Mental Health Issues Among the Chinese Communities

Wen-Hua Du, Ph.D.
Associate Professor of Teaching
Worcester Polytechnic Institute

Project Background

Purpose and Partnership

- **Explore** the cultural factors that shape Chinese perspectives on mental health.
- **Take action** through Project-based Language Learning (PBLL) by creating public products that address this challenging issue.
- Partner with a non-profit organization Mental Health Associate for Chinese Communities (MHACC)

美國華裔精神健康聯盟®
Mental Health Association for Chinese Communities

Course Background and Challenges

Background

- Content-based language course: “Contemporary China: Culture and Trends”
- Offered in Spring 2024
- A 7-week term with 4 contact hours per week
- 20 students enrolled: with 13 CHL and 7 CFL students
- Proficiency levels range from IM to AL

Challenges

- Balancing content and language
- Managing a wide range of language proficiency levels among students
- Managing an intense timeline
- Effective PBLL delivery

Material Development

心理问题污名化

在全美约 1900 万人的亚裔人口中，约有 15%的亚裔族群有过心理疾病。根据一项统计，在疫情过后，亚裔美国青少年因为疫情以来所累积的焦虑和忧郁等负面的情绪都增加了，导致确诊忧郁症的人增加了 104%，焦虑症增加了 97%，这是在美国所有的族群中，成长最高的一群，但亚裔在寻求咨询和治疗的数据上，却比其他族群少了三倍。到底是什么原因呢？在讨论这个现象之前，我们先了解一下心理问题在亚裔之间的污名化。

亚裔族群中对心理问题的污名化主要来自外在社会污名(social stigma)，及内在病耻感交错产生的现象。所谓的社会污名化，是通过一般的刻板印象（对于心理问题的一种错误、固化的认知）、偏见（刻板印象在认知和情感上的表现）和歧视（刻板印象在行为上的表现），让人们觉得心理健康有问题是一件很丢脸、羞耻的事。正由于外在社会污名的影响，连带影响到一个人因为自己心理健康出问题而产生羞耻感。因为社会给心理有问题的人贴上了“不正常”的标签，不少人认为只有心理脆弱、不够坚强的人，才会有心理问题。被贴上“不正常”标签的病患，自然而然在社会上就低人一等。心理问题的污名化，对于一个人是否能主动寻求治疗帮助的决定起很重要的作用。有病耻感的人，在患病时，主动寻求外在协助的机会也比较低。

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#	Vocabulary	Pinyin	Part of speech	English translation
1	污名化	wūmíng huà	noun/verb	stigmatization, stigmatize
2	根据	gēnjù	preposition/verb	according to, based on
3	统计	tǒngjì	noun/verb	statistics, to count
4	累积	lěijī	verb	to accumulate, to amass
5	焦虑	jiāolǜ	noun/verb	anxiety, to be anxious

Curriculum Components (1/5)

Online Vocabulary Quizzes

Fill in the blank with the most appropriate word. Each word will only be used once.

Introduction-2（25-48）

"突飞猛进" "家丑不外扬" "思想" "刻苦耐劳" "模式" "模范" "考验" "目标" "集体主义" "以及"

1) 他们两个人经不起两边父母压力的_____，最后分手了。

2) _____的文化，就是把群体的事放在自己需要的前面。在华人文化里很常见。

3) _____的意思是家里不好的事，不对外人说。这是在华人世界中常常看到的文化现象。

4) 为了达成功成名就的_____，王先生早晚都在工作，最后还是没有成功。

5) 近五年来科技的_____，对我们的生活产生(chǎnshēng: brought about)了很大的改变。

6) 高先生是大家心目中的_____爸爸：他会照顾孩子、陪孩子聊天、陪孩子玩；孩子有什么事都会想跟高先生说。真是个好爸爸！

7) “家丑不外扬”_____“刻苦耐劳“都是华人文化的特色。

8) 女人结了婚就应该在家照顾孩子。这是什么过时的_____？！现在还有人有这种想法吗？

9) 我每天睡觉以前一定要把手机调成睡眠_____；要不然会有人发短信给我，我会睡不好觉。

10) 陈先生和陈太太这十年以来_____*(hint: an idiom)*，最近存够了钱，买了一栋房子。

Curriculum Components (2/5)

Homework Assignments

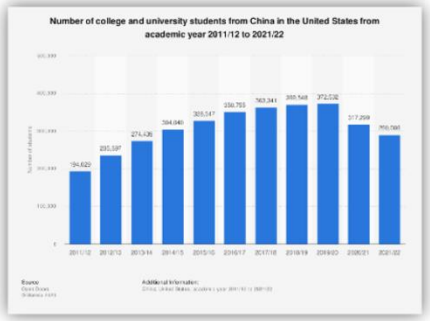
CN357X Contemporary China
Special Topics on Promoting Mental Health Awareness among the Chinese Communities

Unit 3 Homework Assignment: Stigma and Statistics

Instruction: Students can choose to handwrite or type their homework assignment. If you choose to type your answers, please use blue font to distinguish your responses from the questions.

