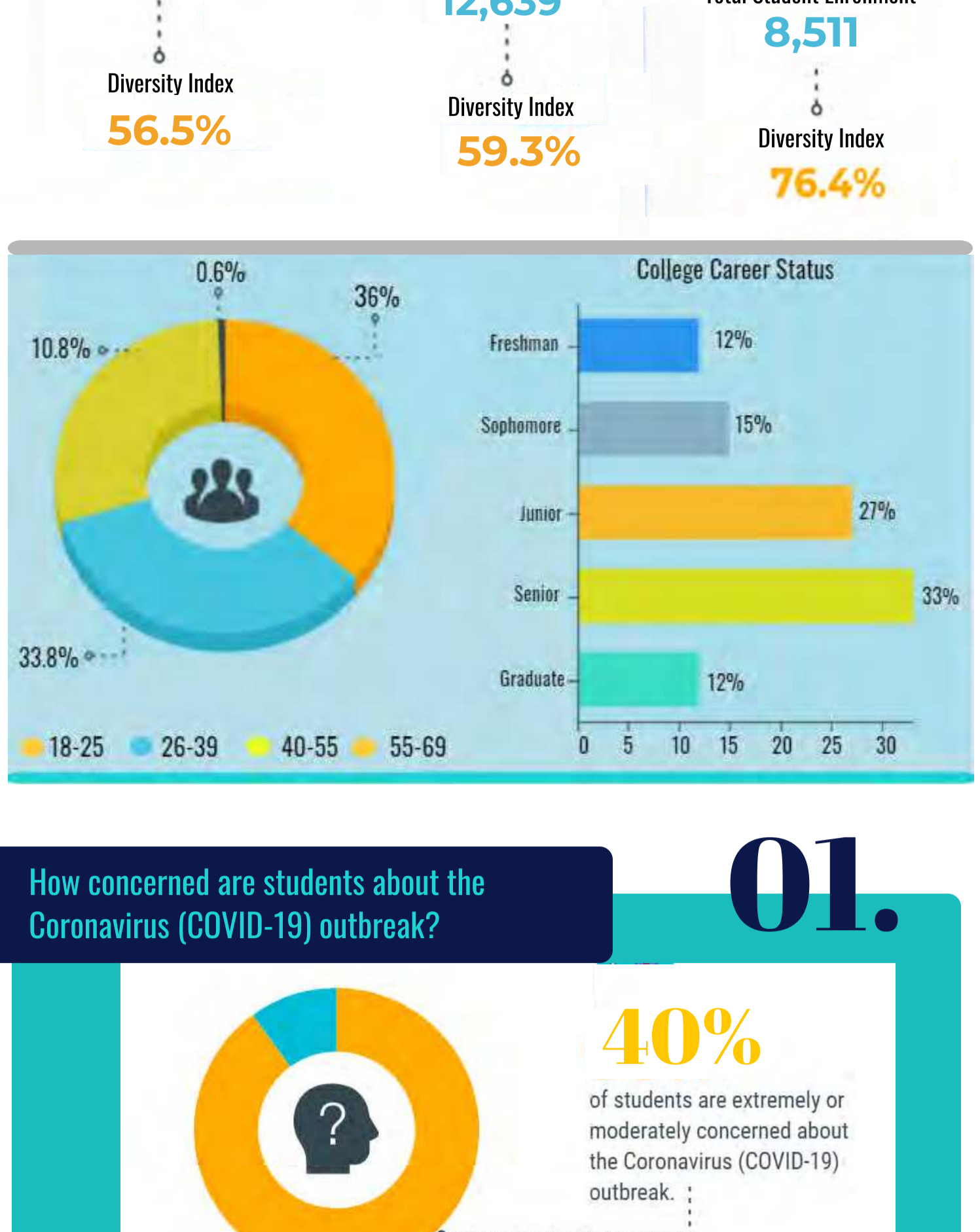


COVID-19 IMPACT ON THE PSYCHOLOGICAL HEALTH OF CUNY COLLEGE STUDENTS

On March 11, 2020, as a result of COVID-19, students, faculty and staff at City University of New York (CUNY) were told not to return to campus and were relegated to remote learning, instruction, and working. The baseline survey was administered during spring/summer 2020 to a convenience sample that included 719 college students recruited from three CUNY Colleges (Lehman College, The College of Staten Island, and York College). Students, faculty, and staff were surveyed regarding the impact of COVID-19 on their psychological health between April-June 2020; and follow-up surveys will begin nine months later between January-March 2020.

