

Inclusive Career Counselling Services for International Students in Canada:
Development of Psycho-social-cultural Support Program
Chao-Mei Chiang, Ph.D., & José F. Domene, Ph.D.

Paper presented at 2016 Asia Pacific Career Development Association, Taipei, Taiwan

- Characteristics of International Students in Canada
 - The top 3 sending countries: China, India, and Korea
 - Canada is the 7th most popular destination country for international students
 - In 2012-2013 : International students made up 11% of the postsecondary student population in Canada
 - In 2014: 336,497 international students came to Canada (Canadian Bureau of International Education, 2015)
- Rationale for the Psycho-social-cultural Support Program
 - Psycho-educational approach help international students feel more comfortable (Arthur, 2010)
 - Collaboration with several units to address various aspects of international students' career
 - Sustainable and ongoing support system
- Theoretical Framework: Ecological Systems Theory (Bronfenbranner, 1986)
- Overview of the Psycho-social-cultural Support Program

Module	Topics	Collaboration with other units on campus	Corresponding systems
1	Homesickness		Micro
2	Cultural differences and cultural shock	International Student Office	Micro, meso, and macro
3	Communication with units on campus	Other unit on campus, e.g., enrollment services	Micro, meso, and exo
4	Communication with professors and supervisors	Faculty members	Micro, meso, and exo
5	Social life and networking	Domestic students	Micro and meso
6	Career planning	Career Services	Micro, meso, and exo
7	Immigration planning	International Student Office	Micro, meso, exo, and macro
8	Sustainable lifestyle		Micro

- Implications: Career counselling practice in post-secondary contexts
 - Incorporate cultural transitioning into career counselling
 - Career counselling cannot be separated from counselling for other life issues
 - Address international students' career challenges
 - Visa issues
 - Recognition of foreign credentials
 - Whether to immigrate after graduation, go back to home county, or travel elsewhere (Robertson, Holleran, & Samuels, 2015)

- Implications: Career counselling training
 - Multicultural and social justice counselling competencies (Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2015)
 - Address international students' experience of cultural transition
 - Be "culture broker" for international students
 - Collaborate with other units to develop sustainable and ongoing support system for international/marginalized students

References

- Arthur, N. (2010). Learners in cross-cultural transition: Counselling international students. In N. Arthur & S. Collins (Eds.), *Cultural-infused counselling* (pp. 423-446). Calgary, AB: Counselling Concepts.
- Aquino, R., & Hennessey, J. (2013). From Psychoeducation to Postmodern: Groups for International Students to Promote Emotional Well-being (C2).
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental psychology*, 22(6), 723. Retrieved from <http://psycnet.apa.org/journals/dev/22/6/723/>
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). Multicultural and social justice counseling competencies.
- Robertson, L. H., Holleran, K., & Samuels, M. (2015). Tailoring University Counselling Services to Aboriginal and International Students: Lessons from Native and International Student Centres at a Canadian University. *Canadian Journal of Higher Education*, 45(1), 122-135.

Correspondence should be addressed to Chao-Mei Chiang, chao-mei.chiang@mail.mcgill.ca