Counselor Education Master's Theses   Counselor Education

2007

The Utilization of Counseling by the International Student Population on U.S. College and University Campuses.

Damien G. Tilliman
The College at Brockport

Follow this and additional works at: https://digitalcommons.brockport.edu/edc_theses

Part of the Student Counseling and Personnel Services Commons

Repository Citation

Running head: THE UTILIZATION OF COUNSELING

The Utilization of Counseling by the International Student Population on U.S. College

and University Campuses.

Damien G.Tilliman

State University of New York College at Brockport

Acknowledgements

I would like to thank my co-workers, Pam, Tracy, Marcia, Lindsey and Blake. You have offered unlimited support during this, often hectic, time. I would like to thank everyone at the RIT counseling center. You have made this study and my growth as a counselor possible. I would like to thank Dr. Tom Hernandez, my professor and advisor, for your genuine care, encouragement and support. I would like to acknowledge and thank my Supervisor, Dr. Jaya Save-Mundra. Your understanding and unbelievable support has helped me grow as a professional and as a person.

I dedicate this thesis to my Mom, Cassandra Tilliman. Your immeasurable love and support has shaped my life in every way. Thank you for believing in me and empowering me to believe in myself.

Table of Contents

Abstract

International students face unique challenges in adjusting to a new culture and studying in the United States. These challenges often cause psychological concerns or emotional and interpersonal problems. Despite these challenges foreign students utilize mental health services far less than their American counterparts. A survey was developed and distributed to the international student population enrolled at a mid-sized technical university in the northeast United States. The purpose of this study is to examine the specific needs and issues of international students and to examine the possible barriers to the utilization of counseling centers on University and college campuses in the United States. The study is consistent with previous findings in that international students tended to avoid counseling and other mental health services when they do encounter difficulties.

The Utilization of Counseling by the International Student Population on U.S. College

and University Campuses.

Over 500,000 students from around the world decide to come to the United States

to study and attend college. Asia is the continent most represented by international

students, followed by Europe and Latin America. International students bring cultural

strengths and diversity and demonstrate perseverance in adjusting to US campus life.

They enrich the campus community and expand our intellectual, ethnic, and cultural

experiences (Barnes, 1991). Foreign students must adapt to a social, academic and

cultural system that is different and in many cases, vastly different, than their home

country. The most commonly reported personal and social concerns of international

students involve social isolation, loneliness, homesickness, irritability, and tiredness

(Das, Chow & Rutherford, 1986). In a study by Sandhu it is suggested that international

students' psychological distress is related to a sense of inferiority, a sense of uncertainty,

communication problems, culture shock, and a loss of friends, family and the social

support systems they had in their home country (Sandhu, 1994). Such concerns,

combined with typical student anxiety can lead to life-disrupting stress and anxiety. It has

been shown that, despite theses difficulties, international students utilize counseling far

less often than their American counterparts (Dadfar& Friedlander, 1982). A survey was

developed and distributed to the international student population enrolled at a mid-sized

technical university in the northeast United States. Over 15,000 students are enrolled at

this university, more than 90 countries are represented, comprising of over 1,400 international students. The purpose of this study is to examine the specific needs and issues of international students and to examine the possible barriers to the utilization of counseling centers on University and college campuses in the United States.

Review of the Literature

Research has documented the unique challenges faced by international students who are studying in the United Stated as well the factors in underutilization of mental health services. Foreign students often struggle with language competency, perceptions of discrimination, culture shock and in general, learning about and incorporating the new culture. These challenges often cause psychological concerns or emotional and interpersonal problems. Research has shown that despite these challenges foreign students utilize mental health services far less than their American counterparts (Sandu, 1994; Dadfar& Friedlander 1982, Kashima, Loh, & Evelyn, 2006). Often international students seek their family and friends to help them navigate through difficulties. Many foreign students may also be apprehensive toward seeking counseling because it may seem culturally incompatible, in particular, students who come from more collectivist cultures. Research has also shown that counseling centers often lack counselors who have similar cultural and ethnic backgrounds as international students (Sue & Zane, 1982), this can increase apprehension in seeking counseling for foreign students. The following section will begin by reviewing literature that discusses the challenges with adjusting to a new culture and then it will examine the barriers to counseling utilization by the international student population.

Acculturation

The literature suggests that adapting to a new culture can cause great anxiety and stress, this adaptation process of understanding, learning and incorporating the values, beliefs and behaviors of the host culture in the context of the values and beliefs from one's culture of origin is called acculturation (Berry, 1980). This can be a difficult and costly time for international students and because of this, many students face anxiety from the psychological impact of adapting to a new culture, this psychological impact is called acculturative stress (Constantine, 2004). International students have to contend with traditional academic stresses as well acculturative stress, often without the resources available to domestic students. International students, in incorporating themselves into the new culture are faced with, as Berry states, four acculturation options, assimilation, integration, rejection and deculturation , the particular option and to what degree an international student maneuvers between options are decided by one's motivation to want a positive relation with the dominant culture and one's feelings about keeping one's own values and identity. The phases of acculturation options indicate the degree of assimilation that the minority group has chosen to partake in (Sodowsky & Plake, 1992). Berry states that in practice the dominant group will not change or have the need to change or adapt to the extent that the minority group will have to (Berry, 1980). Sodowsky and Plake identify three acculturation factors for international people. These factors are: perceived prejudice, acculturation and language usage. Perceived prejudice relates to a feeling of alienation. Acculturation refers to group identify, community ties and cultural practices and, language usage refers to the degree of proficiency or ability to speak the majority cultures language and the relationship with one's native language

(Sodowsky & Plake, 1992). The many challenges that international students face in the acculturation process can have negative effects on their mental health, these effects commonly manifest as anxiety and depression (Sandhu, 1994; Sue & Zane, 1991). Research suggests that support from members of the host culture can ease the acculturative stress and anxiety of foreign students. Kashima has found in a study of foreign students going to college in Australia that acculturation is greatly influenced by support from personal ties with other international students and students from the host culture and previous studies have found that more acculturated students tend to experience greater levels of adjustment to their new country (Kashima, 2006). Research, such as Atkinson and Gim's study regarding Asian student cultural identity and attitudes toward mental health services show that the most acculturated students were most aware of their problems and most open to exploring their problems with a counselor (Atkinson & Gim, 1991). While there are many factors in determining the degree of acculturation, English language proficiency has been found as one of the most important (Chung, Bemak, & Wong, 2000).

