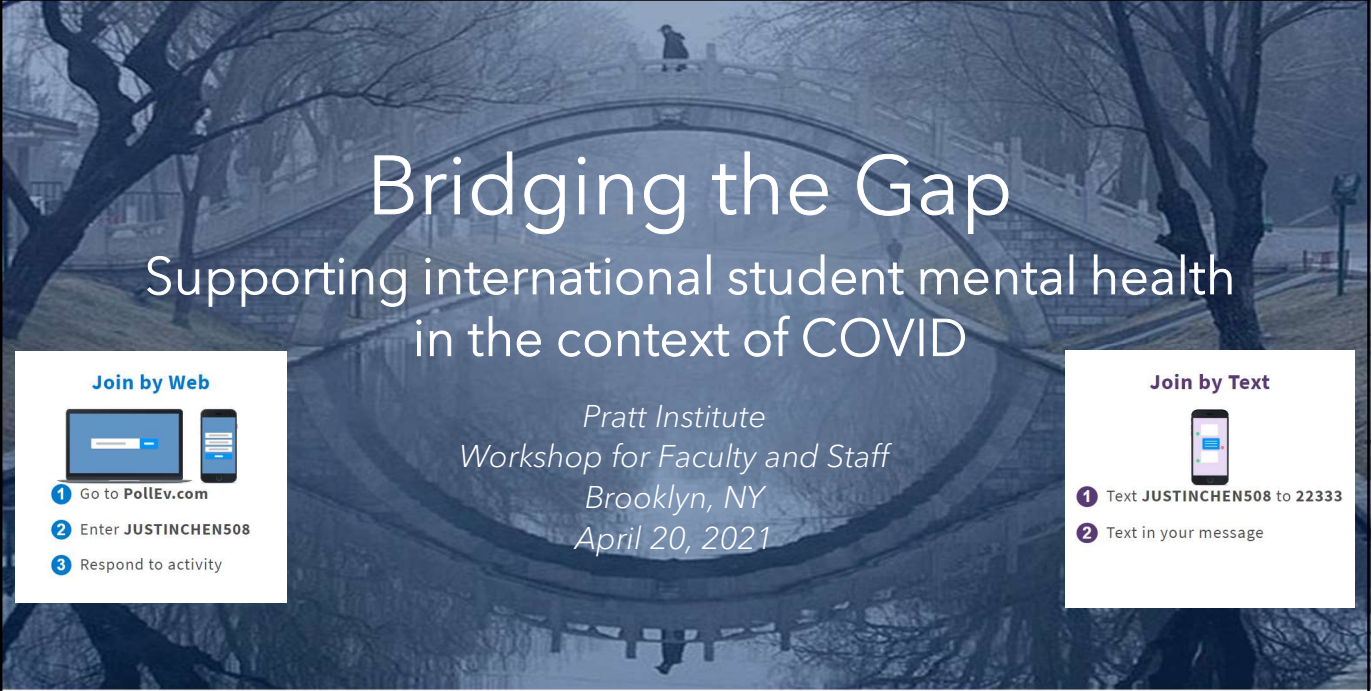




Bridging the Gap

Supporting international student mental health in the context of COVID

*Pratt Institute
Workshop for Faculty and Staff
Brooklyn, NY
April 20, 2021*

Join by Web



- 1 Go to **PollEv.com**
- 2 Enter **JUSTINCHEN508**
- 3 Respond to activity

Join by Text



- 1 Text **JUSTINCHEN508** to **22333**
- 2 Text in your message

Justin A. Chen, MD, MPH



MASSACHUSETTS
GENERAL HOSPITAL



HARVARD
MEDICAL SCHOOL



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Cross-Cultural Student
Emotional Wellness

1

Taking a moment to pause

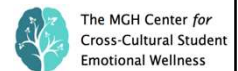


https://www.youtube.com/watch?v=lqWQCWc_zCc

2

Financial disclosures

- ❖ I am the Executive Director and Co-Founder of the MGH Center for Cross-Cultural Student Emotional Wellness, a volunteer-operated nonprofit organization (unpaid position)
- ❖ I do not have any other relevant commercial interests, financial relationships, or conflicts of interest to disclose

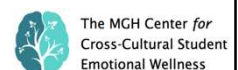


3

Disclaimers

- ❖ Asia is the largest continent on earth, comprising nearly 50 countries and languages
- ❖ Culture and identity are multidimensional
- ❖ Many layers—parental factors, degree of acculturation, socioeconomic status, religion, etc.
- ❖ Problems are global, but solutions will be local

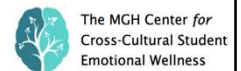
**THERE IS NO SUCH THING
AS A SINGLE-ISSUE
STRUGGLE BECAUSE
WE DO NOT LIVE
SINGLE-ISSUE LIVES.
- AUDRE LORDE**



4

Agenda

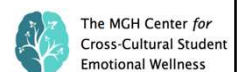
1. Culture and mental health
2. Mental health experiences of Chinese international students
3. Challenges during COVID-19
4. Strategies for addressing international student mental health



5

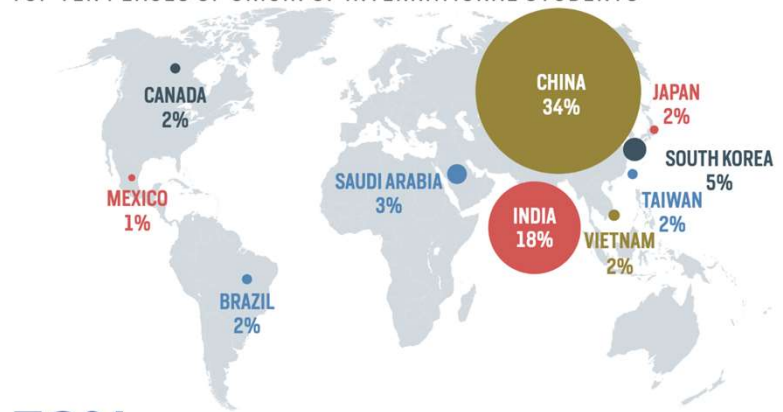
Agenda

1. Culture and mental health
2. Mental health experiences of Chinese international students
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TOP TEN PLACES OF ORIGIN OF INTERNATIONAL STUDENTS



52% of international students come from China and India.

Institute of International Education, Places of Origin fact sheets 2019.



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What is culture?

"Culture eats strategy for breakfast."

- Peter Drucker



"Whoever discovered water, it certainly wasn't a fish."

- Marshall McLuhan



"Never look for a psychological explanation unless every effort to find a cultural one has been exhausted."

- Margaret Mead



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8

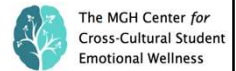
Poll #1: Your cultures?

Go to www.pollev.com and enter **justinchen508**

Or text **justinchen508** to **22333**

What cultures do you belong to? (Please use single words, or hyphenated words, e.g. "Muslim" or "Afro-Caribbean.")

You can submit as many responses as you like.



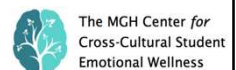
9

Poll #2: Cross-cultural challenges

Go to www.pollev.com and enter **justinchen508**

Or text **justinchen508** to **22333**

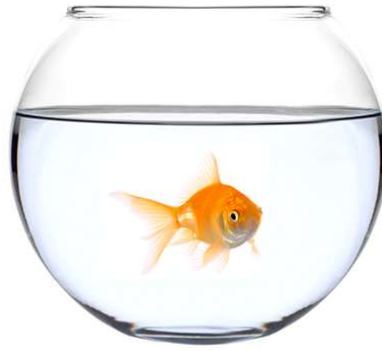
**When you think about working cross-culturally with students,
what are the main challenges that come to mind?
(multiple responses okay)**



10

Why are cross-cultural clashes difficult?