一、语法句型练习 Grammar and Pattern Practice

- 请用“倍”(*times, multiplied by*)、“百分之”(*percentage*)回答下面的问题：



左边这张图是从 2011 年到 2022 年，从中国来美国的留学生。

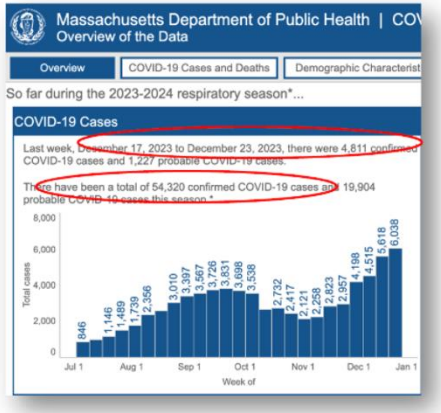
1) 2011-2012 与 2021-2022 年比，从中国来美国的留学生成长了多少倍？

2) 比较 2019-2020 年和 2020-2021 年来美留学的学生人数，减少了百分之几？

右边这张图是麻州 2023 年七月到 2024 年一月，Covid 确诊的人数。

1) 2024 年一月确诊的人数比 2023 年七月约多几倍？

2) 十二月十七日到十二月二十三日那一周 Covid 确诊的人数占这一季 Covid 确诊的人数的百分之多少？



In this exercise, students have learned 倍 (*times, multiplied by*), 百分比 (*percentage*) in the context of increasing numbers of Asian American's mental health issues since the pandemic. Here, I selected two real-world statistics for students to practice using "倍" and "百分比".

Curriculum Components (2/5)

Homework Assignments

CN357X Contemporary China
Special Topics on Promoting Mental Health Awareness among the Chinese Communities

- 所 precedes a verb reflect 所's function as "a relative maker, similar to "that", "which" in English.

Rewrite the sentence by inserting "所" into the right place.

Ex: 亚裔年轻人因为疫情以来累积的焦虑和忧郁等负面情绪都增加了。

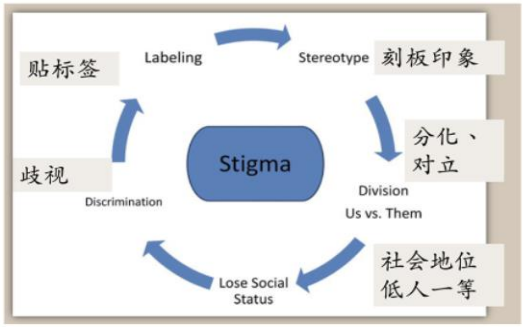
→ 亚裔年轻人因为疫情以来所累积的焦虑和忧郁等负面情绪都增加了。

1) 学生每天做的事不一定都和学习有关。有的时候也工作、运动或社交。

2) 我把学过的东西都用上了，可是还是解决不了这个问题。

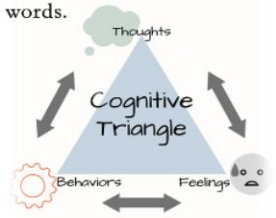
This is an extended practice for the formal language usage of "所", derived from Classical Chinese.

