Sun-Ra Keller

Capstone Annotated Bibliography

1)

Leonard, Nicole. "New Report Details Covid's Long-Term Impacts on Philadelphia Students." *WHYY*, WHYY, 9 Aug. 2022, https://whyy.org/articles/covid-long-term-impacts-philly-students/.

This article, written by Nicole Leonard, focused on the experience of a Philadelphia high school student, Mikayla Jones. Specifically on how the pandemic affected her and other students' mental health. The article provided me with a few helpful percentages. One that stood out to me the most was the calls for suicide rising, "Calls for suicide increased 62% in Philadelphia alone from one school year to the next". Since this reading focused solely on Philadelphia, it gave me useful insight into what I could do for my research paper. It is an extremely reliable source since it provides information from a direct student in my area.

2)

Elharake, Jad A, et al. "Mental Health Impact of Covid-19 among Children and College Students: A Systematic Review." *Child Psychiatry and Human Development*, U.S. National Library of Medicine, 11 Jan. 2022, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8747859/.

This source provided information about the mental health burden high school and college students had been placed on them due to the COVID-19 lockdown. I decided to dive deeper into it because the authors used actually studies to back up their claims. For example, they found out that they felt more distressed, anxious, fatigued, and depressed than prior to the pandemic. I feel like this is useful information because it highlights the struggles students were facing mentally. However, it lacks in talking about individual experiences. There is also nothing about how students dealt with them. Instead, this source focused more on how the lockdown was a risk factor for mental health.

3)

Department of Education, United States. "Supporting Students during the COVID-19 Pandemic: Maximizing in-Person Learning and Implementing Effective Practices for Students in Quarantine and Isolation." *Supporting Students During the COVID-19 Pandemic: Maximizing In-Person Learning and Implementing Effective Practices for*

Students in Quarantine and Isolation | U.S. Department of Education, 2021,
https://www.ed.gov/coronavirus/supporting-students-during-covid-19-pandemic.

This source talks about how the United States Department of Education planned on supporting students during the COVID-19 Pandemic. One of their ideas that stood out to me was paying attention to the specific living conditions of certain students. Some of these conditions are students with disabilities, students who are homeless, English learners, and students from low-income backgrounds. I feel like paying attention to these types of students was very important during this time because their conditions could really have a negative effect on their ability to learn during the lockdown. However, this source didn't provide me with a specific author and focused more on the teachers than the students. It probably won't be very helpful.

4)

Kreitz, Mary. "The Impact of Covid-19 on High School Students." The Impact of COVID-19
on High School Students – Child & Adolescent Behavioral Health, 2021,
https://www.childandadolescent.org/the-impact-of-covid-19-on-high-school-students/.

Mary Kreitz's article was very useful because it talks about how the lockdown caused students to lose their structure and routines. This loss of structure made students fall behind because they were allowed a lot of freedom and choice that they never had before. I liked that it also pointed out how a lot of school is about social interactions. COVID-19 took that main part of school away. This source is also unique because it mentions potential relievers for the stress caused by the lockdown. I could actually relate to some of the remedies such as getting more sleep and exercising. The only thing it lacks is individual experiences.

5)

Office, U.S. Government Accountability. "The Three Rs of Pandemic Learning: Roadblocks,
Resilience, and Resources." U.S. GAO, 20 Dec. 2022,
https://www.gao.gov/blog/three-rs-pandemic-learning-roadblocks-resilience-and-resou
rces.

The source above provides information about how students made a lot less progress throughout the 2020-2021 school years because of COVID-19. A lot of students were absent from class and there were several other problems like being distracted and displaying

disruptive behavior. The source also gave information on what teachers did to help students overcome these challenges, like placing them in small groups. It was useful in terms of finding out how hard learning was for students during this time. However, I feel like the article lacked in talking about the mental health side of things. It was also more about informing than talking about issues than providing solutions.

6)

> *Centers for Disease Control and Prevention. "Mental Health, Suicidality, and Connectedness among High School Students during the COVID-19 Pandemic - Adolescent Behaviors and Experiences Survey, United States, January–June 2021." Centers for Disease Control and Prevention, Centers for Disease Control and Prevention, 31 Mar. 2022, https://www.cdc.gov/mmwr/volumes/71/su/su7103a3.htm*

> .

This source provides a lot of data on the mental health of high school students during the pandemic. The article states that approximately one in three high school students experienced poor mental health. In their study 44.2% of students felt sad and hopeless. I also find it useful that the source goes deep into its statistics. For example, they point out that feelings of sadness and hopelessness were higher amongst females. Almost 20% of students had even considered attempting suicide during this time. I believe that this source may be my most useful one because it provides exact information with evidence.

7)

> Amy Henke, Psy.D & Megan Campbell. "Mental Health Challenges High-School Students Face Post-Covid." *Children's Hospital New Orleans*, 16 May 2022, https://www.chnola.org/news-blog/2022/may/mental-health-challenges-high-school-students-fa/.

This source points out the psychological burden the quarantine had on teens. It specifically pointed out that for many young people, being home constantly stunned their emotional and social growth which is needed at that age. The isolation causes kids to be frustrated. They no longer had outside support such as friends, teachers, or coaches. Since teens are experiencing a critical developmental stage, being isolated from socialization makes them extremely vulnerable. I really like how this source provides helpful information for teens about regaining control over their mental health. I agree with many of their points like schools funding more mental health resources.

8)

Rao, Maya E., and Dhananjai M. Rao. "The Mental Health of High School Students during the COVID-19 Pandemic." Frontiers, Frontiers, 7 July 2021,
https://www.frontiersin.org/articles/10.3389/feduc.2021.719539/full.

This source provided a scientific study on whether or not students' mental health was affected by the pandemic. The study was based on race and gender which makes it seem a little unreliable to me. It is also stated that most of the students who were interviewed were Asian, which means there was not a lot of diversity in the study. This is also pretty unreliable. The authors later state that there was even "pre-existing interest" bias involved with their study since they only studied people who volunteered and not those who did not sign. I most likely would not use this source for my capstone.

9)

Thakur, Aditya. "Mental Health in High School Students at the Time of COVID-19: A Student's Perspective." Journal of the American Academy of Child and Adolescent Psychiatry, U.S. National Library of Medicine, Dec. 2020,
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7448765/

This article brought attention to how social distancing created a problem within the mental health aspect of high school students. It created a loss of routine which I myself could relate to since school started an hour later. I also found it interesting that the source pointed out that since schools were closed, students no longer had the protective layer of school based mental health support. One of the strategies to avoid mental health issues from this source that stood out to me was developing a peer network. This is something that I also did virtually during the pandemic to keep social.

10)

Schaeffer, Katherine. "In CDC Survey, 37% of U.S. High School Students Report Regular Mental Health Struggles during COVID-19 Pandemic." Pew Research Center, Pew Research Center, 12 Dec. 2022,
https://www.pewresearch.org/fact-tank/2022/04/25/in-cdc-survey-37-of-u-s-high-school-students-report-regular-mental-health-struggles-during-covid-19/.

This article informed me about how 37% of students at public and private high schools reported that their mental health suffered during the pandemic. It even includes what poor mental health causes such as anxiety, stress, and depression. I will likely need to include these terms in my essay so this is useful. The pandemic created what the U.S. surgeon

general describes as a youth mental health crisis. Unlike many of the other sources I investigated, this one even pointed out how drug abuse was caused by suffering mental health during the pandemic. I find this source useful because it reiterates information from past sources, while also differentiating itself.