Cultural “rules” are more like unwritten assumptions



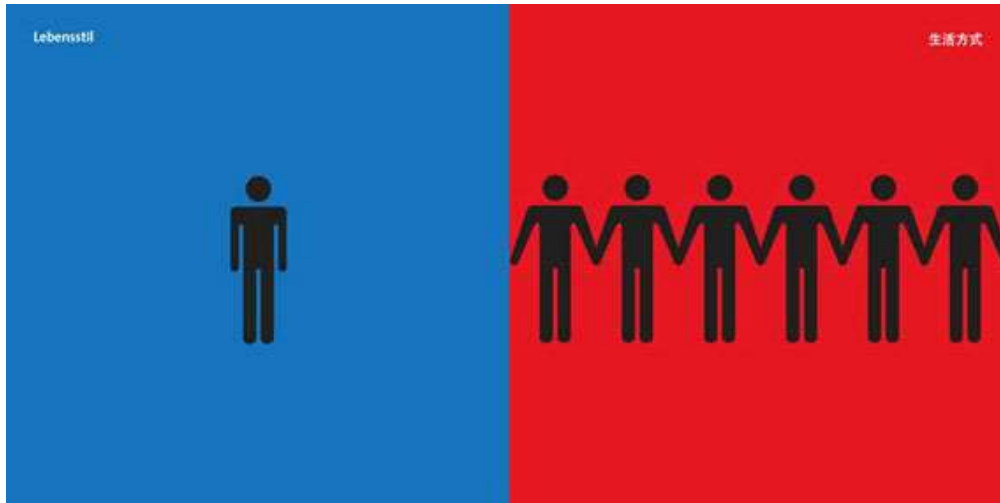
11



<https://www.youtube.com/watch?v=X6kWyqgR0L8>

12

Lifestyle



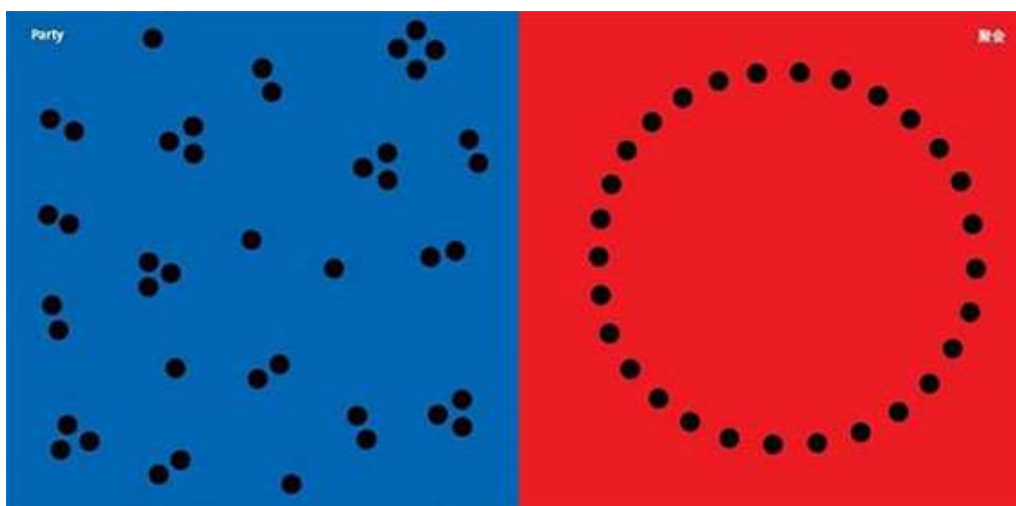
Images by Yang Liu



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13

Party



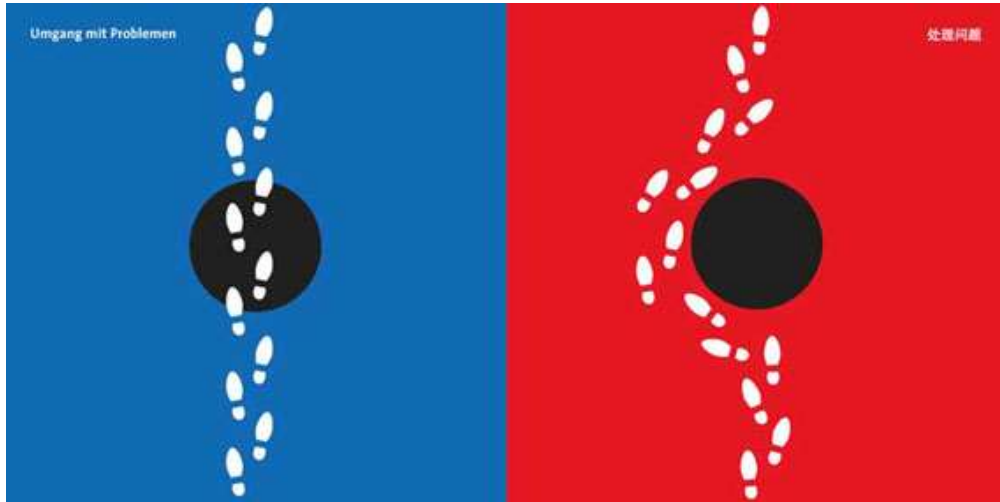
Images by Yang Liu



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Dealing with problems



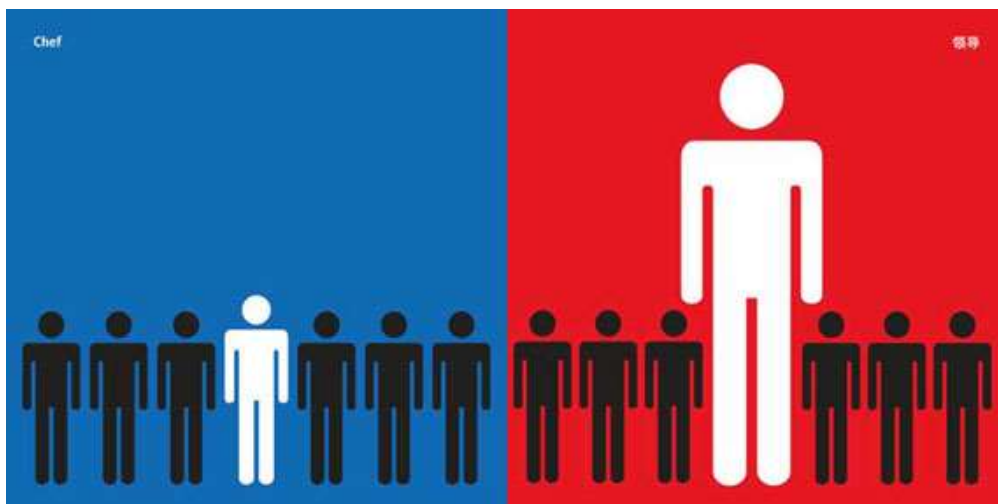
Images by Yang Liu



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The boss (or teacher)



Images by Yang Liu

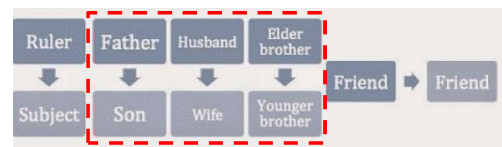


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Emotional Wellness

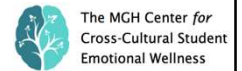
16

Traditional Asian family hierarchy

"In the traditional Asian family, parents define the law and the children are expected to abide by their requests and demands; filial piety or respect for one's parents and elders is critically important."



Carteret M. "Cultural Values of Asian Patients and Families" (2011).



17

Culture in the classroom: Kindergarten



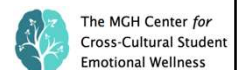
Reading time in Michelle Deloach's first grade class at Mayport Elementary School.
Credit: Cyl Houlkison / WJCT

U.S.