二、简答题 Q&A: 以中文问答

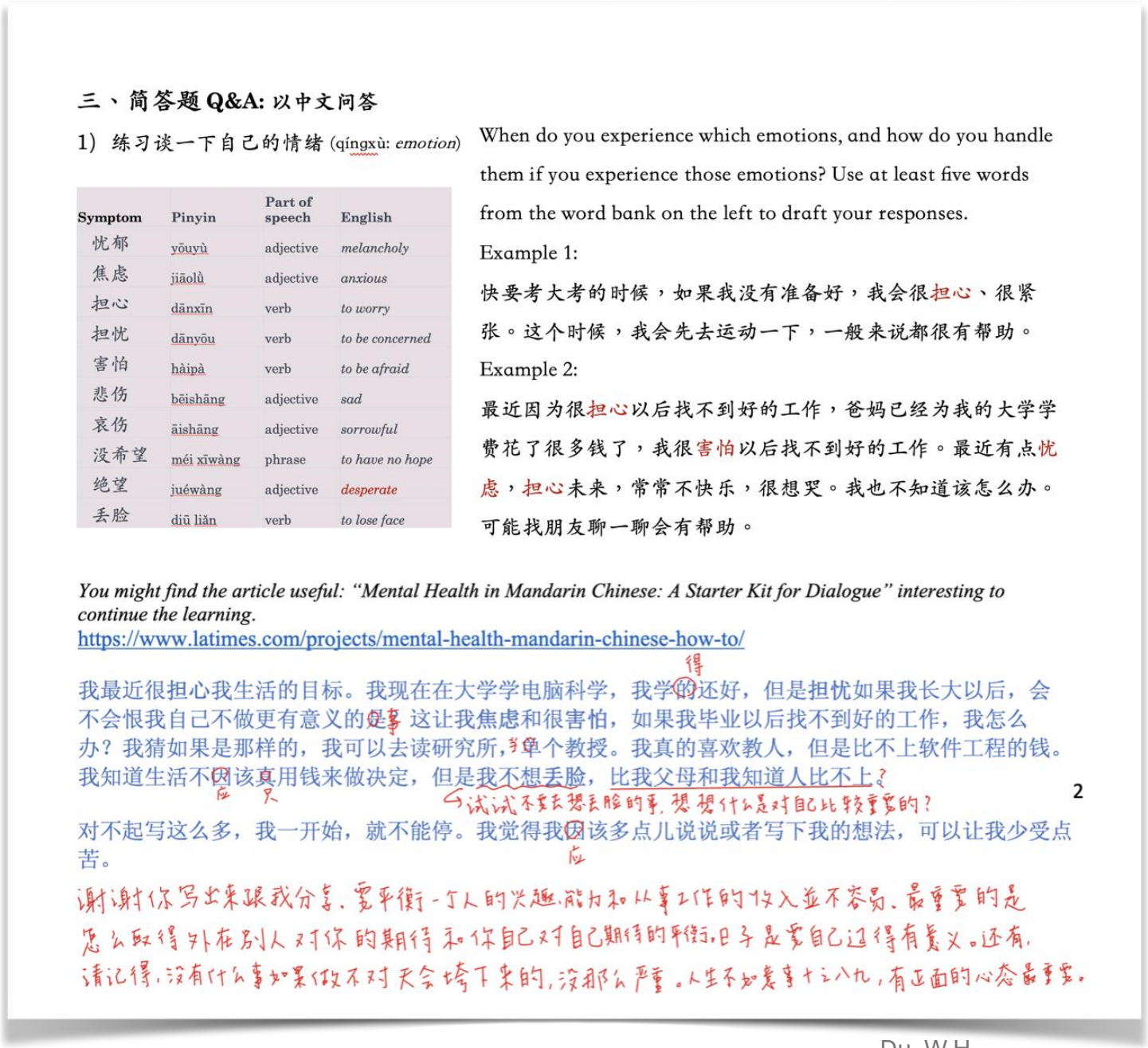


1) Use the diagram on the left to explain in a coherent paragraph how " psychological stigmatization" arises from external factors.
请用左边这张图从外在因素解释" 心理污名化" 是怎么来的。

2) 根据下面这张图，请用"情感"、"思想"和"行为"来解释"刻板印象"是怎么来的。
Based on the diagram below, explain in a coherent paragraph, that how "stereotype" arises using the provided words.



In *Q&A*: Students can easily identify the descriptions of stereotype and stigma in the text reading. This task requires minimum cognitive engagement corresponding to Bloom's taxonomy of learning objectives. However, since the concept is important, I want students to be able to explain the concept in the target language. Hence, the inclusion of this exercise.



三、简答题 Q&A: 以中文问答

1) 练习谈一下自己的情绪 (qíngxù: *emotion*)

Symptom	Pinyin	Part of speech	English
忧郁	yōuyù	adjective	*melancholy*
焦虑	jiāolǜ	adjective	*anxious*
担心	dānxīn	verb	*to worry*
担忧	dānyōu	verb	*to be concerned*
害怕	hàipà	verb	*to be afraid*
悲伤	bēishāng	adjective	*sad*
哀伤	āishāng	adjective	*sorrowful*
没希望	méi xīwàng	phrase	*to have no hope*
绝望	juéwàng	adjective	*desperate*
丢脸	diū liǎn	verb	*to lose face*

When do you experience which emotions, and how do you handle them if you experience those emotions? Use at least five words from the word bank on the left to draft your responses.