Language

At the center of the adaptation process for international students is communication (Zimmerman, 1995). While most U.S. students have had a lifetime to hone the language skills necessary for academic, cultural and social success, international students begin at a disadvantage. English Language proficiency is a significant difficulty that many international students face when studying in the U.S and Intercultural communication is inherently problematic in that, culture is largely responsible for the construction of our individual social realities (Porter & Samovar, 1972). The difficulties

of a language barrier can be eased for international students by immersion into the host culture. International students who interact and socialize with American students and international students who have confidence with the language tended to adapt to the new culture more smoothly than foreign students who isolated themselves. Zimmerman examined the communicative experience and adaptation of over 100 international college students from all over the world who are studying on an American campus. The research showed that talking with American students was the most important factor in international student's perceptions of communication competency and their adjusting to American life. Zimmerman's study also found that international students who speak the language often adapt to the new culture sooner and easier (Zimmerman, 1995). Surdam and Collins, in their study of over 300 international students studying on a U.S. campus, similarly found that international students who reported adequate oral English skills when they came to the United States were better adapted and adjusted to American culture. They also found that international students who spend a large part of their leisurely time with Americans were better adapted than international students who didn't (Surdam & Collins, 1984). Heikinhimo and Shute's research on foreign students attending school at Canadian universities found that international students who were isolated from Canadian students reported more problems relating to academic, social and cultural adjustments than students who interacted with Canadian students (Heikinhimo & Shute, 1986). Ruby Pi-Ju Yang's study supports Heikinhimo and Shute's research and found that communicative competence in the language of the host society contributed to the acculturation of international students to Canadian universities and culture (Yang, 2006). In Swagler and Ellis's qualitative study of 24 Taiwanese graduate students from a mid-

sized northeastern university, they found that the prevailing theme in the data related to

speaking English and how it is a barrier to adaptation, participants almost unanimously

identified English as their number one problem in the United States. They believed that if

they could speak English better, their experience in the United States would

improve (Swagler & Ellis 1994). Berry suggests that language ability is a key predictor of

adaptation and during acculturation; higher language ability will be associated with

reduced acculturative stress and reduced psychosomatic illness. International students

who lack confidence in their English language proficiency may tend to be apprehensive

in seeking mental health services, some students may feel uncomfortable in expressing

themselves in English, so they tend to keep problems to themselves or rely on friends,

family, and professors for help.

Discrimination

A difficulty or barrier that can leave international students unsettled is the

perception of racial discrimination and ethnocentric mentalities displayed by the

community, other students and faculty (Kashima, 2006). Feeling inferior or being

rejected by others in a new culture can cause psychological harm often manifested by

higher anxiety and depression. This is supported by Heikinheimo and Shute's research in

which they interviewed students from Africa and Southeast Asia and found that many

international students perceived being the victim of discrimination, and those students

who perceived themselves as targets of discrimination tended to have a harder time

adjusting to their new culture (1986). A study by Lee (1986) examined how international

students perceived the prestige of their home country. The study encompassed the

perception of views held by friends in their home countries, perceptions of views held by

students in the US, and student's own perceptions and were examined in relation to the international students' perception of their academic performance, intelligence, and physical appearance. The discrimination that foreign students face directed toward their intelligence and expectations of academic performance was found possibly to be related to the student's perceptions of the prestige in which their home country and culture were held by other students and related to feelings of anxiety, loneliness and increased burden. Frey studied and found that, in working with South Asian and East Asian students, there was a Relationship between perceived prejudice and acculturation as well as help seeking motivation. International students, who perceived being the target of discrimination, struggled with adaptation or were less acculturated and had commonly negative views about, and less motivation, to seek counseling (Frey, 2006).

Culture Shock

Culture shock is a large factor of increased interpersonal stress and conflict for many international students. Winkelman explains "Culture shock reactions can provoke psychological crisis or social dysfunctions when reactions to cultural differences impede performance" (Winkelman, 2001). Others have added to this definition, Taft characterizes culture shock as a feeling of impotence from the inability to maneuver in an environment because of a lack of familiarity with cognitive aspects and role-playing skills (Taft, 1977). Oberg initially defined culture shock as the consequence of anxiety resulting from contact with a new culture and the feelings of loss and confusion originating from a loss of cultural cues and social norms (Olberg, 1960). Typically, the phases of culture shock are conceptualized by four stages (Preston, 1985). They involve: the honeymoon stage, the cultural shock stage, the adjustment, reorientation and gradual

recovery stage and the acculturation stage. The phases are cyclical and may repeat when a new adaptation situation occurs, for international students on College campuses, the opportunities for new adaptation situations can be unrelenting. Winkelman describes the honeymoon phase as the initial contact with a foreign culture. During this stage, the new culture is idealized and there is excitement because of positive expectations. The cultural phase occurs when the honeymoon stage is replaced with feelings of escalating problems and negative experiences and reactions. The beginning of this phase depends on many factors, including the individual's language competency, level of support and other individual characteristics. Winkelman describes the adjustment, reorientation and gradual recovery phase as being concerned with learning how to adjust and adapt to the new culture. Winkelman states that during this stage the conflict and difficulty does not end, but one develops a positive attitude to the challenges of adapting to a new culture. Developing solid adaptations and successfully managing the new culture signify the acculturation phase. International students will acculturate in this phase and may undergo significant personal change from exposure to the new culture. A normal consequence of living in and adjusting to a new culture is the experience of stress caused by both physiological and psychological factors.

While Winkelman states that the reactions from international students in regard to the symptoms of culture shock vary and depend on previous engagement with other cultures, one common aspect of culture shock is cognitive fatigue or information overload (Guthrie, 1975). Efforts by international students to understand cultural norms, nonverbal cues and contextual and social communication can be overwhelming. Byrnes describes another aspect of cultural shock called role shock and states that one's identity

can be lost in the new culture and changes in one's social role identity often occur, which affects ones self concept, and causes role shock (Byrnes, 1966). Winkelman adds that one's identity is formed by one's social surrounding and entering a new social environment can create role confusion or a new social role that is not congruent with one's previous self concept. Cultural value conflict is defined as the experience of anxiety or guilt and cognitive contradictions that result from dealing simultaneously with the values and behavioral expectations that are internalized from the home country with the values and behavioral expectations that are imposed on the person from the new culture. It has been found that international students' social identities change dynamically during their time in a foreign country (Kashima, 2006). Inman, Ladany, Constantine and Morano have studied the cultural value conflicts that often occur in South Asian women and found that these value conflicts contribute to a sense of disorientation and unreality within that population (Constantine et al., 2004).

Winkelman (2001) described personal shock as a common aspect of culture shock that results from large and various changes in personal life. This includes losses to personal relationships and support from previous culture and social network. Winkelman continues to say that one's identity and satisfaction from life is created and maintained by one's cultural environment. Entering a new cultural environment can produce anxiety and can feel like one is losing his or her well being, well-being that firmly depended on his or her home culture and social network.

During a foreign student's time studying in the U.S. and during the process of acculturation, international students face many challenges. Among the more difficult challenges International students must endure are feelings of culture shock, perceptions

of discrimination from the host culture, and overall difficulties with adapting to a new language and culture. These difficulties can cause psychological concerns often manifested in depression and anxiety. Counseling centers can be of great assistance to international students who have difficulties adjusting to the new culture, but studies have shown that international students tend to underutilize counseling centers. The following section will review the literature detailing the barriers to counseling utilization among international students.