Japan

Adapted with permission from Cynthia Tang, EdM



18

Culture in the classroom: High school

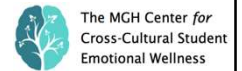


China



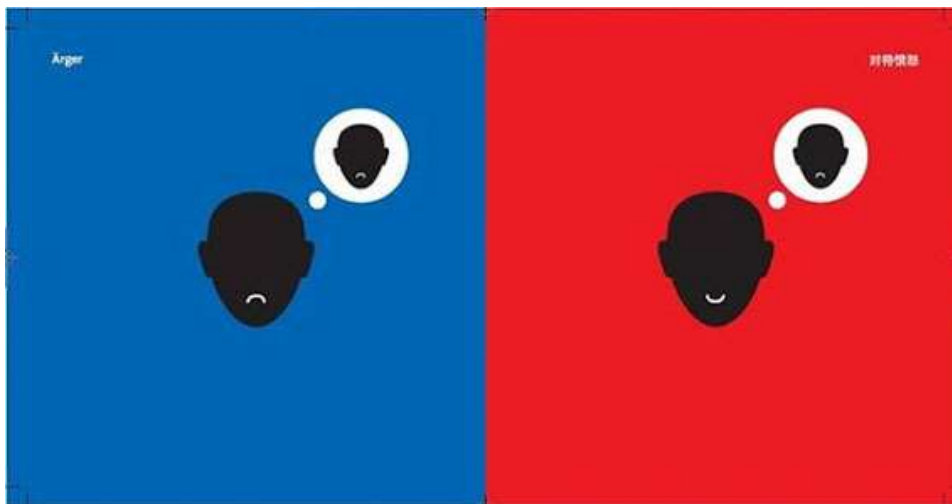
U.S.

Adapted with permission from Cynthia Tang, EdM

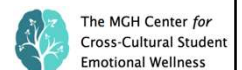


19

Expressing emotions



Images by Yang Liu



20

Cultural differences in communication

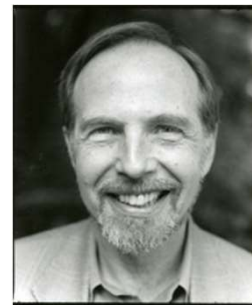
- ❖ *The superior man is modest in his speech, but excels in his action.*
君子欲訥於言而敏於行
- ❖ *Fine words and an insinuating appearance are seldom associated with true virtue.*
巧言令色、鮮矣仁



Culture and mental illness

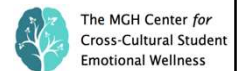
Psychiatry must learn from anthropology that culture does considerably more than shape illness as an experience, it shapes the very way we conceive of illness.

– Arthur Kleinman, 1977



Agenda

1. Culture and mental health
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3. Challenges during COVID-19
4. Strategies for addressing international student mental health



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The New York Times

Opinion | CONTRIBUTING OP-ED WRITER

Chinese, Studying in America, and Struggling

[查看简体中文版](#) [查看繁体中文版](#)

By HELEN GAO DEC. 12, 2017



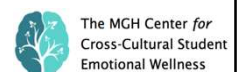
Matt Chase



26岁中国留学生斯坦福大学自杀身亡：天之骄子背后的压力究竟有多可怕？

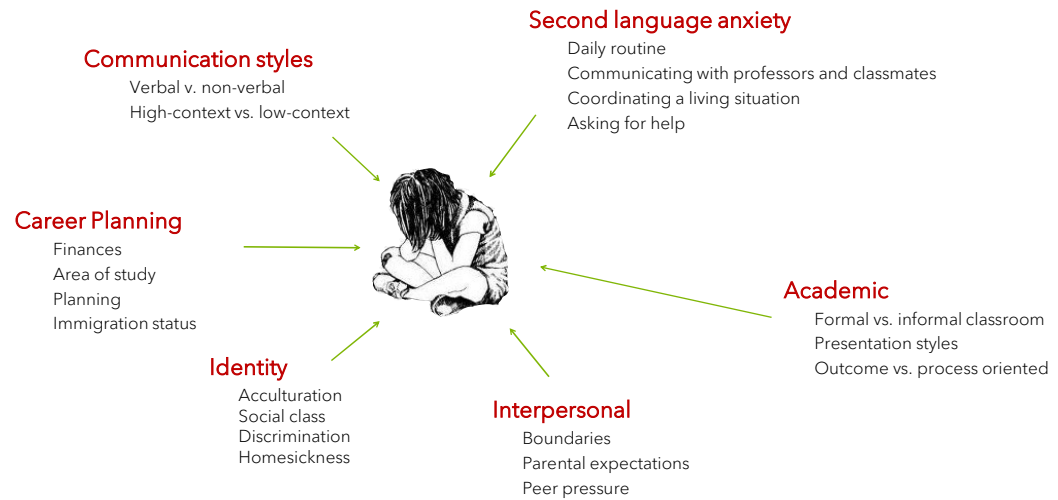
北美学霸君
02-20 21:13

最近铺天盖地“学术不端”事情闹得沸沸扬扬，与此同时，博士所面临的压力也逐渐被大众所知晓——写论文做实验，整日愁得掉头发...就在2月11日，斯坦福一名材料科学与工程系的博士用自杀告别了这个世界，根据警方确认其为26岁的中国留学生。我们只看到了表面的光鲜亮丽，殊不知他们背后经历了多少无助与痛苦...学霸君真心希望无论是申请党还是已经在国外就读的留学生都要关注自己的心理健康，学霸君理解你们的压力，希望你们可以照顾好自己。



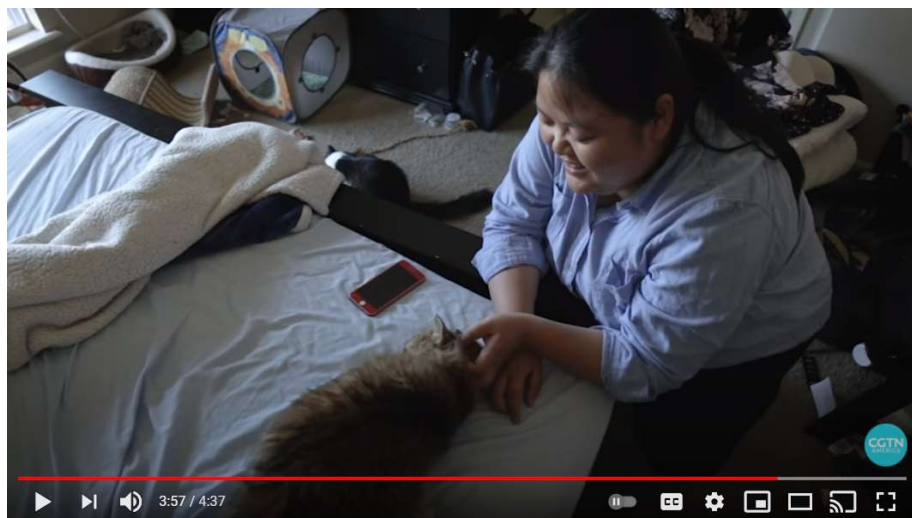
24

Common stressors



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Common stressors



<https://www.youtube.com/watch?v=F8TSBogMYqY>

26

A range of motivations for study-abroad

- ❖ Status and success
- ❖ Struggle within the Chinese educational system
- ❖ Compensation syndrome
- ❖ Sending away marital problems