Example 1:

快要考大考的时候，如果我没有准备好，我会很担心、很紧张。这个时候，我会先去运动一下，一般来说都很有帮助。

Example 2:

最近因为很担心以后找不到好的工作，爸妈已经为我的大学学费花了很多钱了，我很害怕以后找不到好的工作。最近有点忧虑，担心未来，常常不快乐，很想哭。我也不知道该怎么办。可能找朋友聊一聊会有帮助。

You might find the article useful: "Mental Health in Mandarin Chinese: A Starter Kit for Dialogue" interesting to continue the learning.

https://www.latimes.com/projects/mental-health-mandarin-chinese-how-to/

我最近很担心我生活的目标。我现在在大学学电脑科学，我学的(得)还好，但是担忧如果我长大以后，会不会恨我自己不做更有意义的(是)事 这让我焦虑和很害怕，如果我毕业以后找不到好的工作，我怎么办？我猜如果是那样的，我可以去读研究所，(当)单个教授。我真的喜欢教人，但是比不上软件工程的钱。我知道生活不(应)该(只)用钱来做决定，但是我不想丢脸，比我父母和我知道人比不上？

试试不要去想丢脸的事，想想什么是对自己比较重要的？

2

对不起写这么多，我一开始，就不能停。我觉得我(应)该多点儿说说或者写下我的想法，可以让我少受点苦。

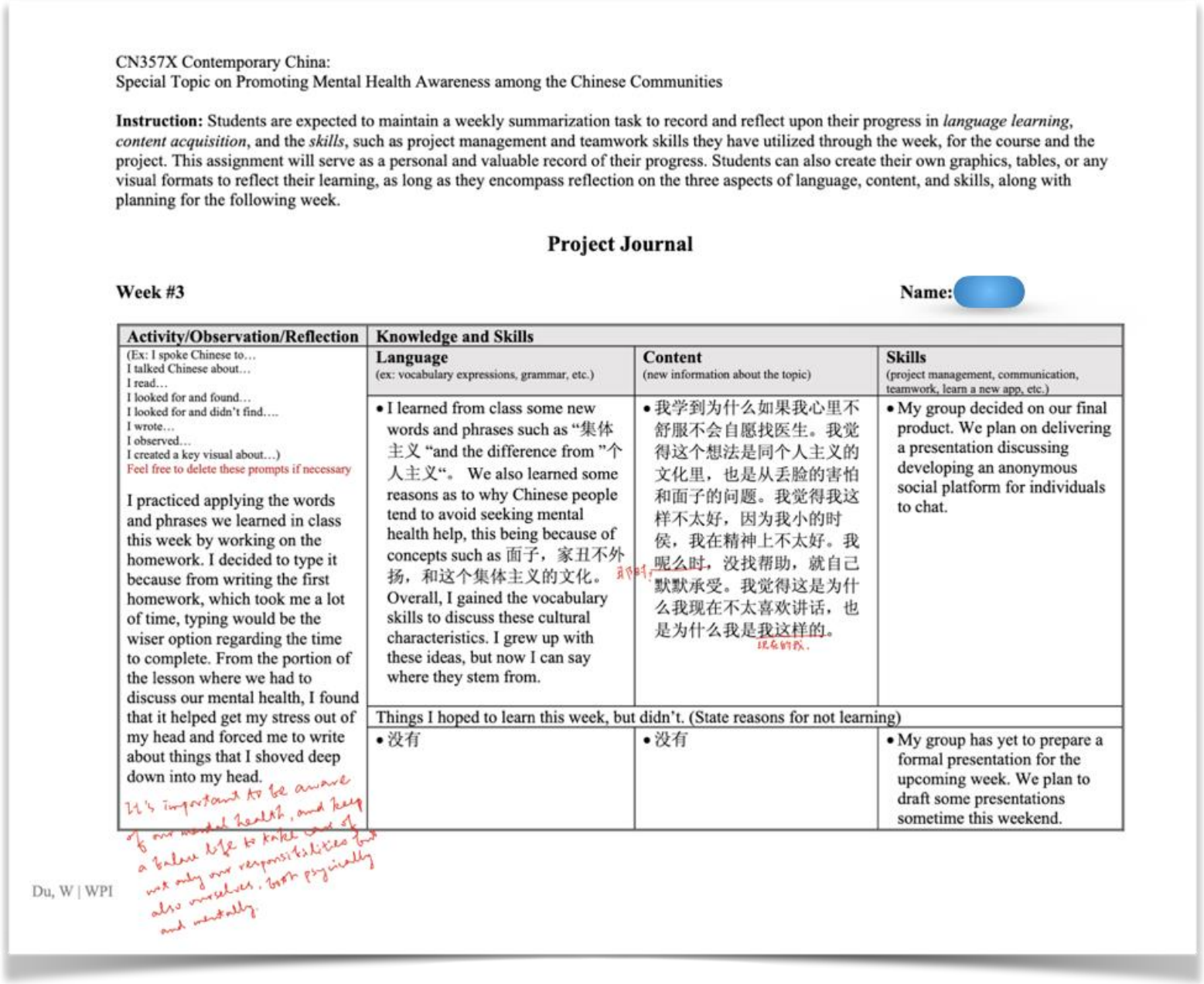
谢谢你写出来跟我分享。要平衡一个人的兴趣、能力和从事工作的收入并不容易。最重要的是怎么取得外在别人对你的期待和你自己对自己期待的平衡。日子是要自己过得有意义。还有，请记得，没有什么事如果做不对天会塌下来的，没那么严重。人生不如意事十之八九，有正面的心态最重要。

