

Real Talk: A conversational approach to supporting International Students with their mental health

**A quick-reference guide for
Australian University staff**

headspace University Support Program

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Emotional safety notice

Please be aware that some sections of this document discuss complex and potentially distressing topics, including mental health challenges and suicide. We acknowledge that these subjects can be sensitive and may evoke emotional responses. If you find yourself feeling uncomfortable or distressed at any point, we strongly encourage you to seek support.

Help is available to you through several confidential services:

- Lifeline Australia (24/7 Crisis Support): 13 11 14
- Beyond Blue (Mental Health Support): 1300 22 4636
- headspace Youth Mental Health Foundation: 1800 650 890

<https://headspace.org.au/online-and-phone-support/>

Your emotional and psychological well-being is important, and accessing professional support can make a significant difference. Please take care of yourself and consider reaching out to these resources or any trusted individuals in your support network.

Supporting diverse communities

headspace recognises the mental health and well-being experiences of international students is unique to each person and will be influenced by a range of factors including cultural backgrounds and beliefs. We acknowledge that sometimes the mix between mental health and culture will present complexities that can result in barriers to accessing support.

Purpose of this resource

This quick reference guide aims to help build the capacity of all university staff (e.g., sessional academics, student advisors, lecturers, librarians, student volunteers, etc.) to better understand the international student cohort and how they can provide support and promote mental wellness for this important group. The information in this document expands upon the [Real Talk Framework](#) with considerations specifically for international students.

Audience

This resource is for any member of an Australian university staff workforce.

Intended use of this resource

This resource is intended for use by university staff members to build awareness of the often complex and layered experiences pertaining to mental health and wellbeing of international students studying at an Australian University. It aims to offer some practical strategies and information regarding how they can enhance the pathways to timely and appropriate support.

**In this document, the term international student refers to any student studying at an Australian university who is not: an Australian Citizen, Australian Resident, a holder of an Australian permanent humanitarian visa, or a New Zealand citizen.*

What this resource is not:

- A clinical assessment tool,
- A treatment manual of mental health interventions for supporting international university students,
- A comprehensive guide to all services available to support international students studying at an Australian university.

International students in Australian Universities

Australia is one of the leading study destinations worldwide, where international students represent nearly one in every three university students (Universities Australia, 2022). When these students arrive, they often bring with them significant ambitions, making Australia their home away from home to pursue their education and experience a different way of life. In turn, Australian communities are enriched by their diversity. Yet many international students face unique and disproportionately difficult challenges compared with the domestic student cohort and are also less likely to access support (Orygen, 2020).

Unique challenges for international students

Like other immigrants, international students face unique challenges in their day-to-day lives. Studying abroad can bring many adjustment challenges; Some of these include the reality of living abroad not meeting expectations, academic pressures, housing stress, and navigating a new healthcare system and educational setting (Orygen, 2020). There are many who also grapple with language barriers and new cultural norms. Social difficulties are common, including social isolation, homesickness, loss of interpersonal contacts, poverty, discrimination, and prejudice (Udah and Francis, 2022). International students may

also face unique hardships financially, as work rights limit their earning capacity and leave many at risk of exploitation or wage theft (Clibborn, 2021). These challenges do not exist in isolation, they can add up, and with each additional stressor comes additional risk to their wellbeing. As a result of these compounded challenges, students may face increased levels of anxiety, depression, and stress, as well as academic underperformance or incompleteness of study. In severe cases, these mental health issues can contribute to more serious consequences like substance abuse or suicidal ideation (Li, Wang, and Xiao, 2021).



“Many international students face unique and disproportionately difficult challenges compared with the domestic student cohort.”

Barriers to support for international students

Barriers to support for international students

Despite facing unique challenges, international students are less likely to engage support services than their domestic peers (Orygen, 2020). Some of the common barriers that may contribute to this underutilisation include structural barriers, stigma, limited understanding of the Australian healthcare model and cultural differences in the concept of mental health and concerns help-seeking may impact academic progress. Understanding these barriers can help inform how to approach supporting international students.

