

Introduction

- Chinese international students experience a number of challenges that may influence mental health. Some of the challenges include discrimination, help-seeking stigma and acculturative stress (Han et al., 2013; Li, 2016; Wei et al., 2015).
- Despite higher endorsement of psychological distress compared to US-born college students, the coping strategies used by Chinese international students are limited due to multiple factors including underutilization of counseling resources (Cheung et al., 2011).
- Few studies have examined the influence of coping styles on the relation between discrimination and the psychological distress of Chinese international students who are studying abroad in the U.S. which this study investigates. The hypotheses include:
 1. Acculturation will be inversely related with student stress and psychological distress.
 2. Perceived discrimination will be positively related with student specific stress and psychological distress.
 3. The relation between discrimination and psychological distress and discrimination and student specific stress will be moderated by problem solving coping.

Method

Sample: 61 self-identified Chinese international students who studied abroad in the US & are over 18 years of age. The majority of participants were female (67%).

Measures:

- Demographic Questions (e.g., Age, Gender, level of study)
- Depression, Anxiety, and Stress Scales (DASS; Lovibond & Lovibond, 1995).
- Perceived Ethnic Discrimination Questionnaire (PEDQ- CV; Brondolo et al., 2005)
- Suinn-Lew Asian Self Identity Acculturation - Modified (Suinn et al., 1992)
- College Students Stress Scale - Modified (Feldt, 2008)
- Coping Strategy Indicator (Desmond et al., 2006)

Procedures: IRB approved, Online survey (Qualtrics), Purposive and snowball sampling

Results

Hypothesis 1: Not Supported.

Acculturation level was not related to college student stress or psychological distress.

Hypothesis 2: Supported.

Perceived discrimination was significantly related to college student stress and psychological distress.

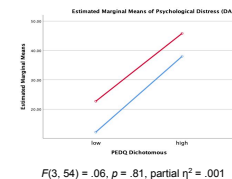
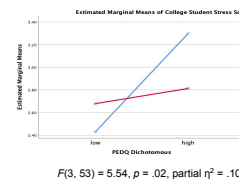
Hypothesis 3: Partially Supported.

Problem solving coping moderated the relation between perceived discrimination and student stress but not psychological distress.

Correlations

	1	2	3	4	5
1. Psych Distress	-				
2. Student Stress	.436**	-			
3. Problem Solving	.344*	.095	-		
4. Acculturation	-.068	-.035	-.269*	-	
5. Discrimination	.587**	.494**	.337*	-.036	-

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



Discussion

- College student stress and perceived discrimination are detrimental to wellbeing. Problem solving is a beneficial coping resource if students have access to information and resources.
- Colleges can support Chinese international students by advertising available resources (for problem solving) and by educating the campus about inclusivity and nondiscrimination. However, problem solving is insufficient when stress escalates to psychological distress.
- College stress related to Covid-19 involved concerns about Americans' attitude towards Chinese international students and travel bans. Feeling excluded due to the manner of one's dress, ethnicity, language, or simply having been ignored or not paid attention to were the discrimination experiences most commonly endorsed.
- **Limitations:** Small sample size, Sampling bias, Differential Covid-19 impact during recruitment.

References

Han, X., Han, X., Luo, Q., Jacobs, S., & Jean-Baptiste, M. (2013). Report of a mental health survey among chinese international students at yale university. *Journal of American College Health, 61*(1), 1-8.
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 Li, Z. (2017). Chinese international students attending American universities: How can we help you? A qualitative study on Chinese international students' acculturation experiences (Publication No. 10134108) [Doctoral dissertation, Brigham Young University]) BYU Scholars Archive. <http://hdl.lib.byu.edu/1877/etd8495>

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