Curriculum Components (2/5)

Homework Assignments

Learning Journal

Curriculum Components (3/5)



CN357X Contemporary China:
Special Topic on Promoting Mental Health Awareness among the Chinese Communities

Instruction: Students are expected to maintain a weekly summarization task to record and reflect upon their progress in *language learning*, *content acquisition*, and the *skills*, such as project management and teamwork skills they have utilized through the week, for the course and the project. This assignment will serve as a personal and valuable record of their progress. Students can also create their own graphics, tables, or any visual formats to reflect their learning, as long as they encompass reflection on the three aspects of language, content, and skills, along with planning for the following week.

Project Journal

Week #3 **Name:**

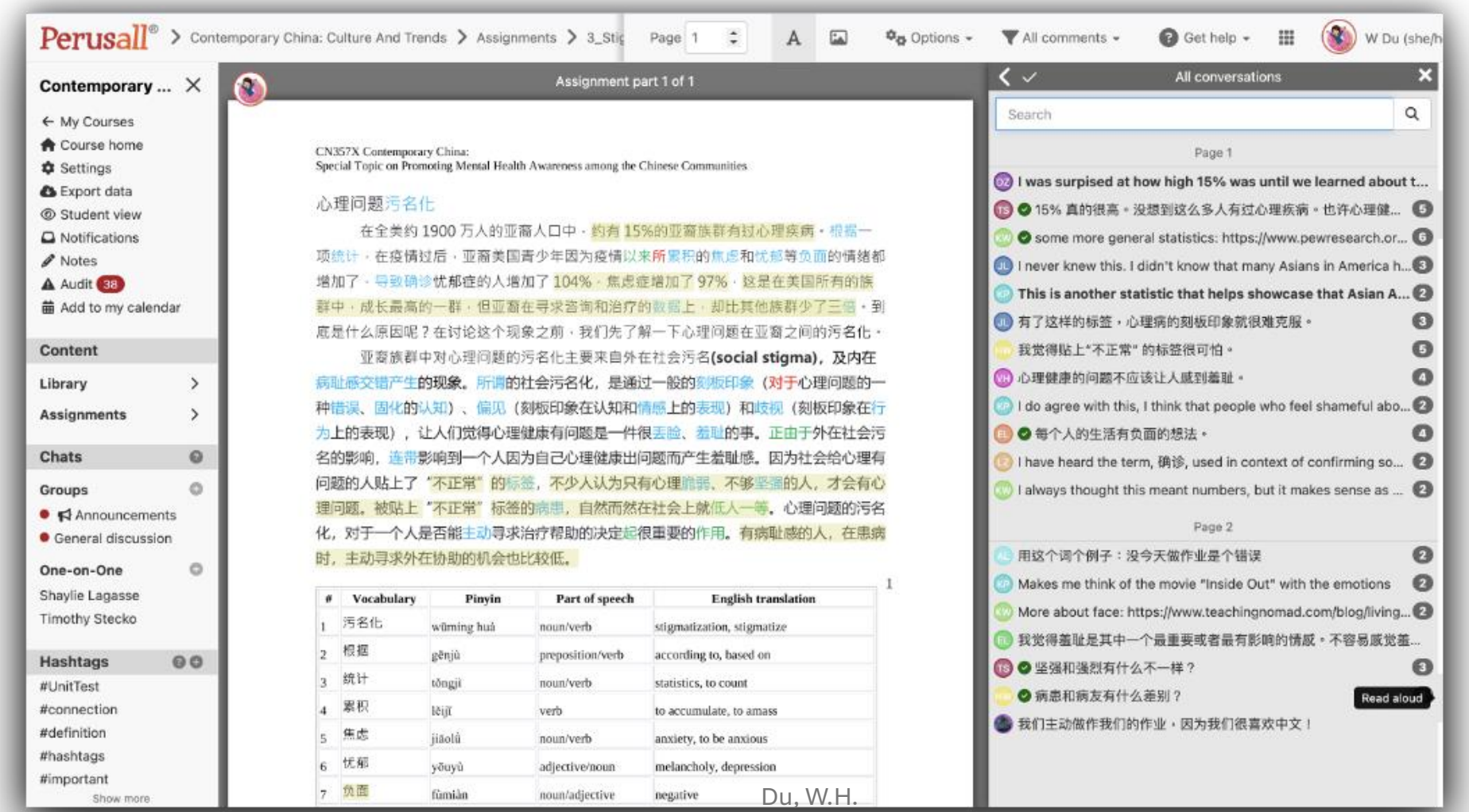
Activity/Observation/Reflection	**Knowledge and Skills**		
(Ex: I spoke Chinese to… I talked Chinese about… I read… I looked for and found… I looked for and didn't find…. I wrote… I observed… I created a key visual about…) Feel free to delete these prompts if necessary I practiced applying the words and phrases we learned in class this week by working on the homework. I decided to type it because from writing the first homework, which took me a lot of time, typing would be the wiser option regarding the time to complete. From the portion of the lesson where we had to discuss our mental health, I found that it helped get my stress out of my head and forced me to write about things that I shoved deep down into my head.	**Language** (ex: vocabulary expressions, grammar, etc.)	**Content** (new information about the topic)	**Skills** (project management, communication, teamwork, learn a new app, etc.)
	• I learned from class some new words and phrases such as "集体主义 "and the difference from "个人主义". We also learned some reasons as to why Chinese people tend to avoid seeking mental health help, this being because of concepts such as 面子，家丑不外扬，和这个集体主义的文化。 Overall, I gained the vocabulary skills to discuss these cultural characteristics. I grew up with these ideas, but now I can say where they stem from.	• 我学到为什么如果我心里不舒服不会自愿找医生。我觉得这个想法是同个人主义的文化里，也是从丢脸的害怕和面子的问题。我觉得我这样不太好，因为我小的时候，我在精神上不太好。我呢么时，没找帮助，就自己默默承受。我觉得这是为什么我现在不太喜欢讲话，也是为什么我是我这样的。	• My group decided on our final product. We plan on delivering a presentation discussing developing an anonymous social platform for individuals to chat.
	Things I hoped to learn this week, but didn't. (State reasons for not learning)		
	• 没有	• 没有	• My group has yet to prepare a formal presentation for the upcoming week. We plan to draft some presentations sometime this weekend.