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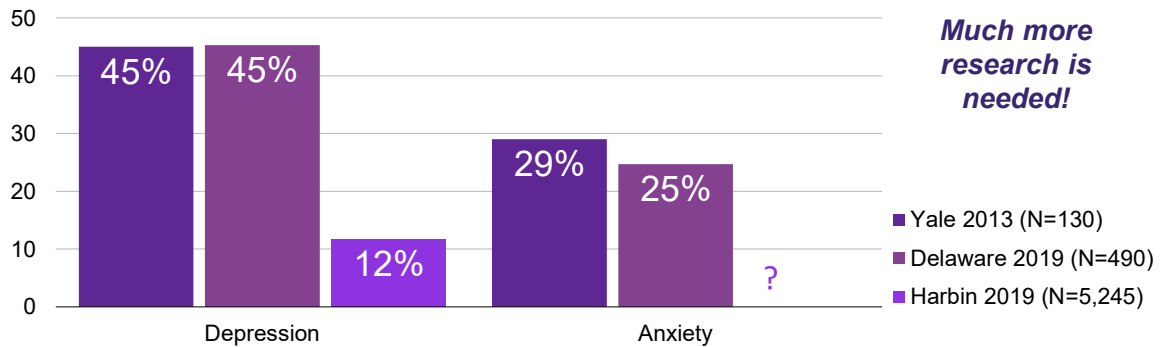
Students' perspective

- ❖ Regret or resent studying abroad
- ❖ Feel left behind by parents
- ❖ Apathy toward family bonds
- ❖ Perceive parents as clueless, unsupportive, or intrusive
- ❖ The money issue
- ❖ Lonely, isolated, bored

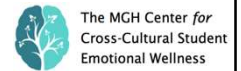


28

Elevated distress in Chinese students



Han X, Han X, Luo Q, Jacobs S, Jean-Baptiste M. J Am Coll Health. 2013;61:1-8.
 Chen L, Wang L, Qiu XH, et al. PLoS One. 2013;8.
 Shadowen NL, Williamson AA, Guerra NG, Ammigan R, Drexler ML. J International Students. 2019;9(1):129-148.



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International Student Mental Health Prior to COVID-19

Table 2. International student status correlates of mental health diagnoses and symptoms of ACHA-NCHA IIC, Spring 2017.

	International	
	OR	95% CI
Mental health diagnoses		
Depression diagnosis	0.84	0.66–1.06
Anxiety diagnosis	0.47***	0.38–0.58
Depression and anxiety diagnosis	0.58***	0.50–0.67
Other diagnosis	0.72**	0.59–0.87
Mental health symptoms		
Ever felt so depressed that it was difficult to function	1.10*	1.01–1.19
Ever felt overwhelming anxiety	0.69***	0.63–0.74
Ever intentionally cut, burned, bruised, or otherwise injured yourself	0.96	0.83–1.12
Ever seriously considered suicide	0.83**	0.72–0.95
Ever attempted suicide	1.37*	1.04–1.82

* $p < .05$, ** $p < .01$, *** $p < .001$.



Tat Shing Yeung, PhD

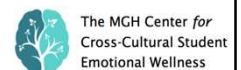


Hyeouk "Chris" Hahm, PhD



Cindy H. Liu, PhD

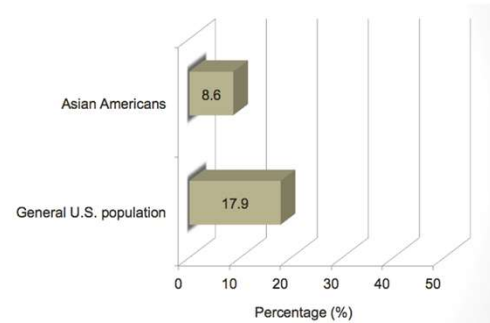
Yeung TS et al. J Am Coll Health (2021)



30

Mental health disparities

- ❖ First- and second-generation Asian Americans, including international students, **much less likely to seek mental health treatment** compared to the general population
- ❖ More likely to rate psychiatric services as **unhelpful**



Use of Mental Health—Related Services Among Immigrant and US-Born Asian Americans: Results From the National Latino and Asian American Study

Jennifer Abe-Kim, PhD, David T. Takeuchi, PhD, Seunghye Hong, MA, Nolan Zane, PhD, Stanley Sue, PhD, Michael S. Spencer, PhD, Hoa Appel, PhD, Ethel Nicdao, PhD, and Margarita Alegria, PhD

Kohn et al.: Bulletin of the World Health Organization (2004)
Abe-Kim et al.: American Journal of Public Health (2007)
Lee et al.: Psychiatric Services (2011)



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Mental health disparities

- ❖ “Psychiatric illness affects all students, but students from minority groups appear to be particularly vulnerable to being left behind by mainstream providers of mental health support.”

Download Psychiatric Symptoms and Diagnoses Among U.S. College Students: A Comparison by Race and Ethnicity

Justin A. Chen, M.D., M.P.H., Courtney Stevens, Ph.D., Sylvia H. M. Wong, Ed.M., Cindy H. Liu, Ph.D.

Chen JA et al.: Psychiatric Services (2019)
Yeung TS et al.: J Am Coll Health (2021)



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Barriers to treatment



Structural

- ❖ Cost, transportation, access
- ❖ Language mismatch
- ❖ Mental health interventions poorly adapted for diverse patients
- ❖ Provider/diagnostic/systemic bias

Cultural

- ❖ Belief that depression and anxiety are personal weaknesses rather than illnesses
- ❖ Emotional inhibition rather than expression
- ❖ Traditional role of psychiatry; low awareness of services
- ❖ Communication challenges in families
- ❖ Stigma/shame

Yeung A, Kung W. Psychiatric News. 2004; 21(1): 34-36.
Kim BSK, Omizo MM. Couns. Psychol. 2003; 31:343-46.

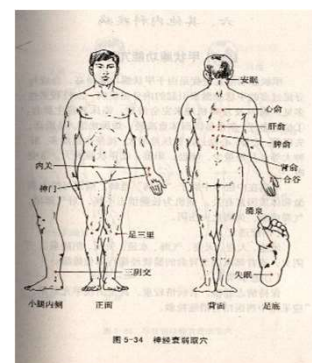


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Culture and mental health stigma

- ❖ Mental illness is highly stigmatized in Chinese culture (~ psychosis)
- ❖ Implications for marriage (social distance)
- ❖ "Neurasthenia" (神经衰弱)
- ❖ Emphasis on somatic rather than psychological symptoms



Cupping points for treating neurasthenia.

Kleinman A. Soc Sci Med. 1977; 11:3-10.
Chen JA, Hung GC, Parkin S, Fava M, Yeung AS. Asian J Psychiatry. 2015 Feb;13:16-22.
Yang LH, Kleinman A. Soc Sci Med. 2008 Aug;67(3):398-408.



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Common mental health myths



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Agenda

1. Culture and mental health
2. Mental health experiences of Chinese international students
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Educational logistics

- ❖ Return to home country or stay in US?
- ❖ Travel bans and flight cancellations
- ❖ Quarantine in home country—fear of infection, stigma, cost
- ❖ Visa appointment cancellations
- ❖ Abrupt changes in immigration policies
- ❖ Closure of testing centers for TOEFL, IELTS, GRE/GMAT
- ❖ Must be in US to apply for OPT

USA TODAY BREAKING NEWS: Johnson & Johnson requests FDA authorization for its em

EDUCATION

College student visa: Trump admin bars new foreign students taking online classes in US

Chris Quintana USA TODAY
Published 6:29 pm ET, Jul 28, 2020 | Updated 9:10 a.m. ET Jul 28, 2020



Cheng R. The COVID-19 Crisis and International Students. Inside Higher Ed. March 19, 2020.

