign language
- Balancing multiple demands with often limited support





# Background

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## **Chinese International Students vs. International students**

- According to Hofstede's 'culture-climate map' there is a high cultural distance between Australia and China, with Chinese culture differing more from Australian culture than the cultures of other Western countries, such as the UK and the US, from Australian culture.
- Chinese international students may experience more cultural differences than international students from some other countries while studying in Australia.

# Background

## Hofstede's 'culture-climate map'

Figure 1.

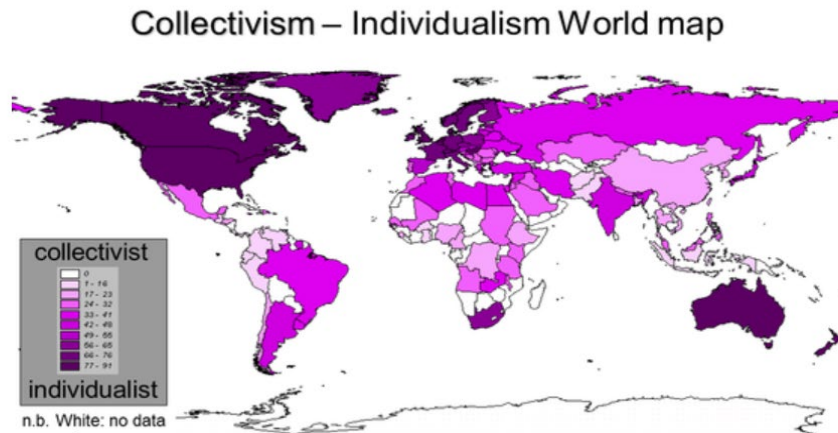


Figure 2.

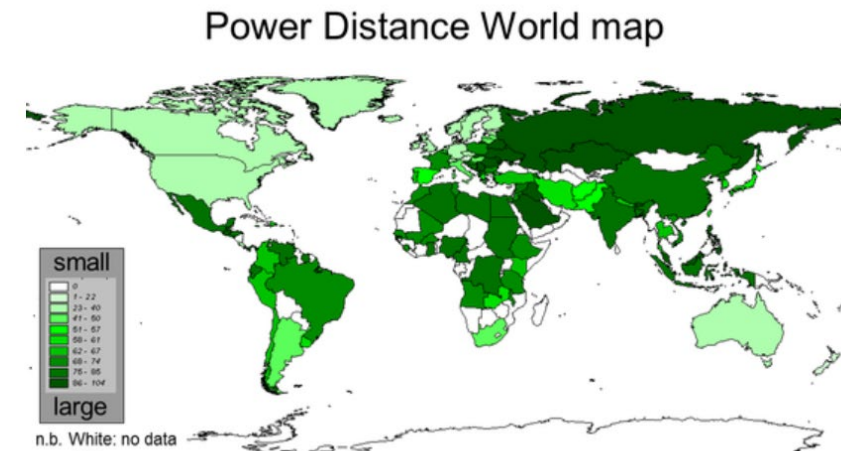


Figure 1, 2. Hofstede's 'culture-climate map' (n.d.), retrieved from <https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6d-model-of-national-culture/>



# Background

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- Before COVID-19, Chinese students accounted for **38.03%** of all international students enrolled in Australian universities in 2019 (The Australian Government, 2019).
- As of 5 December 2023, Chinese students accounted for **34.03%** of all international students enrolled in Australian universities in 2023. (The Australian Government, 2023).
- Chinese international students contribute greatly to Australia's **economy**, and **academic** and **cultural diversity** (The Australian Government, 2016; Wang et al., 2015).



# Evidence from Existing Literature

- Among a group of Chinese-speaking international students ( $n = 144$ ) in Australia, 54% reported being affected by a high level of psychological distress (Lu et al., 2014).
- Chinese international students ( $n = 201$ ) in Australia have been experiencing significantly higher levels of anxiety and stress than their Australian counterparts (Redfern, 2016).



# Evidence from Existing Literature

Zhao et al. (2022) review of 19 studies on the mental health of Chinese students in Australian universities (1999-2020).

## Key Findings:

- Reports of increased fear, stress, anxiety, and depression.
- Challenges in social interaction and overall well-being decline.

## Contributing factors:

Language barriers, academic, social, and financial strains, differing educational systems, and underuse of mental health services were attributed to their mental health issues.