Utilization of Counseling Services by the International Student Population

Research suggests that international students generally do not seek services from counseling centers on campus (Mau, 1990). They seek counseling at a much lower rate than American students. Mau studied and compared the Help-seeking perceptions and behaviors of Chinese and American graduate students. The results indicated that Chinese and American students generally agree on the following choices for seeking help: a doctor for health problems; a friend for psychological, personal and family problems; and an advisor for academic problems. Mau found that the substantial difference between American students and Asian students who took the survey were their responses under Psychological concerns, Chinese students favored no one as their first choice for a helper, whereas American students favored a psychiatrist as their first choice for a helper. The study did show that Chinese students utilized a broader support network than did American students, utilizing family, friends, professors and advisors. Mau analyzed the problems graduate students encountered most frequently and the people and resources that students relied on for help. It was found that the three top problem areas American

students encountered and for which they sought help were Health, Academic and Financial Problems. The three top problems Asian students encountered and for which they sought help were academic, career-educational and health Problems. Mau's study suggests that Asian students may place a higher priority on their career and academic goals rather than on social or personal concerns, which appears to be a factor in the underutilization of counseling services. American students also tended to perceive problems as being more serious than did Chinese students. Mau suggests this is because some Asian cultures perceive personal troubles and shortcomings as indicative of a lack of determination or as failing by the individual, which is consistent with the literature (Mau, 1990; Chu, Yeh, Klein, Alexander, & Miller, 1971)

International students may find it difficult to admit that they have a problem and seeking counseling can have a stigma associated with it for college students in general and international students in particular. Some students may see counseling as shameful and embarrassing because a cultural stigma is often attached to emotional expression in their home culture (Sue & Sue 1999). For example, seeking counseling, in Asian culture, can result in a feeling of a loss of face. In Asian social relations, face represents a person's social role or esteem gained by performing tasks or functions that are well organized by others in the community, and serves as a way to maintain group harmony. Disclosing ones problems to a professional or acknowledging ones problems can be considered as losing face for some Asian students (Sue, Zane & Young, 1994), conversely, the ability to hide emotions and control feelings can be considered as a sign of strength in Asian cultures (Kim, Atkingson & Umemto, 2001). For example, Lin, who researched international students on American campuses, found that international

students from Asian countries do not seek professional help until their have exhausted

their primary support network (Lin, 1996). Because of this, as Cramer has found, Asian

students are more likely to utilize counseling services when they have a high degree of

distress. Cramer also found that Asian students who have a positive view of counseling

and previous experience with counseling will seek counseling much more often than

those who don't (Cramer, 1999). Emotional openness has been shown as a factor in

utilizing counseling services (Komiya, Good, & Sherrod, 1991). In a study of 311

American and international college students, Komiya, Good, and Sherrod found that

college students' closed attitudes toward experiencing their emotions caused them to be

reluctant to seek counseling and that the college students with greater psychological

distress had more incentive and would be more willing to seek counseling. The study

found that emotional openness accounted for the largest percentage of variance in

attitudes toward counseling in international students. The results suggest that

international students have positive attitudes toward seeking counseling in proportion to

their greater degree of acculturation.

One reason that international students underutilize the counseling center appears

to be that International students are generally apprehensive to initiate counseling and

when they do seek help it is usually because of medical rather than mental health (Wang

& Marsella, 1999). Sue and Sue (1999) researched comparisons between the utilization

of mental health services between Asian and non-Asian students. The study was

conducted at the student health center and examined 1437 students' files who sought

counseling. The study suggests that the underutilization of mental health facilities by

Asian students is more related to cultural factors inhibiting reliance on professional help

than to a lack of mental health problems. Their study supports evidence that Asian

students exhibit more somatic complaints and those physical conditions often represents

an acceptable means of expressing psychological concerns (Wang & Marsella, 1999).

International students may feel more comfortable in seeking help from campus health

centers rather than in counseling centers. They may go to campus health centers with

complaints of stomachaches, indigestion, headaches, eating problems, fatigue, and sleep

problems. Carr, Koyama and Thiagarajan's findings from developing a women's support

group for Asian international students, echoed previous research (Wang & Marsella,

1999). They similarly found that somatic complaints sometimes are manifestations of

Asian student's emotional or interpersonal problems through their research and

development of a support group for Asian international women students.

American counseling and psychotherapy being grounded in Western cultural

values might also be a cause of why international students underutilize counseling.

International students who come from cultures in which, interdependence and

collectivism are highly valued, along with maintaining harmony, and respecting familial

authority, may be apprehensive toward seeking professional help (Sue & Sue, 1999).

Zhang and Dixon studied the connection between acculturation and attitudes toward

counseling in regard to international Asian students. They used a modified version of the

*Suinn-Lew Asian Self-Identity Acculturation Scale (*SL-ASIA; Suinn, 1987) in which 400

Asian international students responded. The result of this study provides strong

confirmation that Asian student attitudes toward professional counseling are directly

related to their level of acculturation. The more acculturated Asian students in this study

were more likely than the less acculturated Asian students to recognize personal need for

professional psychological help, to be tolerant of the stigma associated with
psychological help, and to be open to discussing their problems with a counselor. This
finding supports the view that a conflict exists between traditional cultural values for
some Asian groups and the way in which psychological services are provided in the
United States. Beyond this, international students may expect a different experience than
is offered by American counselors. For instance, in a study by Mau is was found that
Asian students have a decidedly different image of counselors than their American
student counterparts, while, in the study, American students overwhelmingly saw their
counselor as a listener and a friend, Asian students saw their counselor more as an expert
(Mau, 1990). Yeun and Tinsley, in a study of counseling perceptions of students, found
that Chinese students expected more expertise, advice and direction from their counselor
than did white American students. The racial and ethnic background of U.S. college
counselors may affect the degree in which international students utilize counseling as
well. In Mua's study, in which 102 Chinese graduate students and 148 American students
were surveyed on their preferences and attitudes toward counseling, it was found that
Chinese students preferred counselors with the same racial background, having a much
stronger preference than their American student counterparts. The study also found that
Chinese students viewed Caucasian counselors to be much less effective in providing
help (Mau, 1990). Atkinson, Maruyama and Matsui studied Asian American students and
similarly found that Asian American university students see Asian counselors as more
credible and approachable than their Caucasian American counterparts (Atkinson,
Maruyama & Matsui, 1978). American therapists are often unable to provide cultural

relevant therapy to students from different cultures, along with this, American counseling centers often lack bilingual therapists (Sue & Zane, 1991).

A strong factor in the international student populations' reluctance to use counseling services may be because mental health services are less available in their home country, often, because of this they tend to have a greater reliance on family and friends. Leong & Sedlacek found in their study that international students frequently list parents, older friends, and student friends as their ideal sources of help (Leong & Sedlacek, 1989). These findings support previous studies (Atkinson, Ponterotto, & Sanchez, 1984; Tata & Leong, 1994) in which a friend was the most favored helper for personal and social problem areas. In Mortenson's study entitled; Cultural Differences and Similarities in Seeking Social Support as a Response to Academic Failure: A Comparison of American and Chinese College Students, university students were surveyed on 23 personal problem areas with regard to problem frequency and source of help for the problem. The study showed that for those problem areas associated with academics, career choices and physical health, trained professionals were seen as helpful rather than a friend or relative. This was found true for both American and Chinese students. Students frequently cited problems including concerns about impending life changes, conflicting beliefs and values, and juggling multiple role responsibilities. In the support of the research, Chinese students preferred to rely on friends or relatives rather than professional health services for help with these stress-related or anxiety problems (Mortenson, 2006).