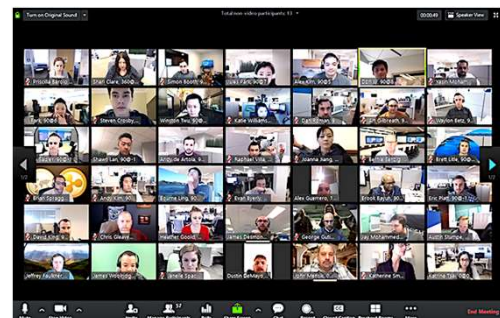


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Learning environment

- ❖ Shift to online learning
- ❖ Quiet place to study?
- ❖ Lack of privacy—mental health concerns
- ❖ Challenging family dynamics
- ❖ Time zones (College Board)
- ❖ Is this worth the price of admission?
- ❖ In China: “云上课” (cloud class), “云留学” (cloud study abroad), “云毕业” (cloud graduation).



Cheng R. The COVID-19 Crisis and International Students. Inside Higher Ed. March 19, 2020.



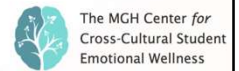
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Student experience #1

"I've moved out of home and relocated to a different city. I rented an apartment with some friends who are also taking online classes. We've basically adopted the US time zone, going to bed around 8 am, waking up in the afternoon, and attending online classes after that. I have a group of friends all doing 'cloud' classes. We stay connected using WeChat."

Adapted with permission from Weiyang Xie, PhD

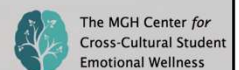


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Student experience #2

"I have an internship from 9am-5pm. I start my online classes at 9pm. A lot of my assignments are due around 5am so I end up doing assignments after midnight. I don't think I get enough sleep because I need to get up for internship in the morning. I try to take naps during lunch time. "

Adapted with permission from Weiyang Xie, PhD



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Woman wearing face mask attacked in possible coronavirus case

'NO CHINESE ALLOWED' Coronavirus fuels racist backlash with calls to 'nuke' China and shops banning Chinese customers over killer bug

Politicians' Use of 'Wuhan Virus' Starts a Debate Health Experts Wanted to

'Ching chong! You have Chinese virus!': 1 in 4 Asian American youths experience racist bullying, report says

Doctors and nurses at Me hospital racially abused o coronavirus panic

Assaulted in virus

in 2020

As an Asian-American, I've been conditioned to a certain kind of unspoken racism. This pandemic has unmasked how vicious it really is.

the term to rmation, a ich for The

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9/17/20 Report: Rising Racism Against Asian-American & Pacific Islander (AAPI) Youth

341 of 2500 self-reported hate incidents involved AAPI youth nationally (16%)

- 24 (7%) involved physical assault
- Although adults were present in 48% of the cases, bystanders intervened in only 10%

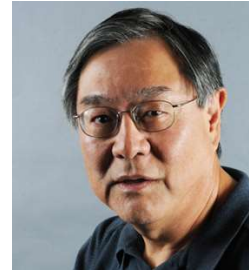
// The constant feeling that I must have a heightened awareness of my surroundings whenever my family and I go outside made me feel vulnerable. **//**

– Cassie Eng, Youth Campaign intern

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"I think people are acting out their frustrations and their racism and their stereotypes and prejudices, [and] that the floodgates are lifted when situations like this arise."

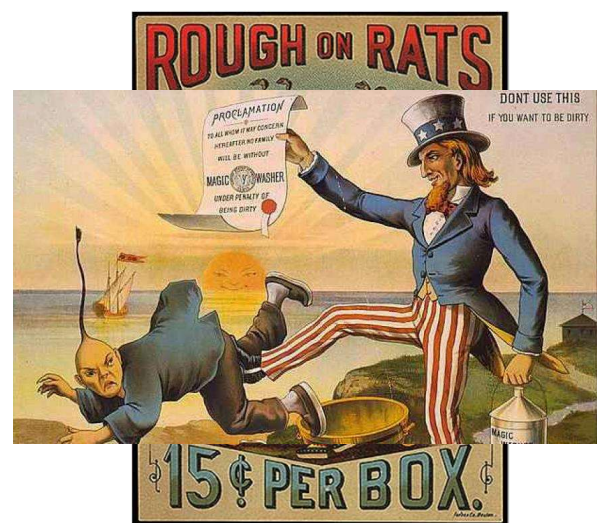
Dr. Paul Watanabe
 Professor of Political Science
 Director, Institute for Asian American Studies
 University of Massachusetts-Boston



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Long history of anti-Asian discrimination in US

- ❖ "Uncivilized, unclean, filthy beyond all conception." (New York Daily Tribune, 1854)
- ❖ Associated with vice and disease
- ❖ "Yellow Peril"
- ❖ Asian immigration restrictions:
 - Chinese Exclusion Act (1882)
 - Immigration Act (1917)
 - Johnson-Reed Act (1924)



Woolf C. Long before anxiety about Muslims, Americans feared the 'yellow peril' of Chinese immigration. 12/9/15. Retrieved from: <https://www.pri.org/stories/2015-12-09/long-anxiety-about-muslims-americans-feared-yellow-peril-chinese-immigration>
 Rough on Rats advertisement. Forbes Co. Boston. 1880s. Retrieved from <https://www.tolerance.org/classroom-resources/texts/rough-on-rats>

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COMMENTARY

Potential Impact of COVID-19–Related Racial Discrimination on the Health of Asian Americans

Anti-Asian discrimination and assaults have increased significantly during the Coronavirus disease 2019 (COVID-19) pandemic, contributing to a "secondary contagion" of racism. The United States has a long and well-documented history of both interpersonal and structural anti-Asian discrimination, and the current pandemic reinforces longstanding negative stereotypes of this rapidly growing minority group as the "Yellow Peril."

We provide a general overview of

Justin A. Chen, MD, MPH, Emily Zhang, MA and Cindy H. Liu, PhD

Coronavirus disease 2019 (COVID-19) has been accompanied by a dramatic increase in discrimination against Asian individuals worldwide, creating a form of socially mediated "secondary contagion." Asians of all ethnicities have been scapegoated, verbally attacked with racial slurs, crowded at, snar on,

encourages reporting COVID-19–related hate crimes to police. The New York City, New York, attorney general's office also launched a hotline to track these incidents.

Asian Americans comprise just 5.6% of the US population. However, they are the fastest-growing racial/ethnic group in

and experience of Asian Americans as a unified racial group.

Asians in this country share a long and well-documented history of discrimination and have been the frequent targets of both interpersonal and structural persecution. We define key terms, including "discrimination" and "racism," provide a general over-

Chen J et al. *Am J Public Health* 2020 Nov;110(11)

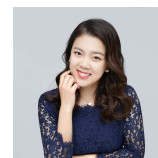
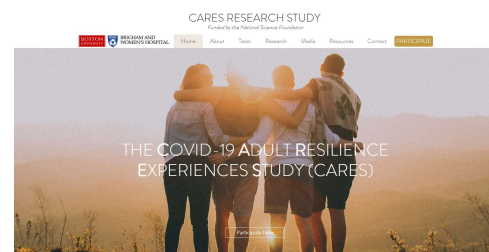


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Addressing COVID-related stressors

- ❖ Qualitative study of 22 students (11 countries, 17 institutions)
- ❖ Recruited from larger study of 1,300 young adults' experiences during the pandemic
- ❖ Thematic analysis revealed 4 main stressors



Xiaoqiao Zhang, PhD



Cindy H. Liu, PhD



Hyeouk "Chris" Hahm, PhD

Zhang et al. (unpublished data)



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Four major themes impacting mental health

Uncertainty and anxiety induced by decisions and policies in response to COVID-19

Fears regarding xenophobia

Limited understanding by educators and school staff of international students' unique challenges

Greater awareness of racial and cultural identity



Zhang X. Under peer review.



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Agenda

1. Culture and mental health
2. Mental health experiences of Chinese international students
3. Challenges during COVID-19
4. Strategies for addressing international student mental health



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You know more than you know!