## Mental Health Risks for Chinese International Students in Australia: Enduring Problems, Possible Solutions

Jian Zhao<sup>†</sup>, Elaine Chapman, and Marnie O'Neill

*The University of Western Australia*

- However, the majority of the studies focused on **undergraduate students**.
- Treat Chinese students from different cultural backgrounds as a homogenous cohort – e.g., use the term ‘students with ethnic Chinese background’, and include those from China, Malaysia, Singapore and Thailand within a single group.

# Pre-COVID-19

- Prior to this global upheaval, my research focused on understanding the day-to-day experiences of Chinese international students in Australia through a qualitative lens.

INTERNATIONAL JOURNAL OF QUALITATIVE STUDIES ON HEALTH AND WELL-BEING  
2023, VOL. 18, 2221912  
<https://doi.org/10.1080/17482631.2023.2221912>



EMPIRICAL STUDIES

OPEN ACCESS Check for updates

## Threats to the emotional wellbeing of mainland Chinese students studying in Australia: an interpretivist study

Jian Zhao, Elaine Chapman and Tom O'Donoghue

The University of Western Australia (M098), 35 Stirling Highway, Perth Western, Australia

### ABSTRACT

**Purpose:** In 2017, international students contributed almost \$32 billion to Australia's economy, more than half of which was attributable to students from China. Despite its historical popularity as a study destination, research suggests that these students confront numerous obstacles in pursuing their studies within Australia. In this study, the perspectives of these students were explored. The dominant issues raised by these students related to mental health and emotional wellbeing.

**Methods:** Nineteen students in one Australian university participated in one-on-one in-depth semi-structured interviews. Data were analysed using grounded theory approaches. Three broad themes were generated in the study: psychological stress (which was linked to language barriers, shifts in pedagogy, and changes in lifestyle); perceived safety (which was linked to lack of security, safety and perceived racial discrimination); and social isolation (linked to reduced sense of belonging; lacking close personal connections; and feelings of loneliness and homesickness).

**Conclusions:** Results suggested that a tripartite model of interactive risk factors may be appropriate for exploring how international students fare emotionally with their new environments.

### ARTICLE HISTORY

Received 11 May 2022  
Accepted 2 June 2023

### KEYWORDS

Mainland Chinese  
postgraduate students;  
international students;  
Australian higher education;  
mental health; wellbeing

# Participant Demographics

- 19 Chinese students at the end of their first year of enrolment
- 9 males, 10 females
- Mix of Master's and PhD students

Table I. Demographic information on participants.

No.	Name	Age	Sex	Length of Stay in Australia	Degree: Master's or PhD
1.	Yulan	26	Female	1 year	Master's
2.	Xiaoming	31	Male	1.5 years	Master's
3.	Laodong	27	Male	3 Years	Master's
4.	Galrul	22	Male	1 Year	Master's
5.	Baoyun	23	Male	1 Year	Master's
6.	Jie	23	Female	1 Year	Master's
7.	Bowen	26	Male	2 years	Master's
8.	Biran	27	Male	9 months	PhD
9.	Wenrou	23	Female	14 months	Master's
10.	Lishuang	23	Female	7 Months	PhD
11.	Kaka	22	Male	14 Months	Master's
12.	Dandan	28	Male	1 Year	PhD
13.	Zuozuo	25	Male	7 Months	PhD
14.	Qiumin	26	Female	8 months	PhD
15.	Moming	23	Female	20 months	Master's
16.	Shilu	23	Female	1 year	Master's
17.	Jiefang	26	Female	1 Year	PhD
18.	Meili	23	Female	1 Year	Master's
19.	Lili	23	Female	1 Year	Master's



# Methods

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- 45-60-minute one-on-one semi-structured interviews
- Conducted in Mandarin Chinese, translated into English
- One central question – What are Chinese students' perspectives on their studies at an Australian university, at the end of their first year of study?
- Grounded Theory Approach for data analysis – Open, axial and selective coding

# Results

Three broad themes were generated in the study

- Psychological stress – linked to language barriers, coping with shifts in pedagogy, and lifestyle changes.
- Perceived safety - linked to lack of security, safety of possessions, and perceived racial discrimination.
- Social isolation - lacking a sense of belonging; lack of close personal connections; and feelings of loneliness and homesickness.

# Results

## **Broad Theme 1 - Experiences of Psychological Stress**

Psychological stress was defined by Lazarus and Folkman (1984, p. 19) as:

“a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being”.