American colleges and universities have made efforts to increase counseling utilization by international student populations. Sue (1982) critiqued, outlined and explored some

misunderstandings in working with international students and developed a three

dimensional comprehensive model of cross-cultural counseling competencies to assist

counselors. The competencies involved are awareness, knowledge and skills. Leong and

Chou, building off of Sue's three dimensional comprehensive model of cross cultural

counseling competencies, identified three counselor needs when working with

international students; the first aspect is being aware of potential cultural differences that

can be barriers to counseling (Leong, & Chou, 1996). Dillard and Chislom (1983)

support this by acknowledging that counselors first need to understand that most

counseling theories are rooted in the values of American culture, and because of this and

other factors, the international students' cultural worldview, values and expectancies,

may be vastly different than the counselor. Secondly, counselors need to possess certain

culture-specific knowledge. Counselors need to be aware of their blind spots and

ignorance in regard to other cultures and learn about the adjustment, cultural and social

issues that international students face. Thirdly, a counselor must develop skills in the

application of this knowledge with international students. Intercultural communication is

one of the most important therapist variables. Given the research finding that

international students prefer to seek help from their friends about personal and social

concerns, Mau's research suggests placing a special emphasis on establishing a peer

counseling program. Mau also suggests that helping resources like self-help programs

should be accessible to international students (Mau, 1990). Counselors could also reach

out to international student organizations and clubs on campus. Lin's (1990) research

suggests that Proactive intervention programs have been successful in encouraging

students to find a balance between participating in the new culture and maintaining their

cultural identities, as well as giving international students an opportunity to become aware of the services available to them on campus, including the counseling center. Lin studied ways in which to facilitate international Asian students' adjustment to their new environment through culturally sensitive proactive programming. This effort combines the efforts among the services on campus in order to address international students' common concerns more effectively during their adjustment to a new culture. Lin describes four stages in which international students experience during adjustment: Pre-Arrival Adjustment Stage, Initial Adjustment Stage, On-Going Adjustment Stage, and Return-Home Adjustment Stage.

Lin describes the Pre-Arrival Adjustment Stage as starting before international students' arrival to the U.S. In this stage, it is necessary to prepare important information and give it to students to ease stress and possible culture shock and to give them some expectations. The Initial Adjustment Stage starts with students' arrival and lasts for six months. Lin states that the main goal is to continue orienting students and reducing cultural shock. This may include helping international students get accustomed to the community and college environment. This and similar activities are designed to ease the anxiety of adjustment and orientation programs at this stage need to emphasize the U.S. culture, language and the university setting adjustment. During this stage, students should be informed about the U.S. cultures and traditions, stress management, health care system, counseling services and with university rules and regulations. The On-going Adjustment Stage starts after the sixth month and lasts until their graduation. The main goal is to help international students with adaptation issues, role conflict and other challenges to achieve a balance between participating in the new culture and maintaining

their own cultural identities developed in their home countries. The programs emphasize the importance for the student to belong to social networks. It is important to network with other students from the same country and with students and faculty from the host country. Lin states that interacting with students from the same country provides a setting where cultural values can be rehearsed and expressed. It is also important to network with domestic students. This cross-cultural network consists of bonds between international students and host members, including peers, faculty and college officials. International students also need to have a network of friends and acquaintances for companionship for recreational and social activities. These networks are important because through them, students can learn social skills and norms of the host culture and also receive validation from students who share the same home culture. The Return-Home Adjustment Stage starts upon graduation and lasts for six month after returning home. The main goal is to help students to anticipate the return home readjustment process or the continuing adjustment process of living in the U.S. after graduation.

Proactive intervention programs highlight that cultural and language adjustment have been successful in encouraging students to find a balance between participating in the new culture and maintaining their unique background. Lin states that these programs could help international students be more successful academically and increase satisfaction with their scholastic stay in the United States. Proactive intervention not only eases international students' anxiety in regard to adjusting to a new culture, they also give an opportunity to promote mental health services and may help in confronting the stigma professional mental health service have for some students.

Carr, Koyama and Thiagarajan developed an Asian woman's student support group at a large Midwestern university. The program was designed to build on Asian culture and provide an opportunity for Asian students to address issues that directly affect them. Carr, Koyama and Thiagarajan found from group feedback that the group helped with breaking down some of the stigma and uncertainty with western style counseling for the international students in the group. The group has also been successful in that it helped group members feel more comfortable practicing English, learning about cultural norms and working on issues that traditional students also face, but within a safe and validating environment. This group also helped promote the counseling center and other mental health services, services that international students traditionally have underutilized (Carr, Koyama and Thiagarajan, 2003).

Methods

A survey was given to the international student population of a mid-sized technical university in the northeast United States. In the 2006 and 2007 school year more than 15,000 students were enrolled, 13,000 students are pursuing their undergraduate degree, with roughly 2,000 students pursuing graduate degrees. Males make up about two-thirds of the student population. Students represent every state and over 90 countries. The university is home to nearly 1,400 international students, comprising roughly 10 percent of the student population.

Percentage of international students

International students ▭ 10

American students ▭ 90

0   20   40   60   80   100
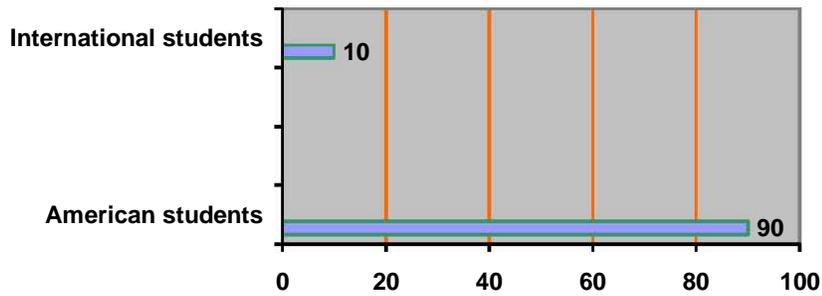
A Survey was sent via email to over 400 international students compiled from a mailing list originated from an office on campus that advises and orientates international students attending the college.

Participants

44% (n=182) of students who were sent email responded. 44.51% of respondents were undergraduate students, 51.65% were (nonPhd) Graduate students and 3.30% were (PhD) Graduate students.

Enrollment Status (sample size)

3%

45%   52%

☐ **Graduate (non PhD)**
☐ **Undergraduate**
☐ **Graduate (Phd)**
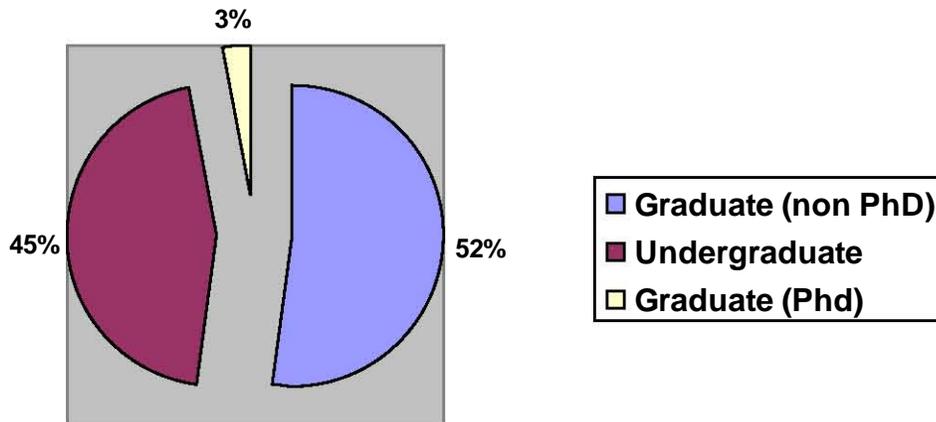
39.01% of students who responded were male, 21.98% were female, while .55%

identified themselves as transgender. The remaining percentage did not answer.