- ❖ Basic counseling skills: Empathy, reflection, respect, confidentiality
- ❖ Dispel myths, normalize challenges, make connections with mental health/counseling office
- ❖ Identify mental health problems and help students connect to treatment



Adapted with permission from Patricia Burak, Syracuse University.



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Differences in clinical presentation

- ❖ May not acknowledge depressed mood
- ❖ Increased somatic complaints (disruption in sleep and appetite, stomachaches, headaches, dizziness)
- ❖ Avoidance, procrastination, academic decline (?)
- ❖ Cross-cultural bridge: "Stress" (压力)



Chen JA, Hung GC, Parkin S, Fava M, Yeung AS. Asian J Psychiatry. 2015 Feb;13:16-22.
Chen J et al. Psychiatr Serv December 2017. 68(12)

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Recognize that this is HARD

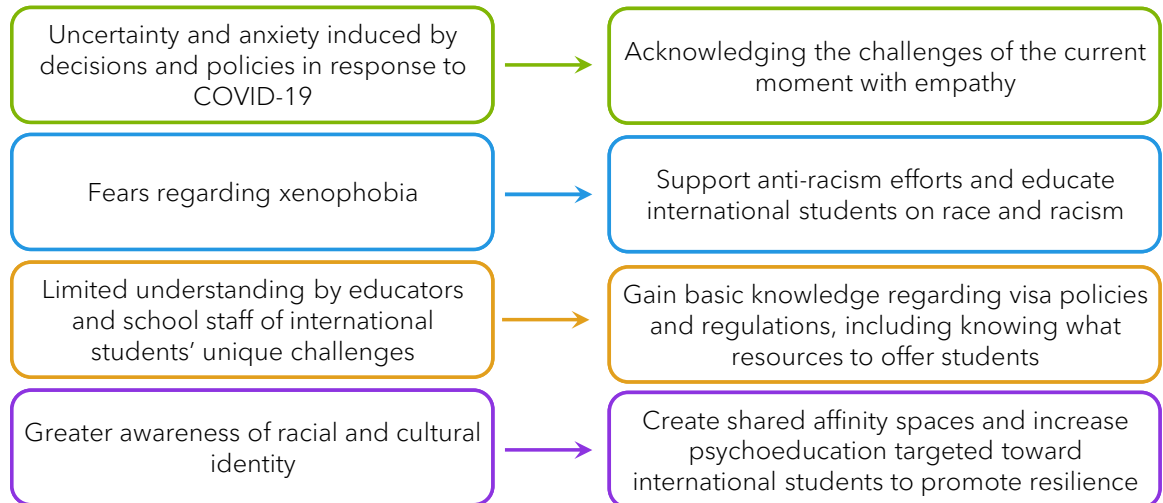
- ❖ All of us are adapting in real time
- ❖ No "one size fits all" solutions
- ❖ Need for greater supports at all levels
- ❖ Need for greater community and sharing of experiences and resources among institutions



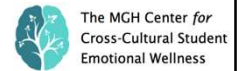
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Four major themes impacting mental health



Zhang X. Under peer review.



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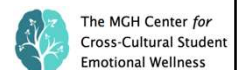
Opportunity in crisis?

- ❖ Engaging different/wider audiences (just like today)
- ❖ Learning more about students' home environments
- ❖ Engaging different learning styles
- ❖ Growing recognition of racial identity and shared nature of oppression

The New York Times

College Made Them Feel Equal. The Virus Exposed How Unequal Their Lives Are.

When they were all in the same dorms and eating the same dining hall food, the disparities in students' backgrounds weren't as clear as they are over video chat.



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CHINESE INTERNATIONAL STUDENTS' VIEWS ON RACISM

- 3 Ways Chinese International Students Develop Concepts of Racism
 - Formal School Education: DEIB classes or activities offered by the school
 - Informal Communication with Peers and Teachers
 - Personal Experience of Racism and Racial Inequality



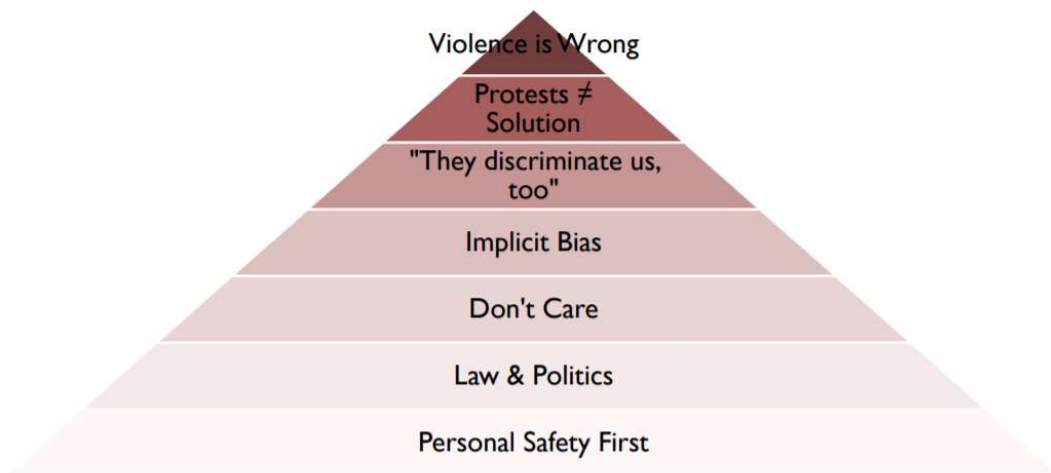
Adapted with permission from Yi Yang, PhD; WeChat official account Haizichuguohou / DrYiYang.com



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CHINESE INTERNATIONAL STUDENTS' ATTITUDES TOWARD THE BLM PROTESTS



Adapted with permission from Yi Yang, PhD; WeChat official account Haizichuguohou / DrYiYang.com

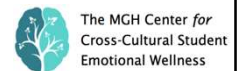
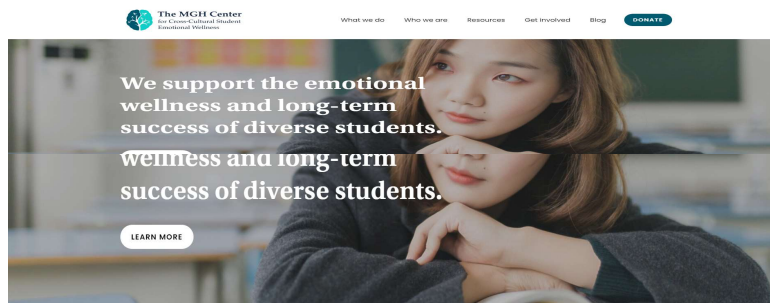


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About our Center

- ❖ Founded November 2014 by three Boston-area psychiatrists
- ❖ Increasing referrals of Chinese international students; informed by cross-cultural clinical work, public health, parenting, personal experiences
- ❖ Nonprofit, volunteer-operated, funded by services and donations



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Who we are

- ❖ Coalition of clinicians, educators, and researchers
- ❖ Diverse professional perspectives
- ❖ Primary focus on Asian American and international students, including East, South, and Southeast Asian

Executive Team



Justin A. Chen, MD, MPH
Executive Director & Co-Founder



Juliana Chen, MD
Associate Director



Cindy Liu, PhD
Director of Research

Directors



Jang Cho, MD
Director of Consortium Program



Yi Yang, PhD
Director of China Psychoeducation



Xiaopao Zhang, PhD
Director of International Outreach



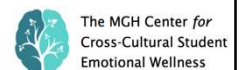
Sukhmani Bhat, MPH
Director of Community Outreach

Staff



Jianrong Liu, EdM

www.mghstudentwellness.org



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We create high-quality, evidence-based **resources and services** focused on mental health **education and prevention** for parents, students, educators, and clinicians. We also conduct **pioneering research** regarding the populations we serve. Finally, we facilitate access to **culturally sensitive care** for those who need it.