Structural barriers

Negotiating the complexities of on and off-campus services can be daunting, often leading to difficulties in obtaining support. Many students may simply not know where to go. Navigating how to use Overseas Student Health Cover to access support; or understanding what is covered, and waiting periods are additional structural barriers. Out of pocket expenses adds another layer of challenge due to the real or assumed costs incurred by engaging mental health services. Many international students balance work with study to support themselves, so may be time poor and unable to engage services during typical business hours. Most international students in Australian universities come from countries that do not primarily speak English (Department of Education, 2022), and therefore language barriers can further compound the issue, hindering effective communication and understanding between students and mental health providers.

Stigma

In some cases, students may come from countries where suicide is considered a crime (United for Global Mental health, 2021). Criminalising suicide does not prevent people from ending their own lives, but it can reduce the likelihood that an individual will access support

for mental health difficulties and can increase stigma. When people experience stigma toward mental illness it can be a pervasive obstacle that discourages or delays help seeking and early intervention, often resulting in adverse mental health outcomes. Stigma toward mental illness is still common worldwide, though it varies from culture to culture. Some international students may experience its effects more than others, with some coming from cultures and health systems that stigmatise mental health problems and do not provide adequate infrastructure for mental health support (Krendl and Pescosolido, 2020). International students may experience not only internal stigma, but real or anticipated stigma from their loved ones back home, peers or educators. Normalising help-seeking by repeated, and consistent messaging to promote pathways to support, as well as demystifying what accessing support entails, can help overcome barriers to accessing support due to stigma. Health services are increasingly discreet, support can be provided via online chat to prevent conversations being heard and services can be delivered via telehealth to prevent students being seen accessing the healthcare centre on campus.

Understanding the Australian model of healthcare

There are many countries that do not have mental health support integrated into their primary healthcare systems – limiting global access to comprehensive mental healthcare. This poses challenges for some international students navigating the Australian healthcare system independently for the first time. Limited understanding of the available supports, and what accessing those supports involves can create reluctance in help-seeking for some. In some health systems, mental health care is only available at the acute level, which can mean that some international students may not believe their difficulties are severe enough to warrant formal support. Regarding privacy and information sharing, some students may fear repercussions for help-seeking on their academic progress or believe that this may impact their visa status (Cogan, et al., 2023). They may also experience concerns about information being shared with family, friends or other community members like their tutors and lecturers or impacting future job opportunities.

Cultural differences surrounding mental health

Cultural factors can shape how individuals speak about and perceive their experiences of mental health and this can influence their help-seeking. Some students may also belong to cultures with limited language to express these concerns. Different cultural constructs of mental health problems can lead to different expectations of when it is necessary or appropriate to access early intervention (Gopalkrishnan, 2018). It is important to remember that some cultures see mental health through a medical lens. Others see it as a reflection of spiritual and religious beliefs, and for some it's all about a sense of

belonging. There is no one right or wrong way of understanding mental health. The influence of cultural differences surrounding mental health can result in delays in seeking help, meaning that if support is sought, it might happen only once the student is already facing significant challenges or crisis, missing the crucial window for early intervention.

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What can you do to support international students at your university?

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Every university staff member, irrespective of their role, can contribute to fostering a supportive environment that prioritises mental health and wellbeing for international students to be mentally well during their studies. Next, we cover potential indicators of mental health challenges in international students, introduce the [Real Talk Framework](#) as a strategy for initiating conversations or check-ins with those showing signs of concern, and considerations on how to offer support to these individuals.

The Real Talk Framework is a conversational approach to supporting mental health and wellbeing in Australian Universities that encourages people to **notice** the signs that may indicate someone is experiencing a mental health difficulty, to **inquire** about what you have noticed, and **provide** timely, and appropriate pathways to support when mental health difficulties arise. The conversation approach of **notice, inquire, and provide** is outlined in further detail in the next section when supporting international students who could be experiencing a tough time.



Notice

Notice the signs that may indicate someone is experiencing a mental health difficulty



Inquire

Inquire about what you have noticed



Provide

Provide timely, and appropriate pathways to support when mental health difficulties arise

Notice



What to look out for that might indicate an international student is having a tough time.