It's important to be aware of our mental health, and keep a balance life to take care of not only our responsibilities but also ourselves, both physically and mentally.

Du, W | WPI

Curriculum Design and Components (3/5)

Collaborative Reading



Du, W.H.

Curriculum Design and Components (5/5)

Final Group Project

CN357X: Contemporary China:
Special Topic on Promoting Mental Health Awareness among the Chinese Communities

CN357X Group Project Overview Timeline and Instruction

Important Date/ Milestone	Task		Goal	Note/Resource/ Evaluation tool	Breakdown points
1/19 (F)	A	Get to know MHACC and decide final deliverables of the project	Decide final product deliverables (4-5 groups)	Jamboard Brainstorming	--
2/2 (F)	B	Project proposal progress sharing: in-class critique and discussion	Provide a detailed plan on content development and final deliverables, including individual contributions for each task	Project proposal rubrics Project Proposal and Feedback Wall *Provide a list of team contribution*	20 pts
2/5 (M)	C	Project proposal due	Outline the written version of the in-class proposal sharing session in detail to guide the development of the final product	Project proposal rubrics *Provide a list of team contribution*	
2/16 (F)	D	First draft of the content	Develop content for the later final product	Content grading rubrics *Provide a list of team contribution*	30 pts
2/23 (F)	E	Final draft of the content	Based on the comments and feedback from the 1st draft, create an error-free content draft for the production stage of the final deliverable	Content grading rubrics *Provide a list of team contribution*	15 pts
3/1 (F)	F	Final product deliverable	Share the final deliverables with MHACC and the public for dissemination	Product grading rubrics Teamwork evaluation *Provide a list of team contribution*	35 pts

All the five tasks account for 24% of the total grade, with a total distribution of 100 points. Detailed instruction and grading rubrics are as follows:

Task A Get to know MHACC and decide on the final deliverables of the project:

- Familiarize yourself with MHACC by researching the NGO, bearing in mind that the project's objective is to help MHACC in promoting mental health awareness among the Chinese communities.
- Establish connections between the project stakeholders and the project deliverables. Stakeholders are individuals, groups, or entities with an interest or concern in the project. Devise your final deliverables that can contribute to both the stakeholder and MHACC in achieving their mission.
- Define the project scope, ensuring a reasonable project scope to guarantee the quality of the final deliverables. Consider the resources and talents available within your team that can be leveraged for the project.