Gender Distributior

(sample size)

male
female
transgender
did not respond

39%

38%

1%

22%
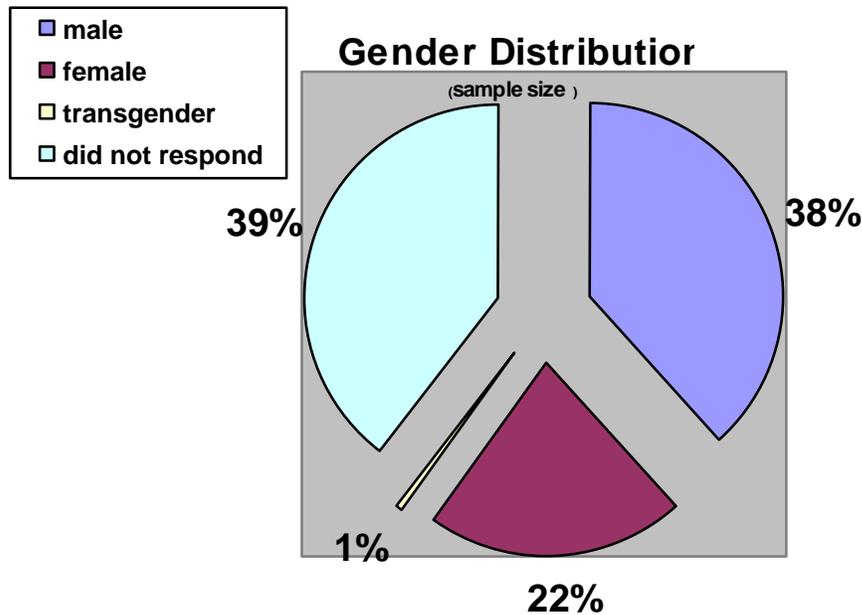
Procedure

The survey was created by International student services in cooperation with the

counseling center. The survey was designed to assess the particular needs of the

international student body in order to better serve the population. The survey was broken

down into four sections, social/cultural issues, academic issues, career issues and

programming ideas. The survey asked international students what challenges they face

and what resources they utilize to help them deal with issues that arise. For the

counseling center in particular the survey tried to assess international students' view of

the counseling center and how likely they will utilize counseling services on campus.

The full survey contained 38 questions, with the first two questions relating to demographics and nationality. The rest of the survey was broken up into four sections. The social/cultural issues section contained eleven statements, participants were asked to choose between, *strongly agree, agree, neither agree or disagree and strongly disagree* to respond to each statement. It also contained one question in which respondents were asked to write their opinions about seeking counseling. The academic issues section contained seven statements, participants were asked to choose between, *never, rarely, sometimes, often and always* to respond. The career issues section contained five statements, participants were asked to choose between these responses, *strongly agree, agree, neither agree or disagree and strongly agree* to respond. The programming ideas section contained fourteen questions relating to services and programs that respondents would like to see offered. Five questions were program and activity ideas that participants were asked to answer with either, *strongly agree, agree, neither agree or disagree and strongly agree.* Two questions inquired participants to write program/event ideas they may want to add to the list. One question within the programming ideas sections inquired about the resources that participants utilized.

<div align="center">Results</div>

The majority of respondents to the survey were enrolled as graduate students (55%, n=100) and the male to female ratio was 2:1 (males 39%, n=71) (females 21.98%, n=40). The second question on the survey asked respondents about their nationality. 178 students responded to this question. The nation most represented in the survey is India

(35%, n=63), followed by China (5%, n=9). Broken down by continent, Asia(n=63) is the

most represented, followed by South America (n=22) and Europe (n=17).
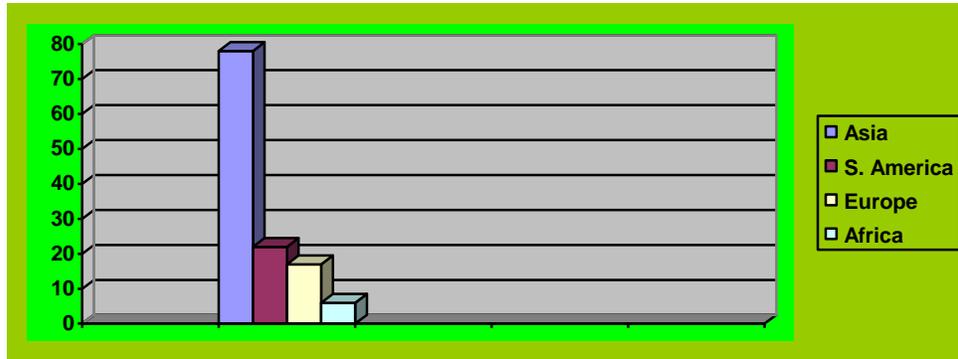
Research with international student populations has detailed the many challenges

that international students face. It would be expected that respondents to the survey

would agree with statements describing challenges in regard to academic, social and

cultural adjustments that can cause psychological concerns. In the social/cultural issues

section, 19 %(n=35) of respondents responded by either agreeing or strongly agreeing to

the statement *"I feel homesick, and it's affecting my academics and daily life",* while a

majority (over 51%, n=94) responded by choosing either disagree or strongly disagree

with the statement. When given the statement "I *feel I don't fit in the American culture*",

most respondents either disagreed or strongly disagree with this statement with 65%

(n=119) choosing these two responses. Only 3.30% (n=6) respondents stated that they

strongly agree with the statement, with 6% (n=11) just agreeing. 48% (n=88) of

respondents either disagreed or strongly disagreed with the statement, *I prefer to stick*

with international students, rather than mix with Americans, while 22% (n=27) either

agreed or strongly agreed. In response to the statement *"I feel American students don't*

want to be friends with me", 14% (n=27) stated they either strongly agreed or agreed with

the statement, while 57% (n=104) percent either disagreed or strongly disagreed. Under the academic issues section, when given the statement *"writing papers is really hard for me"* 26.92% (n= 49) stated rarely, 13.19% (n= 24) answered never. 44% (n= 100) answered sometimes or often and nearly 5% (n= 9) answered always.

Despite research showing that international students faced increased challenges in regard to adapting academically, socially and culturally. The results of this survey suggest that the majority of international students who participated are successfully adapting to the new culture. Only 19% (n=35) of respondents agreed that they have felt homesickness that has affected their academics. Most respondents stated that they rather mix with American students than international students and that they feel as though they fit into American culture.

Previous research has shown that international students have difficulty adapting to U.S. classroom culture. Asian students in particular may have difficulties adapting to a classroom culture that places more emphasis on presentations and classroom participation. When given the statements *"expressing my opinions or ideas in class is difficult for me"* and "*I don't feel confident doing class presentation"* Nearly 57% (n= 104), (n=103) answered never or rarely for both statements. Roughly 50% (n= 100), (n=73) of respondents answered, sometimes or often and nearly 4% (n=9), (n=5) responded with always.

Previous research has suggested that international students utilize mental health services at a much smaller percentage than their American counterparts. This survey supports the research. When given the statement " *If I had a problem, I would feel comfortable to make an appointment at the counseling center to talk to a counselor"* 13%

(n=24) strongly agreed, 27 % (n= 50) agreed, while 7% (n= 13) strongly disagreed and

14% (n=26) disagreed. The majority of participants answered (37.91%, n=69), *neither*

agree or disagree. Participants seemed more comfortable going to friends or professors

before going to the counseling center as reinforced by the responses to the questions "*I*

have friends at RIT who are supportive and with whom I feel comfortable to talk about

my problems" and "I *feel afraid to approach my professor's".* The large majority of

respondents were not afraid to approach their professors (over 75%, n=142) and a large

majority (65%, n=117) compared to (12%, n=25) have friends in which they talk about

their problems with. When asked to rate services and resources they rely on, participants

were able to chose between, the academic support center, clubs/organizations, the

counseling center, international student services, professors, resident assistants and other.