# Results

**Language barriers introduce pressures not only to classroom interaction and academic performance but also to social situations.**

*“the first semester was particularly bad . . . because of language barriers, it took me about five or six times the time of others to get things done . . . and I was quite nervous and stressed” (Meili)*

*“I couldn’t understand what he (supervisor) said . . . I feel stressed out” (Zuozuo)*

*“The English language they use is very local, with slang. . . they speak at a very fast speed, which I can’t keep up with. They also really like jokes, which sometimes I can’t understand . . . so I just faked laughing when others laughed. I feel stressful when I’m in social situations.”  
(Meili)*

# Results

## **Pressure from coping with shifts in Pedagogy – Groupwork activities**

*“One [student within my group] rarely participated in our group discussion, and basically contributed nothing when he participated . . . it’s really hard to communicate with him sometimes”. (Moming)*

*“In China, there wasn’t as much group work as here. I encountered some difficulties while doing group work . . . it is sometimes very difficult to work with people from other cultural backgrounds” (Xiaoming)*

# Results

## **Lifestyle changes causing additional stress**

*“Here I feel that everyone is living far away from the campus. While studying in China, everyone lived on campus in a dormitory, and ate in the cafeteria . . . there is no cafeteria on campus here like that in China, and we have to learn to cook by ourselves...I feel stressful sometimes” (Moming)*

*“While studying in a Chinese university, you don’t need to cook yourself, you don’t need to think about rent and utility bills, you don’t need to drive to university because you live in a dormitory . . . you don’t need to think about various kinds of insurance, and visas and medical examinations...but when you study here, you have to deal with all these things on your own” (Bowen)*

# Results

## **Broad Theme 2: Perceived Safety**

According to the definition given by the World Health Organisation (WHO), safety has two dimensions:

- Objective dimension – *“behavioural and environmental factors measured against external criteria”*
- Subjective dimension – *“the individual’s internal feelings or perceptions of being safe”*

(Nilsen et al., 2004, p. 71)

# Results

## Lack of Security

*“Security is a very serious issue...there are not as many CCTVs here...I feel like even if someone takes me away and buries me in the ground, no one can ever find me. I don’t feel safe at all” (Baoyun)*

*“I don’t think it is safe . . . there is no surveillance video. If someone is missing, he/she is just missing and will never be found” (Bowen)*

# Results

## Lack of Security

*“My friend and I went shopping, and we were eating chocolate. A teenager riding a bicycle suddenly rushed over to us and shouted, “Give me your chocolate”. Because his attitude and tone were not friendly, and he was almost screaming, we just said “No”. And he kept following us even after we got on the bus. He followed us until we arrived at the centre of the city. We got off the bus and found a place to hide until we saw him go away” (Lili)*

*“We believed the law here would protect their teenagers. Although we didn’t do anything wrong, if something happened, I felt that the local police would not speak for us. So we thought we’d better not have a conflict with him” (Lili)*

# Results

## Safety of Possessions

*“I left my computer in the living room . . . and it was stolen . . . many students had experienced having their things stolen. It is useless to call the police. One of my friends had such an experience . . . He called the police, but they (the police) didn’t help at all. (Xiaoming)*

*“We parked our car in a public parking lot in Northbridge and went to have breakfast. But we came back and found that the car window was broken into pieces...our passports were stolen. This makes us feel very unsafe”. (Moming)*

# Results

## Racial discrimination

*“I was waiting at the bus stop alone. Suddenly, someone in a car rolled down his window and shouted at me ‘\*\*\* Asian’...I was very scared” (Lili)*

*“We were walking on the street, and suddenly a car was passing by, some people in the car shouted to us ‘Ching-Chong’. This is a very discriminatory name for Chinese people...very insulting” (Gairui)*



# Results

## **Discrimination was also reported to happen on campus**

*“Once I introduced myself that I came from China, and I remember very clearly, one local boy said to me, ‘Chinese people really like cheating, don’t you?’” (Gairui)*



# Results

**Along with more blatant acts of discrimination as mentioned above, some other forms of discrimination were expressed in more subtle forms.**

*“Salespeople are generally just nicer to the customers of their race than they are to us”  
(Moming)*

# Results

## **Social Isolation**

The Australian Institute of Health and Welfare defined social isolation, as “the state of having minimal contact with others” (Australian Government, 2021).

While living in the host country, these students no longer have access to familiar cultural norms and social support systems (Chuah & Singh, 2016) and may experience some changes in their identities and concepts of self (Bhugra & Becker, 2005; Jibreel, 2015).