Final Group Project

Curriculum Components (5/5)

Rubrics and Grading Criteria

Task B and C Project Proposal Rubrics

Category	Element	Expectation
Project Background (20%)	Identification of problems, challenges, or opportunities	Clearly articulates the issues or opportunities that necessitate the project
	Rationale	Provides a compelling explanation of why addressing these issues or opportunities is important
	Stakeholder analysis	Demonstrates an understanding of key stakeholders and their interests in the project
	Contextual understanding	Demonstrate a thorough understanding of the broader context in which the project will be conducted
Project Objective (30%)	Clarity of objectives	Clearly defines the intended outcomes of the project
	Alignment with project background	Ensures that the objectives directly address the identified problems, challenges, or opportunities.
	Realistic and achievable	Objectives are realistic given the scope and resources available
Project Scope (30%)	Project steps or stages	Clearly outlines the major steps or stages of the project
	Inclusion of key elements	Specifies the essential components or elements included in the project
	Strategy for achieving objectives	Describe how the project will lead to the accomplishment of the stated objectives
	Dissemination plan	Clearly outlines how the final deliverables will be disseminated to relevant stakeholders
Project Management (20%)	Timeline	Provides a detailed timeline for the entire project, including milestones and deadlines
	Milestone checkpoints	Identify smaller milestones or checkpoints that lead to the development of the final deliverables
	Resource allocation	Demonstrates an understanding of the resources, such as time and team talents, and expertise required for the project
	Risk management	Identifies potential risks and proposes strategies for mitigating or addressing them
	Team collaboration	Describes how the team will collaborate and communicate throughout the project

Curriculum Components

Final Group Project (5/5)

Task D and E Content Grading Rubrics

Criteria	**Excellent** (16-20 pt)	**Good** (11-15 pt)	**Satisfactory** (6-10 pt)	**Needs Improvement** (5 pt)
Content (20%)	Demonstrate a profound understanding and analysis of the topic; comprehensive coverage of key ideas, supported by relevant details; original and insightful ideas that go beyond basic requirements.	Solid understanding/analysis of the topic; adequate coverage of key ideas with support from relevant details; presents thoughtful and well-developed ideas.	Adequate understanding of the topic; cover basic concepts with some support.	Presents ideas, limited understanding of the topic. Missing key concepts and support.
Relevance to Audience (20%)	Highly tailored to the linguistic and cultural needs of the target audience; demonstrates a deep understanding of the audience's perspective in the target language context; engages and captives the audience effectively.	Mostly relevant to the linguistic and cultural needs of the target audience; demonstrate an understanding of the audience's perspective in the target language's context; engages the audience effectively.	Somewhat relevant to the linguistic and cultural needs of the target audience; show some understanding of the audience's perspective in the target language's context; engagement with the audience is present but may not be sufficient.	Minimally relevant to the linguistic and cultural needs of the target audience; Lacks understanding of the audience's perspective in the target language's context; limited engagement with the audience.
Used of Learned Vocabulary (20%)	Exceptional use of learned vocabulary and idiomatic expressions in the target language; vocabulary enhances precision, sophistication, and cultural authenticity; demonstrates mastery of language-specific terminology	Good use of learned vocabulary and idiomatic expressions in the foreign language; Vocabulary contributes to the overall clarity of the writing; demonstrates a solid understanding of language-specific terminology.	Adequate use of learned vocabulary in the foreign language; some terminology is used appropriately; vocabulary may lack precision at times.	Limited use of learned vocabulary; terminology is used incorrectly or inconsistently; vocabulary does not enhance the writing.
Coherence (20%)	Exceptional organization and flow of ideas in the target language; transitions between paragraphs and sections are seamless; logical progression enhances understanding.	Good organization and flow of ideas in the foreign language; transitions between paragraphs and sections are generally smooth; logical progression aids understanding	Adequate organization and flow of ideas in the target language; transitions between paragraphs and sections are somewhat choppy; logical progression is present but may be unclear at times.	Limited organization and flow of ideas in the foreign language; transitions between paragraphs and sections are unclear or absent; logical progression is lacking.
Grammar and Mechanics (20%)	Exceptional command of grammatical structures and patterns in the target; demonstrates a high level of language proficiency.	Good command of grammatical structures and patterns in the target; few minor errors that do not impede understanding; demonstrates solid language proficiency.	Adequate command of grammatical structures and patterns in the target; some errors that may slightly impede understanding; demonstrate basic command of the language.	Notable errors in grammatical structure and pattern in the target language; errors impede understanding; demonstrated limited language proficiency.

Project Delivery

- A social media template design for Instagram
- A prototype website introducing the course with the information on MHACC and its mission
- Interviews in Boston Chinatown on mental health awareness
- A logistical plan for a selfcare package
- A redesigned brochure and a promotional video introducing MHACC

关于我们

我们是一个非营利组织，其使命是透过宣传、教育、研究、支持和服务来提高华人社区对心理健康的认识。

使命

美国华裔
精神健康联盟的使命是，

- 提高华人社区对精神健康的认识
- 代表广大受精神疾病影响的华人家庭和个人
- 帮助他们在未来发展有意义和有成效的生活

资源

国家防治自杀生命线:
988

危机信息线
发HOME或者MHFA给741741

亚裔LifeNet热线:
1-877-990-8585

国家药物滥用治疗定位器 (SAMHSA):
800-662-HELP (4357)