Mental health difficulties may manifest in different ways cross-culturally. Equally so, they may manifest differently from person to person from within the same culture. Be attentive to changes in academic performance, such as a sudden decline in grades or missed assignments. Additionally, noticeable shifts in behaviour, such as social withdrawal, increased irritability, or a lack of interest in activities they once enjoyed, might signal underlying mental health difficulties. Language barriers may exacerbate these challenges, as struggling students may not readily express their emotions or seek help. Physical symptoms like changes in sleep patterns or noticeable changes to personal care and hygiene can also be indicative of mental health issues.

Noticing some or all of these things is an important first step in identifying a student who may be experiencing difficulties. It is important to escalate your concerns via your university policy and procedures if you notice any of the following:

- Talking or writing about death, dying or suicide
- Engaging in risky behaviour without concern for their safety
- Talking about being a burden to others
- Increase use of drugs and alcohol
- Giving away possessions

Safety is paramount

There may be circumstances when you think the person may be a threat to themselves or to others. In these cases, immediately call 000 and follow your university's emergency response or critical incident protocols. You may need to act or seek advice even if the person does not want you to. Concerns about safety outweigh the need to seek permission to act.

Inquire



How to begin a conversation with someone you're concerned about



Checking in on an international student is unlikely to cause harm or offense when approached with compassion, sincerity, and cultural sensitivity. International students may hold different beliefs or concepts of what mental health or mental health challenges mean. It's important to recognise that some students may also experience stigma related to struggling, either internally or externally, and may have concerns about privacy. Therefore, checking in should be done privately, considering telecommunication methods like email if appropriate. Try to avoid using ambiguous language with double meanings like 'down' or 'blue' to avoid miscommunication. Conversation starters can include expressing observations and concerns directly, such as noting changes in behaviour or attendance and then following up with an open-ended question.

You can loosely use this formula to inquire with students:

(What you've noticed in that individual) + (Open ended question)

- "I noticed you have been more quiet than usual. How have you been feeling lately?"
- "We haven't seen you in class lately, what have you been up to?"

Sometimes, you might just have a 'feeling' that something is wrong rather than being able to pinpoint a specific behaviour. In this case, you may say something like: "Many students can find it difficult living in a new country. How are you settling into life in Australia?"

Another thing to be mindful of is that some students may be more aware of power imbalances than others. For example, if you hold seniority to the student (e.g., you are their Higher Degree by Research supervisor) they may be reluctant to share such personal details with you. If you are worried about the student, continue to provide repeated messages of the support that is available internally at the university and externally in the community, flag concerns with university student support or international student advisors. In instances where you are imminently concerned about the mental health and wellbeing of an international student, adhere to university protocol and escalation pathways.

In managing such conversations, it can be helpful to remain curious and it is imperative to be non-judgemental about what is happening for that individual. It is best to be guided by them in terms of the meaning that they attribute to their experiences, and what the best courses of action are from there.



For more tips on active listening and managing this conversation, review the University Support Program's [Real Talk Framework](#). To further enhance your ability to navigate conversations about mental health with sensitivity and awareness of diverse cultural backgrounds, you may consider cultural competency training.

Provide



Pathways to support and other strategies to promote mental health



Safety is paramount

There may be circumstances when you think the person may be a threat to themselves or to others. In these cases, immediately call 000 and follow your university's emergency response or critical incident protocols. You may need to act or seek advice even if the person does not want you to. Concerns about safety outweigh the need to seek permission to act.

Ensuring the mental health and wellbeing of international students is a shared responsibility among the university community, which requires collective action, it does not mean that you become that individual's only source of support or provide support in a way that does not feel comfortable for you or is beyond your capacity. If you are feeling able, this section outlines some approaches to providing support to international students. In addition to this, try to be guided by the individual as to what support they wish to engage. It is important to be collaborative.

Not every situation requires clinical support

Support can come in many forms – and providing support can be as simple as actively listening and validating that students' experiences. For example, you may suggest connecting with a friend, family, community member, or someone else they trust. This might also include a leader, an Elder, their Sheikh or Imam, a youth pastor, or a loved one from back home. While it can be hard letting others know what is going on for

them, especially if they're worried about being judged, remind them that talking to others can help them feel understood and more connected with their community.