For students

Strengthen mental health for yourself and others.

[Learn more >](#)



For parents

Get information and tools to support your child.

[Learn more >](#)



For professionals

Engage with our Center's experts and resources.

[Learn more >](#)



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Focus #1: Education & Primary Prevention

We educate
students and
families



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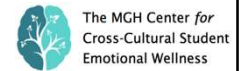
We educate the educators

Faculty Trainings

- ◆ Brandeis, University of New Hampshire, Wake Forest University, St. Mark's School, St. John's Prep, Worcester Academy, University of Calgary, Pratt Institute, etc.

Consortium

- ◆ Year-long, membership-based virtual community supporting international student mental health
- ◆ Core components
 - ✓ Monthly meetings with a brief, structured didactic curriculum
 - ✓ Case discussions
 - ✓ Online forum
 - ✓ Ancillary services for schools, students, parents
- Launched October 2018; now in second year



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We educate the community

DEPRESSION 우울증 - 아시아계 미주 학생들

우울증은 지속적인 슬픔을 동반하며 삶에 대한 흥미를 잃게 만드는 장애입니다. 우울증은 사람의 생각과 기분, 또한 행동까지 영향을 끼칠 수 있습니다.

청소년 (만 12-17 세) 9 가 우울증을 겪습니다

(청소년 전체의 1/3)

아시아계 미국인 고등학교와 대학생을 포함한 아시아계 청소년은 우울증과 불안 증상을 경험할 수 있습니다. 이는 학업이나 일상생활에 영향을 미칠 수 있습니다.

우울증의 증상과 징후들

- 정신적 증상
 - 우울감
 - 의욕저하
 - 모든 지능과 열등감 증가
 - 과도한 죄책감
 - 집중력 저하
 - 자살에 대한 반복적인 생각

아시아계 미국인 고등학교 18.9%가 자살 생각을 해본 적이 있습니다

아시아계 미국인 고등학교 10%가 자살을 시도한 적이 있습니다

아시아계 미국인 고등학교 10%가 자살을 시도한 적이 있습니다

DEPRESSION 亚裔美国学生中的抑郁问题

抑郁症是一种使人持续地感到难过或对事物失去兴趣的情绪障碍。抑郁症的症状会影响一个人如何感受、思想和行事。

抑郁症的影响大抵 12 岁青少年人口 (12-17)

(每 10 名青少年人口中就有 1 人患有抑郁症)

亚裔美国高中生和大学生比白人学生有更高的抑郁率。他们也更有可能感到绝望以及认真地考虑和尝试自杀。

抑郁症的征兆

- 持续的心情低落
- 参与活动的兴趣和热情减退
- 感到没有价值
- 过度的不适当的自责感
- 难以集中注意力
- 反复地想到死亡或自杀

18.9% 的亚裔美国高中生报告考虑过自杀

10% 的亚裔美国高中生报告尝试过自杀

DEPRESSION Among Asian American Students

Depression is a mood disorder that causes a persistent feeling of sadness and loss of interest. The symptoms of depression can affect how you feel, think, and behave.

Depression affects around 12.8% of adolescents (age 12-17) (1 in 8 adolescents)

Asian American high school and college students are more likely than White students to experience hopelessness and overwhelming anger. They are also more likely to have felt too depressed to function and to have seriously considered or attempted suicide.

SIGNS of Depression

- Emotional Symptoms
 - Depressed mood
 - Diminished interest or pleasure in activities
 - Feelings of worthlessness
 - Feelings of excessive or inappropriate guilt
 - Trouble thinking or concentrating

18.9% of Asian American high school students report considering suicide versus 15.5% of whites

10.8% of Asian American high school students report having attempted suicide versus 6.2% of whites

LIVE BETTER.

더 나은 삶.

Worcester Medical School

The MGH Center for Cross-Cultural Student Emotional Wellness

Worcester Academy

St. John's Prep

Pratt Institute

Shorelight Education

Shanghai American School

Victoria American Academy

Elite Scholars of China

The Thetford Academy

The Cambridge School of Weston

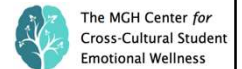
Lexington Public Schools

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Promoting the Success and Well-being of Asian and Asian American Students



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Let's Talk! Supporting Asian and Asian American Students Through COVID-19



The MGH Center for
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Webinar Series

Thank you for your interest in our webinar series, "Let's Talk! Supporting Asian and Asian American Students Through COVID-19." This series has been organized through a collaboration between the MGH Institute of Health Professions, the MGH Center for Cross-Cultural Emotional Student Wellness, and the Harvard Graduate School of Education **Let's Talk! Conference**.

Webinar #1: Anti-Asian Racism during the COVID-19 Pandemic

Webinar #2: Living Through a Pandemic: Understanding, Coping, and Finding Meaning

Webinar #3: Predictable Parenting for Unpredictable Times: Promoting the Success and Wellbeing of Asian and Asian-American Students through COVID-19

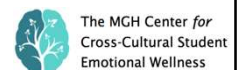
Webinar #4: The Challenges International Students Face During COVID-19 and How Parents Can Be Supportive (Mandarin session)

Webinar #5: Understanding and Supporting Asian International Students during COVID-19

Webinar #6: Asian American Parents: Understanding and Supporting LGBTQ+ Children

Webinar #7: Anti-Blackness and Racism in the Asian Community

Webinar #8: Asian Allyship with the Black Community



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The MGH Center for Cross-Cultural Student Emotional Wellness | HARVARD GRADUATE SCHOOL OF EDUCATION | MGH INSTITUTE OF HEALTH PROFESSIONS

ANTI-BLACKNESS AND RACISM IN THE ASIAN COMMUNITY

SAM HYUN
COMMISSIONER OF THE
ASIAN-AMERICAN COMMISSION OF MASSACHUSETTS

JOSEPHINE KIM, PH.D
LECTURER ON EDUCATION
HARVARD GRADUATE SCHOOL OF EDUCATION

AKRITI BHAMBI
CHIEF OF STAFF FOR MASS. STATE REPRESENTATIVE
MARJORIE C. DECKER

THURSDAY, JULY 23RD
8:00-9:30PM EDT
REGISTER AT: <https://tinyurl.com/y37ogj47>



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I would like to hear more discussion and experience sharing with regard to eduaction of our young chidlren who born / educated as Americans, on the topic of racism against asians. For example, my chidlren are fortunate enough to have not directly experienced their own racism moment yet, how to bring up this topic in a way that raise their awareness about the real world they live / will be living in, without causing unnecessary fear, anxiety and depression?

COVID-19 has dramatically impacted our Asian community

how are you and your children talking about racism?

Register for our free webinar:
Talking to Teens about Anti-Asian Discrimination in the Era of COVID-19: Guidance from Research and Practice



Join this special webinar and Q&A for parents to learn about the negative impacts of racism and discrimination on the mental health of our youth, the critical importance of parents supporting their children, and practical strategies for talking about anti-Asian discrimination at home.

Justin Chen, MD | **H. Chris Hahm, PhD** | **Cindy H. Liu, PhD**

Justin Chen, MD | **H. Chris Hahm, PhD** | **Cindy H. Liu, PhD**

Michelle Mu | **Catherine Vuky, PhD** | **Ellen Yang, MA**



Grant support provided by CHNA-17



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Resources for taking action

The MGH Center for Cross-Cultural Student Emotional Wellness

Who we are What we do

For Educators

Speaking Up Against Racism Around the Coronavirus (Learning for Justice)
Historical context and guide for educators for tackling discussions about bias and stereotypes in the classroom

RESPONDING TO HATE AND BIAS AT SCHOOL
A guide for addressing racism, sexism, and other forms of bias

Responding to Hate and Bias at School (Learning for Justice)
Guide for educators before, during, and after a crisis

For Therapists

MHA Mental Health America

What is Racial Trauma (Mental Health America)
And where does it come from: individual and system racism?