# Results

## Lacking a sense of belonging

*“I miss the familiarity of living in China...sometimes I feel when I talk to people here, we don't have much to talk because I don't know much about their cultures, or hobbies, nor do I pay much attention to local news. I don't feel I belong here”*  
(Laodong)

*“While in China, everyone had a class, and we were all together with a class of classmates. Because we had a class, the relationship between the classmates might be a little closer. Then here because everyone has no class to which they belong, relationships among students are further. We got to know new students from each unit, but lost contact when the unit ended...”* (Gairui)

# Results

## Lacking close personal connections

*“I have no good friends here . . . most of the time, I do everything on my own”  
(Yulan)*

*“I have no close friends, only some acquaintances” (Lishuang)*

*“I had no friends here, and life here was boring, I didn’t know what to do every day especially when I had no friend” (Jiefang)*

# Results

## Feelings of Loneliness and homesickness

*“I felt very lonely when I was sick” (Baoyun)*

*“I also (felt lonely) when I first came for bridging course. The area where I lived was basically dark after 7 or 8 p.m., and I rarely see my flat mates (due to our different time schedules)...I felt quite lonely. It’s very uncomfortable when you have no one to talk to” (Baoyun)*

*“When I got home every day, I was alone. My housemate always stayed in her room and rarely came out. I felt very sad in my heart and pretty lonely at that time” (Jiefang)*

# Results

## Feelings of Loneliness and homesickness

*“I feel homesick during some traditional Chinese festivals, such as the Mid-Autumn Festival, when I couldn't be back to China. Here people only celebrate Christmas or Halloween”  
(Kaka)*

# A Brief Summary

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Language Barriers

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Different Pedagogical Approaches

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Lifestyle Changes

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Safety concerns

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Racial discrimination

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Lack of Belongingness

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Lack of Connection

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Loneliness

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Homesickness



Source: Picture generated by ChatGPT



# During COVID - 19

- What are the factors that affect Chinese students' mental health when facing an adverse event like COVID-19

# Part of the Tools Developed for Quantitative Data Collection

- Mental Health Change Indicator Scale
- Coping Strategies Scale
- Perceived Social Support Scale
- Perceived Discrimination Scale

# Discrimination as a potential threat to mental health

“Unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age or sexual orientation” (American Psychological Association, 2019, para.1).

Racially-based discrimination - discrimination targeting people of different colours, descents, ethnicities, or nationalities (Australian Human Rights Commission, 2021).

# Racial-based discrimination towards Chinese/Asians

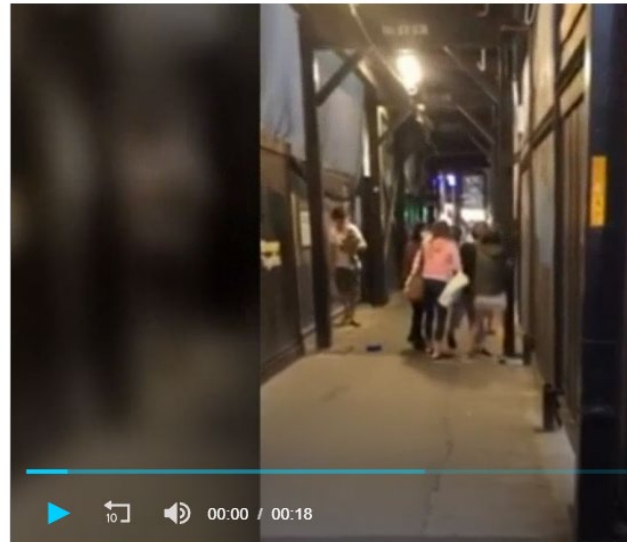
## Chinese-Australian family target coronavirus receives outpouring

By Jason Fang and Samuel Yang

Posted Thu 23 Apr 2020 at 4:26pm, updated Thu 23 Apr 2020 at 8:55pm



Last week, two female international students were allegedly assaulted by a group of other women in Melbourne's CBD.



Video of an alleged assault on two female international students in Melbourne.

Two female students were walking along Elizabeth Street towards Woolworths about 5.30pm on Wednesday when they were confronted by a group including two women in their 20s and a male. The students were told to "go back to China", according to Nine News, and were taunted about coronavirus.



CCTV images of the alleged attackers. VICTORIA POLICE

Source: <https://www.theage.com.au/national/victoria/go-back-to-your-country-chinese-international-students-bashed-in-cbd-20200417-p54kyh.html>

Source: <https://www.abc.net.au/news/2020-04-23/chinese-australian-family-racist-coronavirus-racist-attack-speak/12178884>

# **Racial-based discrimination towards Asians**

Previous studies have shown that discrimination is positively associated with indicators of mental health such as depression (Assari et al., 2017; Lewis et al., 2014; Schulz et al., 2006).