Many international students report that social isolation and loneliness contributed to mental health difficulties while studying abroad (Orygen, 2020). To enhance connections and belonging, you may consider:

- Providing more opportunities for students to connect and socialise with peers.
- Investigating and advertising university communities, clubs or services – i.e., which student clubs are accepting students? Are there any excursions or events coming up?
- What else can your university do to support this student? Some university student groups provide food assistance (e.g., Free breakfasts). Are there any student clubs or groups that can provide peer support? Does this student need academic support?
- Some universities offer 'Lounges' where students can drop-in and socialise. These lounges are often staffed by mental health practitioners. Are you aware of a program like this at your university?

Connecting the student to clinical support

In some cases, you may believe the student could benefit from accessing additional support. Let the student know that seeking help is a sign of strength. Ask them if they are interested in hearing more about accessing support through a mental health practitioner, a GP or the wellbeing supports available through your university, including the international students office.

Assure them of the confidentiality of such discussions. Mentioning that the university values the well-being of all students, and that there are dedicated professionals ready to assist, can encourage openness. International students may fear repercussions on their immigration status or academic record if they admit to struggling. It may be helpful to clarify that seeking help will not be reported nor disclosed, or considered a weakness. Considering the financial strain many international students face, it can help to be knowledgeable about available mental health resources, both on and off-campus, and be prepared to guide the student towards affordable and accessible options.

- “It sounds like you’re having a difficult time, and you might really benefit from getting some extra support. There are some good mental health supports for students available at our university, and in the community. Are you aware of any of these services?”
- “When you’re struggling with difficulties, you don’t have to face it alone. The university wellbeing centre can provide you with cost-free support if you need. Would you like some help booking an appointment? I’d be happy to help you.”
- “I can see you’re feeling overwhelmed at the moment. Have you considered getting any support?”

Familiarity with available support services enhances your ability to provide accurate and timely information. If you cannot answer the following questions, consider reviewing your university support services or reach out to request this information.

- Do you know how to book an appointment with your university’s wellbeing centre? Would you know how to support a student with booking an appointment?
- Do they offer telehealth? Some students may be concerned about being seen entering the medical centre on campus. Some may also have limited access to transport so accessing campus supports can present a challenge.
- When are they open? International students may be time poor due to balancing part time work and study.
- What are the costs incurred? All international students will have OSHC but may be concerned about gap fees.

Translation services



Some international students may be unaware that translation services are available for their appointments. It is important to ask the young person if they would like a translator for any of their sessions. Let them know that they can request support from a translator at any point in the session, or for future sessions. Considerations will need to be made around budget, as there may be additional costs associated with translation services for Centres, particularly in areas where there is high demand.

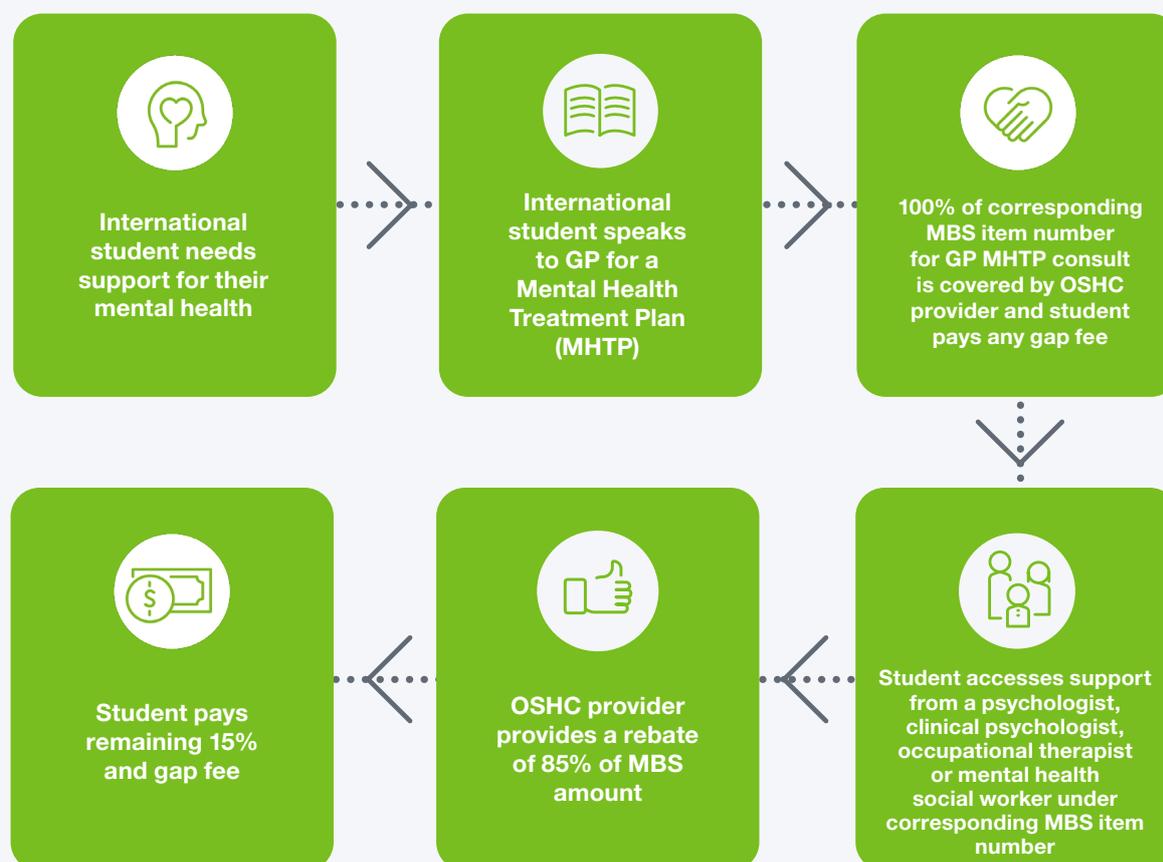
Understanding Overseas Student Health Cover (OSHC)