The counseling center was chosen by 12 % (n=23) of the respondents as a service they

rely on, relying on resident assistants (11%, n=20) and the academic support center

(11.54 %, n=21) were the only options that had (slightly) lower percentages than the

counseling center. Professors (72%, n=132) and the international student services (63%,

n=114) rated the highest as services that respondents relied on.

When students were asked to respond to the question *what are your opinions*

about seeking counseling, 86 students responded. 31 students responded with mainly

positive comments about counseling. One respondent stated, *it's a good source to find*

out how to solve problems, discover everything has a solution and receive support from

someone. Another student responded, *I would ask somebody to help me clarify my ideas*

and feelings. Some other positive responses were, *it is very helpful, especially for*

international students who rarely have family members or relatives to help them when

they are having difficulties, *I am comfortable seeking counseling when I have my personal problems* and *if someone is feeling low they should go seek counseling.*

A few students (n=7) responded by either questioning where the counseling center is located, by confusing the counseling center with other services offered or by suggesting that students need to be more aware of counseling services. One respondent stated that counseling can help but awareness is pretty low, another student pointed out that he or she "*did not know that counseling services were out there"* Another student added that he or she knew about the counseling center, but thought most students did not know that this service is available and that it is free.

The majority of respondents (n=51) didn't believe counseling would be helpful to them. Some respondents (n=10) stated that they don't need counseling, with comments similar to, *personally I like to solve my problems by myself* or *I never had issues I couldn't deal with myself.*

Many respondents (n=42) stated that they use other resources before relying on professional counseling. Some respondents relied on professors or advisors, others stated that they relied on friends and family. For example respondents answered, *I talk to my friends, I have friends who understand me better, so I have no need for counseling* and *if I had an emotional problem I would try to solve it either with the help of family or friends.* One student answered, *that's the last thing that would ever come to my mind to do, to go to an outsider to discuss certain personal problems.*

Out of the respondents who did not believe counseling would be helpful, a few questioned the ability of American counselors to understand issues that International students face. For example one student commented that counselors might be unable to

understand the problems/perspectives faced by students from India and may be unable to help these students effectively. Another international student stated that he or she was not sure that counselors would give him or her the right information.

The majority of international students who took the survey did not seem to experience major difficulties with adapting academically, socially and culturally to their new environment and the results also suggest that these difficulties do not overly affect their academics. The results did suggest that international students tend to avoid counseling and other mental health services when they do encounter difficulties.

Discussion

The nature and degree of cultural adjustment difficulties experienced by international students has been shown to include various factors. Studies show that these difficulties include, language competency, perceptions of discrimination, culture shock and in general, learning about and incorporating the new culture (Sandhu, 1994; Dadfar& Friedlander 1982; Sue & Sue, 1999). These difficulties often cause psychological concerns or emotional and interpersonal problems (Das, Chow & Rutherford, 1986). Research has shown that despite these challenges, foreign students utilize mental health services far less than their American counterparts (Carr, Koyama and Thiagarajan, 2003; Zane, Sue, 1991). This survey hopes to identify the particular issues that international students face and discover the barriers to greater utilization of counseling services. The results suggest, in contradiction to previous research, that international students are facing limited adjustment and adaptation issues related to studying in the U.S., but the results are consistent with research that has identified the particular barriers to counseling with international student populations.

The results of our survey suggest that internationals students, who participated in the survey, are not having a difficult time adjusting to the new culture. Large majorities of respondents stated that they feel as though they fit in to American culture and that they do not feel homesickness that affects their academics. Most respondents had little trouble writing papers, expressing ideas in class and feeling comfortable doing class presentations. The differences in the degree of difficulties that international students face between our study and previous research may be related to many factors. The responses from questions in our survey such as, *I prefer to stick with international students, rather than mix with Americans* and *I feel American students don't want to be friends with me*, may highlight previous research which shows that international students who do not perceive discrimination have a smoother time adapting and adjusting and also, international students who spend time with American students and speak the language adapt easier and quicker than students who don't (Zhang & Dixon, 2003). The majority of respondents to our survey tended to mix with Americans socially and perceived Americans students as open to the international student population. Respondents may have claimed minimal difficulties with adapting to the new culture because the students who responded to the survey interacted and immersed themselves in American culture frequently. Also, most of the respondents did not seem to perceive ethnocentric mentalities or discrimination directed toward them, which has been shown to negatively affect adaptation. Some students, particularly from Asian cultures may view seeking counseling or admitting emotional difficulties as embarrassing (Mau, 1990). This may lead to apprehension in regard to admitting emotional problems or difficulties on the survey. Another reason for the discrepancy with attitudes about difficulties with

adaptation may have to do with the nature of the university that the survey was given. The University in which the survey was given is one of the leading technical schools in the country, with a large percentage of students choosing technical fields in which communication and socialization may not be as necessary as in other areas of study. In these fields students may relate to peers in terms of mathematics and computer language, which tend to be somewhat universally consistent.

The results to our survey in regard to the underutilization of counseling centers by international student populations are consistent with the research. Primarily, most respondents to the survey stated that they do not view the counseling center as a place that they tend use when seeking help. The counseling center was among one of the least chosen on the list of resources that respondents stated they relied on, only 10 percent stated that they relied on counseling services. Also, when asked about their views on counseling, the majority of respondents considered other options more productive (i.e. Friends and family). These results are consistent with previous research (Mau, 1990: Sue & Sue, 1999)

The reasons in which international students do not seek counseling are consistent with the majority of research on the topic. It has been found in previous studies that many international students, when having difficulties or psychological concerns, lean on family and friends (Atkinson, Ponterotto, & Sanchez, 1984; Tata & Leong, 1994). Our findings detailed an overwhelming reliance on family and friends when the respondents had a problem. When participants in the survey were asked about their views on counseling, the majority of students stated that they utilize friends and family when having difficulties before thinking about going to a professional. Many saw counseling as a replacement for

family and friends, only to be used if a student didn't have any friends or relatives. For example, one student stated that he or she has friends, so counseling was not needed, others stated that they call or talk to their relatives online which negates the need to see a professional.

Many of the statements by the respondents support research that states that some international students are hesitant to seek professional help because they were unsure if American counselors could understand their particular experience (Atkinson, Maruyama and Matsui, 1978). For example one student stated that "the counselors, if unfamiliar with Indian culture/society may be unable to understand the problems/perspectives faced by students and help them effectively" another student noted that the counselors are probably American and hence would be unable to relate.

It has been found in previous research that, in particular, Asian students preferred counselors with the same racial background (Sue & Zane, 1991). The respondents who took the survey did not mention that they were uncomfortable with the racial and ethnic background of U.S. college counselors or the counselors on campus, but since this survey did not have a specific question about the preferences of race/ethnic background of a counselor, it could be that the international students who participated in the survey responded to this issue by stating a wider belief that their friends and family would be able to relate to and understand them better than professional counselors. In our survey, out of 86 responses to the question "what are your views about counseling", over 35 stated that they would solve the problem by themselves or turn to family and friends. These responses can be interpreted to mean that international students do not feel

comfortable with opening up to an American counselor that may not share the same culture or experiences of international students.