# Lack of Social Support is potentially a threat to mental health

- Perceived social support refers to the social support that an individual perceives is available during times of need from friends, family members and others (Ioannou et al., 2019).
- Perceived social support is essential for maintaining mental health, and a lack of social support may lead to harmful mental health consequences (Ioannou et al., 2019; Muñoz-Bermejo et al., 2020; Xu et al., 2020).

# Lack of Social Support is potentially a threat to mental health

**TABLE 3 |** Perceived discrimination and perceived social support scale statements



ORIGINAL RESEARCH  
published: 04 February 2022  
doi: 10.3389/feduc.2022.726614



## Perceived Discrimination as a Threat to the Mental Health of Chinese International Students in Australia

OPEN ACCESS

*Jian Zhao<sup>†</sup>, Elaine Chapman<sup>\*†</sup>, Stephen Houghton<sup>†</sup> and David Lawrence<sup>†</sup>*

**Edited by:**  
Robyn M. Gillies.

*Graduate School of Education, University of Western Australia, Perth, WA, Australia*

# Part of the Tools Developed for Quantitative Data Collection

- **Mental Health Change Indicator Scale** – 10-item, 5-point scale, designed to measure mental health changes in response to a given event, rather than measuring general mental health “states” over specified periods.



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**Edited by:**

Robyn M. Gillies,  
The University of Queensland,  
Australia

In this study, a brief instrument (the Mental Health Change Indicator Scale, MHCIS) was

**Stem prompt:** *You may have noticed changes in yourself since realising the seriousness of the COVID-19 pandemic. Which, if any, of the following changes have you noticed in yourself during this period?*

### Item examples:

- Finding my thinking distracted a lot of the time.
- Feeling generally tense, stressed or worried.



# Compare the Mental Health of Two Groups of Chinese University Students during COVID-19

**TABLE 1** | Demographic information of participants.

Characteristics	Response	All CDS ( <i>n</i> = 734)		Random split sample group A: CDS ( <i>n</i> = 367)		Random split sample group B: CDS ( <i>n</i> = 367)		Group C: CIS ( <i>n</i> = 108)	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Sex	Female	395	53.8	195	53.1	200	54.5	66	61.1
	Male	338	46.0	172	46.9	166	45.2	42	38.9
	Others	1	0.1	0	0	1	0.3	0	0
	Missing	0	0	0	0	0	0	0	0
Marital Status	Married/In a relationship	184	25.1	99	27.0	85	23.2	41	38.0
	Single/Separated/Divorced	533	72.6	264	71.9	269	73.3	66	61.1
	Missing	17	2.3	4	1.1	13	3.5	1	0.9

# Compare the Mental Health of Chinese Domestic Students in China (CDS) and Chinese International Students in Australia (CIS)

Results from the MANOVAs indicated a significant difference on the linear composite dependent variable across the two groups of students,  $V=0.07$ ,  $F(5,833) = 11.58$ ,  $p < 0.001$ ,  $partial \eta^2 = 0.07$ .

**TABLE 5** | Means and Standard Deviations (SDs) and univariate ANOVA results.

Scales/Subscales	CDS ( $n = 734$ )		CIS ( $n = 108$ )		Univariate ANOVAs			
	Mean	SD	Mean	SD	F	df	Sig. (p)	Partial $\eta^2$
WHO-5	3.18	1.07	2.62	1.08	25.81	1	<0.001	0.03
DASS-Depression	1.55	0.53	1.80	0.65	19.61	1	<0.001	0.02
DASS-Stress	1.79	0.59	2.15	0.73	33.14	1	<0.001	0.04
DASS-Anxiety	1.48	0.50	1.56	0.60	2.47	1	0.11	0.00
MHCIS	1.76	0.84	2.24	1.06	28.94	1	<0.001	0.03

# Compare the Mental Health of Chinese Domestic Students in China (CDS) and Chinese International Students in Australia (CIS)