To study as an international student in Australia, students must have an Overseas Student Health Cover (OSHC). All OSHC insurers must cover mental health services (both in and out of hospital) if there is a corresponding Medicare Benefit Scheme (MBS) item number for the service. International students may face additional expenses if service providers charge fees exceeding the MBS item fee or the OSHC rebate. It is important that they check with their provider about how much will be covered prior to receiving the service, so that they are aware of the costs, how they will need to claim the bill, and any out-of-pocket expenses.

Students can refer to their provider's website for more information on how to make a claim with their insurer. Here are some common insurers:

- [ahm OSHC](#)
- [Allianz Care Australia \(Peoplecare\)](#)
- [BUPA Australia](#)
- [CBHS International Health](#)
- [Medibank Private](#)
- [NIB OSHC](#)

The diagram below outlines the steps an international student will take to access rebated support for their mental health through their OSHC.



Support Services for International Students

Community support



It is difficult for a university-based service to have a perfectly tailored response for every challenge and universities are not always equipped to handle complex or acute issues. Additionally, students may experience reluctance to access the university supports. Therefore, it may also be beneficial to provide information about any cultural or community-specific support groups or counselling services tailored to international students.

- Embrace Multicultural Mental Health is an Australian National service that can be used as a directory for identifying culturally appropriate mental health services and support for multicultural communities. Read [more here](#).

How headspace can help



headspace centers can be a source of support for international students aged 12-25.

- To find your nearest headspace centre, [click here](#).

International students can be supported to access headspace's digital platforms such as eheadspace, Online Communities peer chats, and work and study online support.

- You can read [more here](#).

Additional options for support



- If the international student requires general physical health support, for example for sexual health, they could see a nurse practitioner at their local health clinic. This can be a cheaper alternative to seeing a GP. However, there are limited nurse practitioners across the country.
- Many local community health Centres can provide free or low cost health services including counselling, Alcohol and other Drugs support, etc, even without a Medicare card.
- [Click here](#) to find your local Primary Health Network and contact them to identify the support they can provide, as international students can fall under their remit of supporting the mental health and wellbeing of multicultural communities.
- Consider referring students to local low cost counselling clinics, including clinics with provisional or student psychologists.
- Local council or youth services may be able to offer counselling without a Medicare card.
- Some providers offer supplementary mental health programs for international students. Students should contact their provider directly for more information.
- Read [more here](#).

National support services

Share information about national support services or crisis hotlines. Note that not only sharing these hotlines, but also what students can expect, may increase the likelihood of students accessing these services. These services can be accessed by anyone and often have options for discreet engagement (e.g., through text or online chat).