The results from our survey suggest that many international students are apprehensive or hesitant to utilize counseling because of the cultural stigma associated with counseling and mental health services. Previous research has shown that international students, particularly students from Asian cultures may view seeking help from a professional as shameful or as failure (Sue & Sue 1999). Consistent with the research, some respondents stated that they did not think people should need to see a stranger for their problems, others stated that people should solve their problems by themselves. One student stated that he or she believed that any personal problem is the fault of the person and can't be blamed on anything else. Some respondents tended to say that they did not ever think about going to a counselor and talk face to face with a professional about a personal problem. One student equated utilizing counseling to whining about ones problems. Many international students saw counseling as a last option, if an option at all. The results suggest that many international students who took the survey understood seeking counseling as an acknowledgement of failure, which is consistent with previous literature (Mau, 1991; Das, Chow & Rutherford, 1986)

Limitations

Since the sample of the study (n=182) did not identify the particular country each participant was from, we were unable to make a distinction and comparison between students from different countries and cultures. It may be important to compare the

varying degrees of adaptation difficulties and counseling utilization by country of origin, for example, to compare the experiences of international students from Europe, Asia and South America. Our study also did not take in to account the number of years that respondents have lived in the United States and their degree of language proficiency; it has been found that these two variables can contribute to increased acculturation and positive views toward counseling (Zimmerman, 1995; Surdam & Collins, 1984)

Suggestions

Often international students seek their family and friends to help them navigate through difficulties. Many foreign students may also be apprehensive toward seeking counseling because it may seem culturally incompatible, in particular, students who come from more collectivist cultures. This study suggests that psychological services must be modified if they are to be viewed as effective by students who tend to maintain different cultural values. The results of the study support Lin's research in that it is recommended that counseling centers develop proactive programs in working with international student populations, including outreach and interventions. Outreach programs may include college Counselors and mental health services reaching out to international student organizations and clubs on campus. Outreach programs should also combine the efforts among all the services on campus, including professors, advisors and student services, in order to address international students' common concerns more effectively during their adjustment to a new culture. Given the research finding that international students prefer to seek help from their friends when experiencing personal and social concerns, this study suggests placing a special emphasis on establishing a peer counseling program. Peer counseling programs can ease the stigma of utilizing of mental health services while still

giving students a level of support. Developing an international student support group can build on international students cultural backgrounds and provide an opportunity for students to address adjustment issues. A support group also allows students to rely on their peers to explore their unique issues related to joining a new culture. International students adapt to the new culture more effectively if they are confident with the language and if spend time interacting with their international peers and with members of the host culture. An international student support group can give students a safe environment to practice speaking English and to explore discomfort and difficulties with language and other adjustment challenges with students who can relate to their experience. A support group can also initiate international students to counseling services on campus. International students may feel more comfortable engaging in a support group with peers who can relate to their situation as apposed to individual counseling with a professional counselor.

Implications for college counseling

It may be helpful for American college counselors to be aware of potential cultural differences that can be barriers to counseling (Leong & Chou, 1996). It is important to acknowledge that counselors need to understand that most counseling theories are rooted in the values of American culture, and because of this and other factors, an international student's cultural worldview, values and expectancies, may be vastly different than the counselor. Strong Intercultural communication is one of the most important therapist attributes when working with international students, because of this it may be effective for counselors to research and possess certain culture-specific knowledge. Reviewing the literature in regard to international students' views on

counseling can help counselors confront any misunderstandings students have about utilizing professional mental health services. International students may perceive American counselors as unable to relate to their unique experiences. it may be helpful for counseling centers to hire culturally sensitive counselors that have international backgrounds, counselors that can provide culturally relevant forms of treatment and the diversity to relate to the particular issues facing international students, including having bilingual therapists on staff. It is important to find ways in which to bridge the cultural disconnect between international students views of counseling and whom they rely on when having difficulties. Counseling centers on campuses need to help students understand the services related to and the structure and purpose of counseling. In accordance with increasing outreach opportunities diverse counselors can increase the utilization of counseling services among international student populations on U.S university and college campuses.

Implications for Future Research

While this study is consistent with the majority of research on the topic, these studies, as well as many others fail to identify an international student's degree of English competency and length of stay in the US. It may be interesting to further explore the connection between international students' reluctance to utilize counseling and how confident there are with the English language and how long they have been in the United States. There also appears to be a lack of research comparing the experiences of international student from European and western cultures, countries with similar cultural values as the United States, with students from countries whose culture varies immensely

from the US. Perceptions of discrimination, culture shock and acculturation may vary greatly depending on ones country of origin.

Conclusion

The main goal of this study was to examine the particular difficulties that international students faced as they adapt to studying in the U.S. and to examine the factors related to the underutilization of counseling services by the international student populations. The results of this survey in regard to assessing the difficulties that international students face concluded that the students who took the survey were not having prominent adjustment difficulties. In support of the research, the survey did show that most respondents immersed themselves into American culture by developing American friendships and interacting with American students socially. Interacting with members from the host country and immersion into the host culture has been shown to ease the difficulties of adjusting to a new culture. The study is consistent with previous findings in that international students tended to avoid counseling and other mental health services when they do encounter difficulties. In order to help international students overcome the many challenges in adjusting to a new culture, counseling centers must counter the ingrained negative view of counseling by reaching out and bridging the gap between international students views of counseling and its purpose and whom they rely on when having difficulties in their new culture.

References

Atkinson, D.R., Maruyama, M., & Matsui, S. (1978). Effects of counselor race and

counseling approach on Asian Americans' perceptions of counselor credibility and

utility. *Journal of Counseling Psychology*. *Vol 25*(1), pp. 76-83.

Atkinson, D. R., Ponterotto, J. G., & Sanchez, A. R. (1984). Attitudes of Vietnamese

and Anglo-American students toward counseling. *Journal of College Student*

Personnel, Vol 25(5), pp. 448-452.

Barnes, G, (1991) *The International Students guide to American University*.

Lincolnwood, IL: National textbook company.

Berry, J.H.W. (1980). Acculturation as varieties of adaptation. In A.M. Padilla (Ed.),

Acculturation: Theory, models and some new findings (pg. 9-25). Bolder, CO;

Westview press

Byrnes, F. (1966). Role shock: An occupational hazard of American technical assistance

Abroad. *Annals of the American Academy of political and social Science, 308*,

pp.95-108.

Carr, J. L., Koyama, M., & Thiagarajan, M. (2003). A Women's Support Group for

Asian International Students. *Journal of American College Health*, *Vol 52*(3), pp.

131-134.

Chu, A.M., Yeh, E. K., Klein, N. A., Alexander, A. A., & Miller, M. A. (1971). A study

of Chinese students' adjustment in the U.S.A. *Acta Psychologica Taiwanica*, *13*,

206- 218.

Chung, R.C., Bemak, F., & Wong, S. (2000). Vietnamese refugees' levels of

distress, social support and acculturation: Implications for mental health

counseling *Journal of Mental Health Counseling*, *Vol 22*(2), pp. 150-161.

Constantine, M.G., Okazaki, S., & Utsey, S.O. (2004). Self-concealment, social self-

efficacy, acculturative stress, and depression in African, Asian, and Latino

international students. *American Journal of Orthopsychiatry 74,* 230-241.