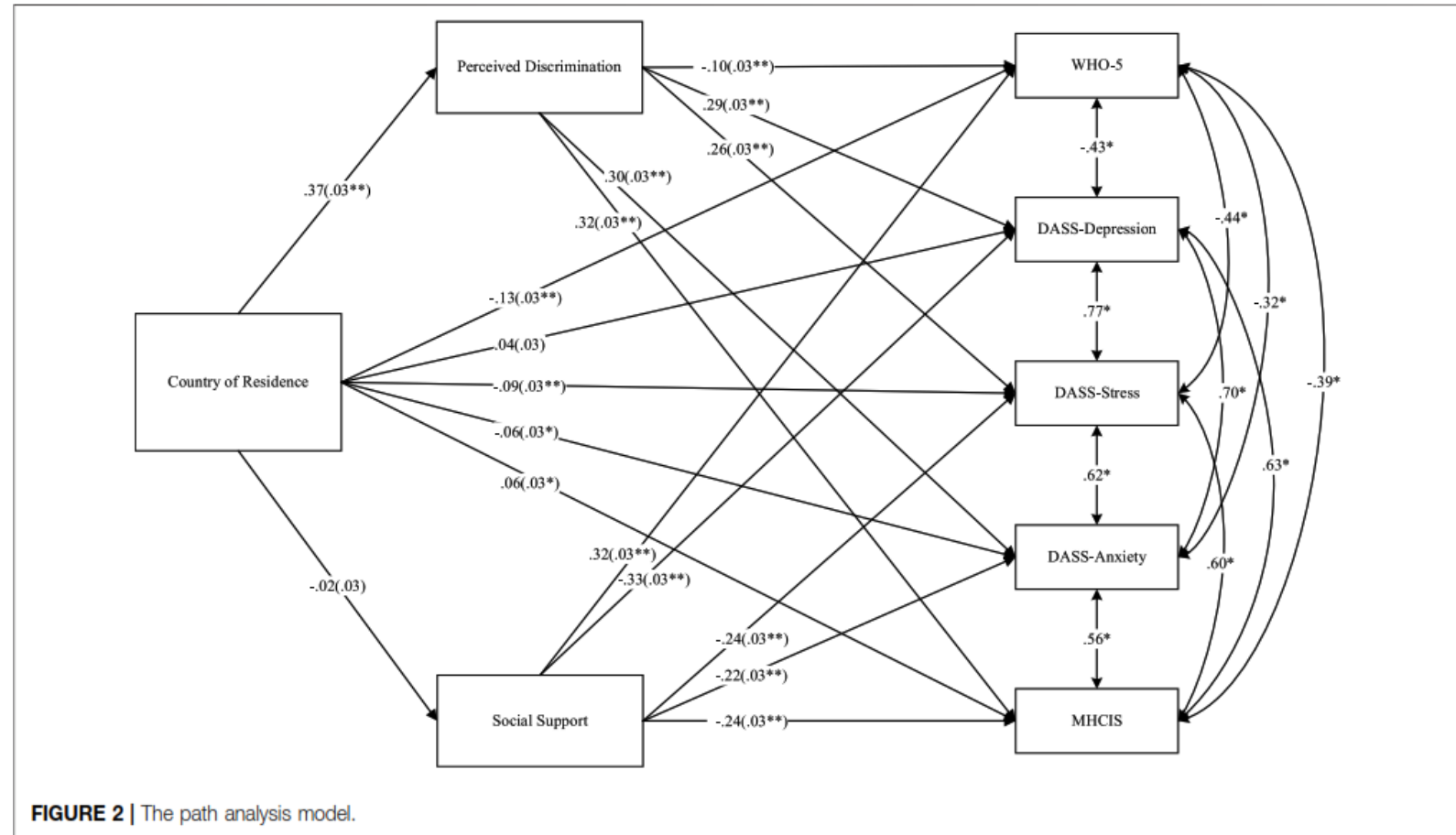


FIGURE 2 | The path analysis model.

# Compare the Mental Health of Chinese Domestic Students in China (CDS) and Chinese International Students in Australia (CIS)

**TABLE 6** | Indirect effects for variables in path analysis model.

Outcome variable	Total indirect effect	% Attributable to Perceived Discrimination	% Attributable to Social Support
WHO-5	$p = -0.04(SE = 0.02), t = -2.58^{**}$	85.25	14.75
DASS—Depression	$p = 0.11(SE = 0.02), t = 6.01^{**}$	94.21	5.79
DASS—Stress	$p = 0.10(SE = 0.02), t = 5.85^{**}$	95.25	4.75
DASS—Anxiety	$p = 0.11(SE = 0.02), t = 6.48^{**}$	96.19	3.81
MHCIS	$p = 0.12(SE = 0.02), t = 6.77^{**}$	96.10	3.90

\* $p$  = parameter estimate; SE, standard error of the estimate.