Adult

Lifeline:

Call 13 11 14 | Text 0477 13 11 14

Web chat lifeline.org.au/crisis-chat

Suicide Call Back Service:

1300 659 467

suicidecallbackservice.org.au

Beyond Blue:

1300 224 636

beyondblue.org.au/forums

MensLine Australia:

1300 789 978

mensline.org.au

StandBy Support After Suicide:

1300 727 247

standbysupport.com.au

Aboriginal and Torres Strait Islander

13Yarn: 13 92 76

13Yarn.org.au

Lesbian, gay, bisexual, trans, and/or intersex

Qlife: 1800 184 527

qlife.org.au

Multicultural Communities

Embrace multicultural mental health:

embracementalhealth.org.au

Youth

Kids Helpline: 1800 551 800

kidshelpline.com.au

headspace: 1800 650 890

headspace.org.au

ReachOut:

ReachOut.com

Other resources

Head to Health: mental health portal

headtohealth.gov.au

Life in Mind: suicide prevention portal

lifeinmindaustralia.com.au

SANE: 1800 187 263 (10am-10pm)

online forums: saneforums.org

If the conversation gets shut down

Some students may not be open to accessing support when you speak with them. That is okay. Ultimately, it is their decision whether to access further help or not. If they change their mind or come to a place in the future where they do feel they are interested in additional support, then at least they know you are a safe person to discuss things with, in the future. If you are still concerned, there are other ways you can contribute to building a mentally safe community. This might be by sharing information on the available supports in:

- your email signature,
- at the end of presentations such as lectures, classes, labs or seminars,
- during team meetings, and,
- sharing reminders of self-care (e.g., run [headspaces stress bucket activity](#)).

Conclusion

Everyone will attribute their own meaning and understanding of the difficulties they encounter in their lives, whether they are an international student or not. This resource simply aims to share some of the considerations you can take when managing conversations about mental health with these students. It is always best to remain curious and non-judgemental about what is occurring for others and be guided by them as to what the best course of action is (except in cases where someone's life is in danger). Hopefully, this resource has helped equip you to hold a more nuanced understanding of how to support this important group. It is equally important to remember that as a university staff member, you belong to a large community, who can help support you to manage conversations like these. It is critical to practice your own self-care and recognise when you are feeling capable of managing conversations like these.



Additional resources

The following resource is a quick reference guide for university staff on engaging students in a conversation regarding mental health and wellbeing, following the notice, inquire, provide framework.



NOTICE, INQUIRE, PROVIDE

What to notice, how to inquire, and how to provide support when you are concerned about the mental health of someone you know

NOTICE CHANGES IN SOMEONE'S MOOD AND BEHAVIOUR

- Not switching on their camera during class or participating when they usually would
- A comment or online status update, including talking or writing about being a burden to others
- Withdrawing from university life and their friends or colleagues
- Giving away possessions
- Engaging in risky behaviour, including increased use of drugs or alcohol, without concern for their safety

INQUIRE ABOUT WHETHER SOMEONE IS OK

- "Hey, I've noticed you don't seem to be yourself lately? Just checking that everything is ok?"
- "You seem a little more distracted than normal. Is there anything that is taking your focus that I can help you with?"
- "I haven't seen you hanging out with your friends lately? Is everything ok there?"
- "I've noticed you haven't had a lot to say in tutorials lately. That's not like you. Is everything ok?"

PROVIDE SUPPORT TO SOMEONE

- "It sounds like you are juggling a lot at the moment. Is there a plan we can come up with to reduce your stress?"
- "I can hear it is really tough for you right now. Is it ok if we think about finding a service that might be best suited to providing you some support right now?"
- "I want to help you but I don't think I know the best course of action from here. Do you mind if we call someone to see what they think?"
- "While we look at getting some professional supports, are there things that have helped you in the past that may help you until that time?"

HELPFUL HINTS

- If there is an immediate concern about safety, call 000 and seek advice – don't wait for permission
- Check that we're not putting ourselves at risk of experiencing our own mental health difficulty before we start the conversation, and debrief afterwards
- Be clear about our role, our level of expertise, and our capacity to provide support – our job may simply be to listen or to connect people to support in the university or in the wider community
- Listen without judgement, and use respectful, empathetic language

THINGS TO AVOID

- Multi-tasking
- Making decisions on their behalf, or anticipating what they might say
- Making promises we can't keep
- Inquiring about past traumas
- Taking on too much or offering more time or support than you can provide

SUPPORT SERVICES

If you or someone around you is in immediate danger, call Triple Zero (000).