Uncovering the Trauma of Racism: New Tools for Clinicians (Psychology Today)
Diagnosing and treating racial trauma

Ethnic and Racial Identity and the Therapeutic Alliance (Psychology Today)
Learn why a racial match might not always be a good idea

How Well-Meaning Therapists Commit Racism (Psychology Today)
Examples of microaggressions by therapists

How to Talk About Race With Your Therapy Clients (Psychology Today)
Tips and strategies for engaging with clients through a more culturally-informed lens

Assessing Clinical Trauma (Laboratory for Culture and Mental Health Disparities, CMHD)
Scales and measures used for clinical assessment of racial trauma

www.mghstudentwellness.org/racism

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Focus #2: Research

Novel research informs creation of innovative tools and resources

CALL FOR PARTICIPANTS!
Purpose: The purpose of this study is to understand the current experiences of Chinese international students during the turmoil of the COVID-19 pandemic and the U.S. presidential election.
A chance to win:
• 1st prize: one Nintendo Switch
• 2nd prize: one set of Anime Kanoodle

Project ALICE

ALICE stands for Acculturation, Loneliness, Identity, Community/Social support, and Emotional Wellbeing of Chinese International Students. The purpose of this study is to understand the current experiences of Chinese international students during the turmoil of the COVID-19 pandemic and the U.S. presidential election.

CARES RESEARCH STUDY
THE COVID-19 ADULT RESILIENCE EXPERIENCES STUDY (CARES)

The goal of the *COVID-19 Adult Resilience Experiences Study (CARES)* is to understand the physical and emotional well being of **young adults** during the COVID-19 pandemic. We are currently enrolling a cohort of 2,000 young adults in the United States to participate in our research study funded by the National Science Foundation.

Project PRAISE

The goal of *Pandemic Resilience in Asian Immigrants: Study of Experiences (PRAISE)* is to learn more about the experiences of **Asian immigrant parents** during the COVID-19 pandemic. Through online surveys, we hope to learn more about family experiences, parenting, stress, social support, and resilience during this difficult time.

WELCOME
Pandemic Resilience in Asian Immigrants: Study of Experiences (PRAISE) Study
The goal of our research study is to learn more about the experiences of Asian immigrant parents during the COVID-19 pandemic.

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Psychiatric Symptoms and Diagnoses Among U.S. College Students: A Comparison by Race and Ethnicity

Justin A. Chen, M.D., M.P.H., Courtney Stevens, Ph.D., Sylvia H. M. Wong, Ed.M., Cindy H. Liu, Ph.D.

Objective: The mental health challenges of college students are a critical public health concern, and they may be exacerbated among racial and ethnic minority groups. Unfortunately, there is a lack of recent large-scale research on this topic. This study provides an update on the mental health experiences of U.S. college students from minority backgrounds.

lower rates of psychiatric diagnoses compared with whites, students who identified as multiracial (N=7,473) or Asian/Pacific Islander (N=1,160) were more likely to endorse having felt hopeless, so depressed that it was difficult to function, or overwhelmed by anger and were more likely to have considered or attempted suicide. Compared with whites,

The SWEET Life: Improving Engagement and Emotional Clinical Populations

The increasing diversity of the challenge for mental health clinicians every aspect of psychiatric care: profound influence on illness behavior, and stigma. Disparities in service utilization and outcomes disproportionately affect individual Caucasian, English-speaking, native-born students from China, South Korea, and other Asian countries.

We have seen cultural issues in students from China, South Korea, and other Asian countries. The emotional distress and stigma toward mental illness that many of these students encounter during their education can bewilder providers who often feel ill-equipped to effectively manage these problems cross-culturally.

Chen JA et al. *JAACAP* November 2015, 54(11)
Chen JA et al. *Psychiatr Serv* December 2017, 68(12)
Chen JA et al. *Psychiatr Serv* June 2019, 70(6)
Liu CH et al. *J Am Coll Health* Oct 2020
Chen JA et al. *Am J Public Health* 2020 Nov;110(11)
Yeung TS et al. *J Am Coll Health* 2020

Potential Impact of COVID-19-Related Racial Discrimination on the Health of Asian Americans

Anti-Asian discrimination and assault have increased significantly during the Coronavirus disease 2019 (COVID-19) pandemic, contributing to a "secondary contagion" of racism. The United States has a long and well-documented history of both interpersonal and structural anti-Asian discrimination, and the current pandemic reinforces longstanding negative stereotypes of this rapidly growing minority group as the "yellow peril."

Justin A. Chen, MD, MPH, Emily Zhang, MA and Cindy H. Liu, PhD

Coronavirus disease 2019 (COVID-19) has been accompanied by a dramatic increase in discrimination against Asian individuals worldwide, creating a form of socially mediated "secondary contagion." Asians of all ages and ethnicities are being targeted by hate crimes and discrimination. Asian Americans comprise just 5.6% of the U.S. population.

encompassing reporting COVID-19-related hate crimes to police. The New York City, New York, attorney general's office also launched a hotline to track these incidents. Asian Americans comprise just 5.6% of the U.S. population.

JOURNAL OF AMERICAN COLLEGE HEALTH
<https://doi.org/10.1080/0744801.2020.1803882>

COMMENTARY

Priorities for addressing the impact of the COVID-19 pandemic on college student mental health

Cindy H. Liu, PhD^a, Stephanie Pinder-Amaker, PhD^b, Hyeouk "Chris" Hahn, PhD^c, and Justin A. Chen, MD, MPH^d

^aDepartment of Population Medicine and Psychiatry, Brigham and Women's Hospital, Harvard Medical School, Boston, Massachusetts, USA; ^bHarvard Medical School, Belmont, Massachusetts, USA; ^cSchool of Social Work, Boston Department of Psychiatry, Massachusetts General Hospital, Harvard Medical School, Boston, Massachusetts, USA; ^dDepartment of Psychiatry, Massachusetts General Hospital, Harvard Medical School, Boston, Massachusetts, USA

MAJOR ARTICLE

Prevalence and correlates of mental health symptoms and disorders among US international college students

Tat Shing Yeung, CAGS, MA^a, Sunah Hyun, PhD^b, Emily Zhang, MA^b, Fifi Wong, BA^b, Courtney Stevens, PhD^c, Cindy H. Liu, PhD^d, and Justin A. Chen, MD, MPH^d

^aDepartment of Applied Psychology, Northeastern University, Boston, Massachusetts, USA; ^bBrigham and Women's Hospital, Harvard Medical School, Boston, Massachusetts, USA; ^cDepartment of Psychology, Willamette University, Salem, Oregon, USA; ^dMassachusetts General Hospital, Harvard Medical School, Boston, Massachusetts, USA

ABSTRACT

Objective: This study assessed the prevalence and correlates of mental health (MH) symptoms and disorders in international college students in the United States. **Participants:** The sample included 44,851 degree-seeking undergraduate students (42,428 domestic students and 2,423 international students). **Methods:** Logistic regression analyses were conducted using international

ARTICLE HISTORY

Received 20 May 2020
Revised 14 October 2020
Accepted 13 December 2020



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Thank you!



www.mghstudentwellness.org
[/mghstudentwellness](https://www.facebook.com/mghstudentwellness)
info@mghstudentwellness.org

Please follow us online, and contact me to get involved!
Justin Chen: chen.justin@mgh.harvard.edu



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