Cramer, K. M. (1999). Psychological antecedents to help-seeking behavior: A reanalysis

using path modeling structures. *Journal of Counseling Psychology*, *Vol 46*(3),

pp. 381-387.

Das, A. K., Chow, S. Y., & Rutherford, B. (1986).The counseling needs of foreign

students. *International Journal for the Advancement of Counselling*, Vol 9(2),

pp. 167-174.

Dillard, J. M., & Chisolm, G. B. (1983).Counseling the international student in a

multicultural context. *Journal of College Student Personnel*, *Vol 24*(2),

pp. 101-105.

Fischer, E. H., & Turner, J. B. (1970). Orientations to seeking help: Development and

research utility of an attitude scale. *Journal of Consulting and Clinical*

Psychology, *35*, 79–90.

Frey,L. (2006). South Asian and East Asian International Students'

Perceived Prejudice, Acculturation, and Frequency of Help Resource Utilization.

Journal of Multicultural Counseling and Development, *Vol* 34(4), pp. 208-

222.

Friedlander S.,& Dadfar, M. L. (1982).Differential attitudes of international students

toward seeking professional psychological help. *Journal of Counseling*

Psychology, *Vol* 29(3), pp. 335-338.

Gim, R.H., Atkinson, D. R.,& Kim, S (1991). Asian-American acculturation, counselor

ethnicity and cultural sensitivity, and ratings of counselors. *Journal of*

Counseling Psychology, *Vol* 38(1), pp. 57-62.

Guthrie, G (1975). *Cross-Cultural Perspectives on Learning*. New York:

Wiley.

Heikinheimo, P. S.,& Shute, J. C. (1986). The adaptation of foreign students: Student

views and institutional implications. *Journal of College Student Personnel*, *Vol*

27(5), pp. 399-406.

 Inman, A.G., Ladany, N., & Constantine, M. (2001). Development and

preliminary validation of the Cultural Values Conflict Scale for South Asian

women. *Journal of Counseling Psychology*, *Vol* 48(1), pp. 17-27.

Kashima, E. S.,& Loh, E (2006). International students' acculturation: Effects of

international, conational, and local ties and need for closure. *International*

Journal of Intercultural Relations, *Vol* 30(4), pp. 471-485.

Leong, F. T., & Chou, E. L. (1996).Counseling international students.   In:

Counseling across cultures (4th ed.). Pedersen, P.B. Draguns, J. G., Lonner, W.

J., Trimble, J. E. Thousand Oaks, CA, US: Sage Publications, Inc.

Leong, F.T., & Lee, H.S. (2006). A Cultural Accommodation Model for Cross-

Cultural Psychotherapy: Illustrated with the Case of Asian Americans.

Psychotherapy: Theory, Research, Practice, Training, Vol 43(4), pp. 34-46.

Leong, F., & Sedlacek, T. W. (1989). Academic and career needs of international

and United States college students. *Journal of College Student Development*, Vol 30(2), pp. 106-111.

Lin, J.G., & Yi, J. K. (1997) Asian international students' adjustment: Issues and program suggestions. *College Student Journal*, *Vol 31*(4), pp. 473-479.

Mau, W. (1990) Help-seeking perceptions and behaviors: A comparison of Chinese and American graduate students. *Journal of Multicultural Counseling and Development,* Vol 18(2), Apr. pp. 94-104.

Mau, W.,& Jepsen, D. A. (1988) Attitudes toward counselors and counseling processes: A comparison of Chinese and American graduate students.; *Journal of Counseling & Development*, *Vol 67*(3), pp. 189-192.

Mortenson, S. T. (2006). Cultural Differences and Similarities in Seeking Social Support as a Response to Academic Failure: A Comparison of American and Chinese College Students. *Communication Education, Vol* 55(2), pp. 127-146.

Olberg, K. (1960). Culture Shock: Adjustments to new cultural environments. *Practical Anthropology*, *Vol* 4. 177-182

Preston, J. (1985). Culture Shock and invisible walls. *SUNY International Programs Quarterly*, *1 (3/4)*, 28-34

Samovar, L. A., & Porter, R. E. (1972). *Intercultural communication: A reader*. Oxford England: Wadsworth.

Sandhu, D.S. (1994). An examination of the psychological needs of the international students: Implications for counselling and psychotherapy.   *International Journal for the Advancement of Counselling*, *Vol* 17(4),. pp. 229-239.

Shon, S. P., & Ja, D. Y. (1982). *Asian families*, *Ethnicity and Family*.

New York: Guilford Press.

Sodowsky, G. R., & Plake, B. S. (1992). A study of acculturation differences among international people and suggestions for sensitivity to within-group differences. *Journal of Counseling & Development*, *Vol 71*(1), pp. 53-59.

Sue, S. (1977). Community mental health services to minority groups: Some optimism, some pessimism. *American Psychologist*, *32*, 616–624.

Sue, S., & McKinney, H. (1975). Asian-Americans in the community mental health care system. *American Journal of Orthopsychiatry*, *45*, 11–118.

Sue, S., & Morishima, J. K. (1982). *The mental health of Asian-Americans*. San Francisco: Jossey-Bass.

Sue, DW & Sue D. (1999). *Counseling the Culturally Different: Theory and Practice*. 5th ed. New York: John Wiley & Sons.

Sue, S., & Zane, N. (1987). The role of culture and cultural techniques in psychotherapy: A critique and reformation. *American Psychologist*, *42*, 37–45.

Suinn, R. M., Rickard-Figueroa, K., Lew, S., & Vigil, P. (1987). The Suinn-Lew Asian Self-Identity Acculturation Scale: An initial report. *Educational and Psychological Measurement*, *47*, 401–407.

Surdam, J. C., & Collins, J. R. (1984). Adaptation of international students: A cause for concern. *Journal of College Student Personnel*, Vol 25(3), pp. 240-245.

Tata, S. P., & Leong, F. (1994). Individualism and collectivism, social-network orientation, and acculturation as predictors of attitudes toward seeking professional psychological help among Chinese Americans. *Journal of Counseling Psychology*, Vol 41(3), pp. 280-287.

Wang, C.C (2006).Acculturation, Attachment, and

Psychosocial Adjustment of Chinese/Taiwanese International Students. *Journal of Counseling Psychology*, *Vol 53*(4), pp. 422-433.

Wang, X., & Marsella, A.J. (1999). A cross-nations comparison of psychosocial adjustment of college students from different ethnic groups. *Chinese Mental Health Journal*, Vol *13*(1), pp. 36-38

Yang, R P. (2006). Multiple routes to cross- cultural adaptation for international students: Mapping the paths between self-construals, English language confidence, and adjustment. *International Journal of Intercultural Relations*, *Vol 30*(4), pp. 487-506.

Zane, N W, Sue, S, & Hu, L. (1991). Asian-American assertion: A social learning analysis of cultural differences. *Journal of Counseling Psychology*, Vol 38(1), pp. 63-70.

Zhang, N, & Dixon, D. N. (2003). Acculturation and Attitudes of Asian International Students Toward Seeking Psychological Help. *Journal of Multicultural Counseling and Development*, *Vol 31*(3), pp. 205-222.

Zimmerman, S. (1995). Perceptions of intercultural communication competence and international student adaptation to an American campus. *Communication Education*, *Vol 44*(4), pp. 321-335.