CalHOPE:
833-317-HOPE (4673)

支持小组

支持我们

捐款

关注微信

3160 Castro Valley Blvd, Castro Valley CA 94546
https://www.mhacc-usa.org
info@mhacc-usa.org

美国华裔精神健康联盟

Mental Health Association for Chinese Communitiies

我们不会放弃任何拯救一个生命的机会。

活动时间表

每星期一	每星期二	每星期三	周六互助小組	
跳入精彩人生 在线活动: 下午4:30至 6:00 pm	跳入精彩人生 在线活动: 下午4:30至 6:00 pm 歌声唱响人生 在线活动: 晚上7:30至 8:00 pm	跳入精彩人生 在线活动: 下午4:30至 6:00 pm	每月第一个星期六 API 英语患友互助小组 在线活动: 上午11:00 am 至12:30 pm	每月第二个星期六 API 英语患友互助小组 线下活动: 上午11:00 am 至12:30 pm 粤语患友互助小组 在线活动：下午1:30至3:00pm 粤语家人互助小组 在线活动：下午3:30至 5:00pm
每星期四	每星期五	每周六和周日		
跳入精彩人生 在线活动: 下午4:30至 6:00 pm	跳入精彩人生 在线活动: 下午4:30至 6:00 pm	跳入精彩人生 在线活动: 早上8:00至 9:00 am	每月第三个星期六 API 英语患友互助小组 在线活动: 上午11:00 am 至12:30 pm 国语患友互助小组 在线活动：下午1:30至3:00 pm 国语家人互助小组 在线活动：下午3:30至 5:00pm	每月第四个星期六 API 英语患友互助小组 线下活动: 上午11:00 am 至12:30 pm

线下活动地址:
38750 PASEO PADRE PKWY C7, 弗里蒙特CA 94536
线上地址:
MEETING ID: 91311874702 | PASSCODE: MHACC
所有会议时间均按照加利福尼亚州当地时间。

Effectiveness of the Teaching Project

- 94% of the students agreed or strongly agreed that they learned a lot about **mental health issues in Chinese communities** from this course (N =16, M=4.5, SD= .61)
- 94% of the students agreed or strongly agreed that they learned about the **language**, including vocabulary related to mental health issues in Chinese communities in this course (N =16, M= 4.63, SD=.48)
- 81.25% of the students agreed or strongly agreed they can discuss Chinese mental health issues and the reasons why Chinese people neglect them using the language they learned in this course (N =16, M= 4, SD=.61)

Effectiveness of the Teaching Project

- "This course has likely been the most useful Chinese class I have ever taken, including the many weekends I've spent in Chinese school. I've **not only learned vocabulary and grammar, but I have learned to apply it to real-world problems and scenarios, better familiarizing myself with Chinese culture and traditions in a way that is applicable to me**. I loved the project-based language learning format, and I think **working with a real organization helped me solidify the concepts that we discussed in class**. At the beginning of the term, I fully expected to cram and memorize vocabulary every day, forcing myself to apply new sentence structures to assignments that I would quickly forget. However, I found that **due to the way the course was taught, new grammar and vocabulary came to me incredibly naturally while completing the homework assignments.**"

Effectiveness of the Teaching Project

- "During the class, I learned a lot about mental health in the Asian-American community. I knew that COVID had increased mental illness rates across the country, but **I never knew that Asian communities suffered disproportionately from the increase in mental illness**. I also **didn't expect that the model minority myth could possibly contribute towards increasing mental stress**. I had always been under the impression that such a stereotype was a good thing, so finding out the impact of this stereotype was enlightening."

Effectiveness of the Teaching Project

- "The course was especially eye-opening for me, as **I was able to connect the things we learned in class to my own experience with mental health**. I never realized how much of an impact Chinese culture had on the mental well-being of both Chinese-Americans and Chinese people. Back before I started college, my sister and I would have conversations about our own mental health struggles. Oftentimes, my sister would attribute her stress and unhappiness to our parents' parenting, and at that time, it made sense. However, after taking this course, **I am better able to understand why my parents parent the way they do, and that it isn't fair to blame them when they could not control the background they grew up in**. I also realize that my experience isn't as uncommon among other Chinese-Americans as I had initially thought, and learning about the MHACC further affirms that."

Conclusions

Challenges

- Balancing content and language
- Managing a wide range of language proficiency levels among students
- Managing an intense timeline
- Effective PBLL delivery

Responses

- Identifying the core concepts of the content
- Developing methods and scaffolding strategies to review and reinforce key concepts through multimodal language practices
- Developing a realistic timeline for project development

Reflection

- An invaluable learning experience for both the instructor and the students
- Content-based language course building experience
- The power of PBLL

Questions and Discussion