Between **85.25 and 96.19%** of the indirect effect from country of residence to the mental health variables was attributable to **perceived discrimination**

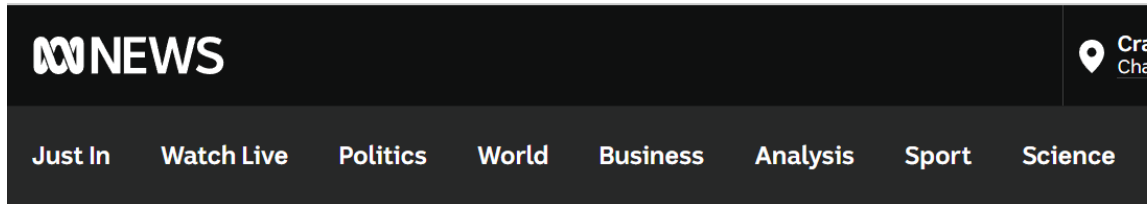
Between **5.79 and 14.75%** of the indirect effect from country of residence to the mental health variables was attributable to **social support**

# Compare the Mental Health of Chinese Domestic Students in China (CDS) and Chinese International Students in Australia (CIS)

- Chinese international students reported **higher depression, stress, and mental health changes** compared to their peers in China.
- **Perceived discrimination** was a significant mediating factor in mental health disparities.
- Surprisingly, both groups reported **similar levels of perceived social support**, possibly due to the increased use of communication media.

# Post-COVID Challenges

- The racial-based discrimination remains post-COVID...



## Racism remains rife towards Chinese-Australians, more than two years into the COVID-19 pandemic

By Evelyn Leckie

Posted Thu 26 May 2022 at 4:55am, updated Tue 31 May 2022 at 1:24pm

### Constant rate of racist attacks

Research presented in the Lowy Institute's latest Being Chinese in Australia report shows almost one in five Chinese-Australians are experiencing racist attacks, more than two years after the pandemic began.

Launceston social worker Yanqi Wang said her heritage was still a problem for some clients, who requested to work with her colleagues once they had communicated with her.

She said discrimination followed her after work as well.

"There was a guy riding a scooter towards us," Ms Wang said.

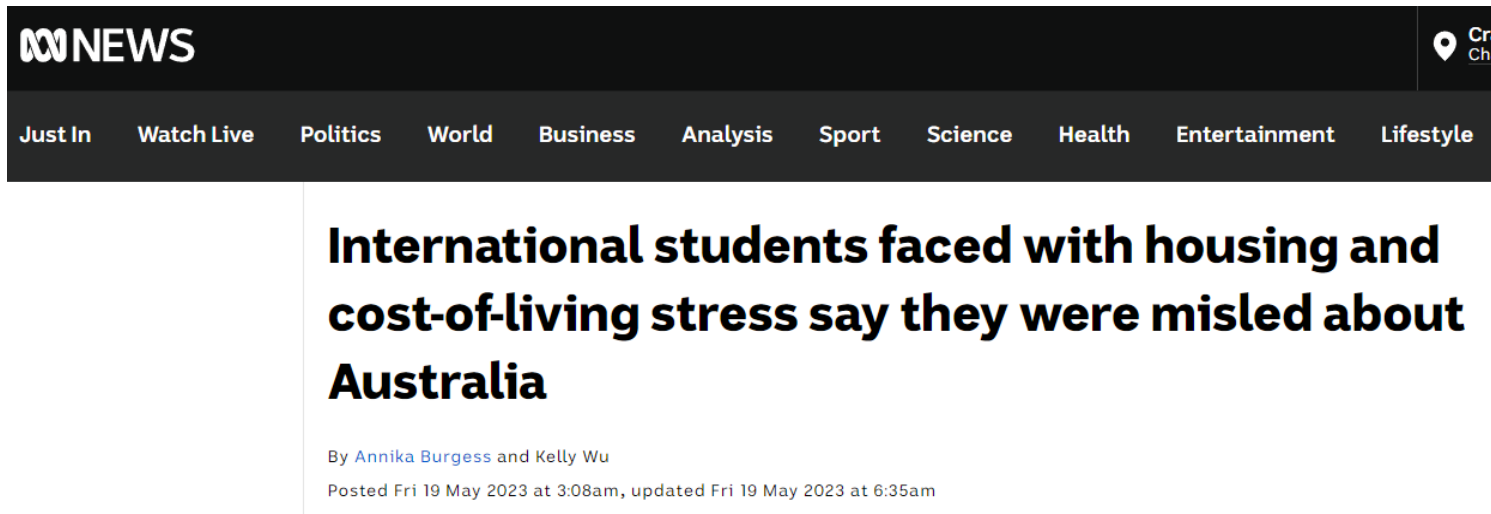
"Without any context he just yelled at us, saying 'f\*\*\*ing Asians'.

"There were also occasions with people saying, 'Go back to your own country' or saying ugly words like 'chinks'."