Beyond Blue 24/7 mental health support service: 1300 22 4636

headspace online support and counselling for those aged 12-25: 1800 650 890

Kids Helpline 24/7 crisis support for those aged 5-25: 1800 55 1800

1800RESPECT 24/7 support for sexual assault and domestic violence: 1800 737 732

Lifeline 24/7 crisis support and suicide prevention services: 13 11 14

Suicide Call Back 24/7 crisis support and counselling for people affected by suicide: 1300 659 467

Mensline 24/7 counselling service for men: 1300 78 99 78

QLife LGBTIQ peer support and referral: 1800 184 527

The following resources can be printed and shared with international students. They are intended to provide complementary support to what you are already doing to promote help-seeking and facilitate access to support services for international students.



pause. reflect. reconnect.

We have included a few ideas of our own to help get you started.

1. Get in to life

- Get outdoors - head to the park with your family or friends.
- Discover a new hobby - you could try arts or craft, reading, learning a new language. The sky's the limit!



2. Learn skills for tough times

- Try art as a way to express what you are feeling.
- Build a routine... plan your approach to your day.



3. Create connections

- Find someone you trust that you can talk to about your feelings.
- Join a group - drama, music, sport - it doesn't matter what as long as you enjoy it.



4. Eat well

- Try a whole meal without any processed foods.
- Get creative and make a nutritious meal with a friend.



5. Stay active

- Add some physical activity to your daily commute or routine.
- Turn the music up and dance around your room.



6. Get enough sleep

- Take a break from screens before bed.
- Set an alarm and try to get up at the same time each day.



7. Cut back on alcohol and other drugs

- Stay busy with other activities at times you find it hard to say no.
- Make plans for early the next day to help keep you on track.



small steps start big things

Big changes can be overwhelming. Starting small can help. Start by doing things you enjoy. You might be surprised at the difference a small step can have on your mental health and wellbeing.

Use this action plan to set goals for the small steps you want to take.



**take your first
step today,
headspace.org.au/tips**

Further support

If you need to speak to someone urgently, please call:

Lifeline
13 11 14

Kids Helpline
1800 55 1800

headspace National Youth Mental Health Foundation is funded by the Australian Government Department of Health.

healthy headspace action plan

A What small steps or activities are possible? Which seem like fun? What would you like to try or change?
e.g. listen to music, write down my ideas, eat breakfast each day

B When will you do the activities? How often can you do them? What is the best time for you to do the activities?
e.g. before bed, twice a week

C How will you know if the activities are working for you?
e.g. I'll laugh, I'll sleep, I'll feel more confident to handle tough times

D What could get in your way?
e.g. I'm busy, I don't have equipment, I am not sure how

E Where can you get support?
e.g. ask a friend to join you, research online, borrow equipment

F What small steps could you take to help focus on study or work?

You could try these things to help make your changes stick:

- write it down
- set a reminder
- plan it with family or friends
- take note of any benefits
- think about why it's important to you.

Support for international students

This page contains avenues for accessing support for international students.

University supports

Contact details, services, opening hours, booking procedure, costs

Clues: Wellbeing centre at the university, financial assistance, food assistance, social clubs, study support details

Local and national supports

Notes:

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headspace centres and services operate across Australia, in metro, regional and rural areas, supporting young Australians and their families to be mentally healthy and engaged in their communities. headspace National Mental Health Foundation is a child safe organisation.



headspace would like to acknowledge Aboriginal and Torres Strait Islander peoples as Australia's First People and Traditional Custodians. We value their cultures, identities, and continuing connection to country, waters, kin and community. We pay our respects to Elders past and present and are committed to making a positive contribution to the wellbeing of Aboriginal and Torres Strait Islander young people, by providing services that are welcoming, safe, culturally appropriate and inclusive.



headspace is committed to embracing diversity and eliminating all forms of discrimination in the provision of health services. headspace welcomes all people irrespective of ethnicity, lifestyle choice, faith, sexual orientation and gender identity.

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