Source: <https://www.abc.net.au/news/2022-05-26/racism-towards-chinese-australians-continues-covid19/101099690>

# Post-COVID Challenges

- Housing crisis - as travel restrictions ease and international students return in large numbers, the demand for affordable and suitable housing has dramatically increased



The image shows a screenshot of the ABC News website. At the top left is the ABC NEWS logo. Below it is a navigation bar with links for Just In, Watch Live, Politics, World, Business, Analysis, Sport, Science, Health, Entertainment, and Lifestyle. On the right side of the navigation bar, there is a location pin icon and the text 'Cra Cha'. Below the navigation bar is the main article title: 'International students faced with housing and cost-of-living stress say they were misled about Australia'. Below the title, it says 'By Annika Burgess and Kelly Wu' and 'Posted Fri 19 May 2023 at 3:08am, updated Fri 19 May 2023 at 6:35am'.

"I can't sleep every day and I constantly have anxiety, worrying about what to do if I don't have a place to stay," - Ms Zhang

"The rent has gone up too far."

International students are also aware of "radical voices ranting hate speech" against international students, as the community is increasingly blamed for the rental crisis in Australia.

Source: <https://www.abc.net.au/news/2023-05-19/international-students-migrant-housing-crisis-living-costs/102355508>

# Post-COVID Challenges

- Lowering the age eligibility to 35 for Graduate Visa - encourage "early career professionals who can contribute to the Australian economy over a longer period" (a spokesperson for the Department of Home Affairs)



"I am devastated...as international students we paid the same fee [as younger students], studied what Australia needs, but can't access the visa [like younger students]."

"I don't know why this is not age discrimination."

- Kenneth Chen

Source: <https://www.abc.net.au/news/2023-12-15/graduate-work-visa-age-limit-change/103224544>



# Implications

## Universities:

- Enhance pre-arrival orientation programs to better prepare students not only for the cultural and academic shift, but also for the lifestyle changes they will experience.
- Provide trustworthy and actionable information on secure housing options, along with guidance for choosing safe living arrangements.
- Include safety orientation sessions as part of the induction program for international students. These sessions should inform students about local laws, personal safety practices, emergency services, contact numbers, and resources for reporting incidents.
- Implement and strictly enforce a zero-tolerance policy against racism and discrimination. This policy should be communicated to all students, faculty, and staff with outlined consequences for violations.
- Organise some group excursions to local points of interest for first-year international students can serve as an excellent initiative to help them connect.

# Implications

## Chinese International Students should

- Keep learning English and increasing their cultural awareness, which has the potential to increase their confidence while communicating with others as well as increase their sense of belongingness.
- Be encouraged to report any incidents of racism or discrimination they experience or witness to designated university authorities or support services. This step is crucial for creating an inclusive and supportive educational environment.
- Be open to learning and adapting to new methods of study and instruction that may differ from what they are used to in their home country.
- Take advantage of counselling services, academic support, and health and wellness programs offered by the university.
- Cultivate self-reliance prior to leaving their home country – e.g., acquiring basic cooking skills, learning to drive, and managing finances are essential competencies that can significantly ease the transition to living abroad and foster independence.

# Support Programs for International Students in Australia

- Many Australian universities have established dedicated support services for international students, including counselling and mental health services, academic support, and social integration programs
  - UWA UniMentor Program; UNSW Cultural Mentor Program; The Melbourne Peer Mentor Program.
  - The Living Room of UWA; Melbourne University Student Health and Wellbeing Digital Hub
  - UWA English café; UNSW Language Exchange Program; English Conversation Club
- Some organisations such as StudyPerth (in WA) have aimed to address broader issues faced by international students, including
  - Accommodation
  - Employment
  - Legal rights



# Why it's important and necessary to evaluate the effectiveness of support programs for international students?

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- It ensures that these programs meet the diverse and evolving needs of international students from different cultural backgrounds, particularly in areas like academic support, mental health, and social integration.
- It helps in identifying gaps in services and areas needing improvement.
- It aids universities and policymakers in making informed decisions about resource allocation and program development.
- It contributes to enhancing the overall experience and success of international students in Australia, which is crucial for maintaining Australia's reputation as a favourable destination for international education.

# Call for Program Evaluation

- As we contemplate the various support programs designed for international students in Australia, one critical aspect stands out: the importance of evaluating the effectiveness of these programs
- Continuous assessment is not just a procedural necessity; it's a vital component in ensuring that these initiatives truly meet the needs of the students they aim to serve
- Evaluation should not be a one-off exercise but an ongoing process

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Thank you!  
Q & A



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