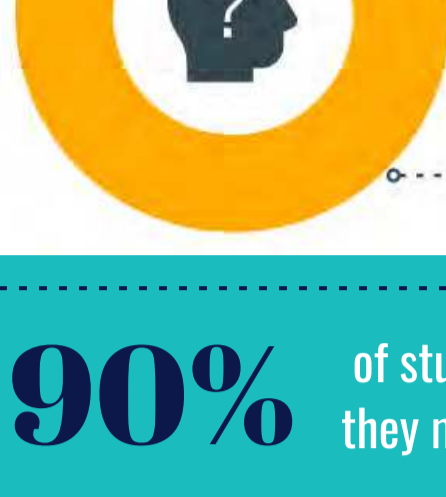
Here is what we learned from students enrolled at CUNY:

DEMOGRAPHIC PROFILE



How concerned are students about the Coronavirus (COVID-19) outbreak?

01.

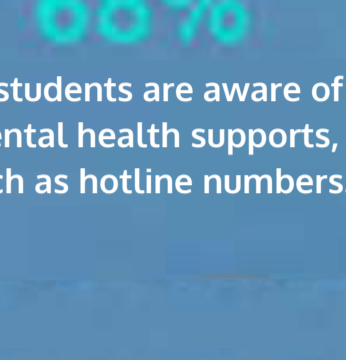


40% of students are extremely or moderately concerned about the Coronavirus (COVID-19) outbreak.

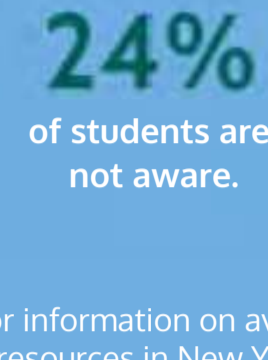
90% of students know what to do if they think they might have the Coronavirus (COVID-19)

02.

Are students aware of resources for mental health support such as hotline numbers?



68% of students are aware of mental health supports, such as hotline numbers.



24% of students are not aware.

*Click [HERE](#) for information on available mental health resources in New York City.

Do students know of anyone who has tested positive for the Coronavirus (COVID-19)?

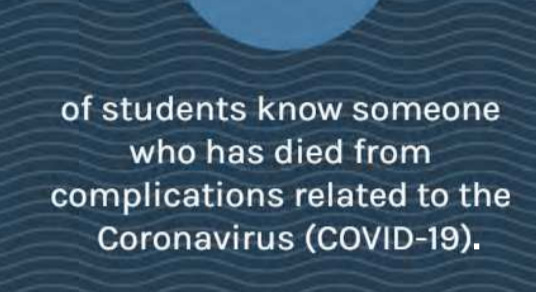
03.

04.

Do you know of anyone who has died from complications related to the Coronavirus (COVID-19)?



85% of students reported that they know of someone who has tested positive for the virus.



70% of students know someone who has died from complications related to the Coronavirus (COVID-19).

Are you taking the time to engage in self-care activities such as meditating, praying, exercising, or activities you enjoy?

05.

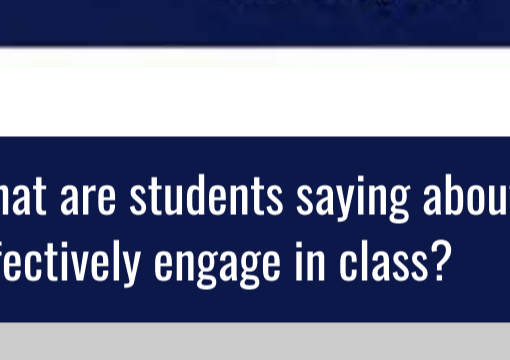
25% no



75% yes

06.

What do students report as having changed since the college evacuation and the onset of the COVID-19 pandemic?



53% More than half say their emotional well-being has worsened.



50% Half say their has been a decline in their emotional well-being.



39% Reported greater difficulty in affording food and household goods.



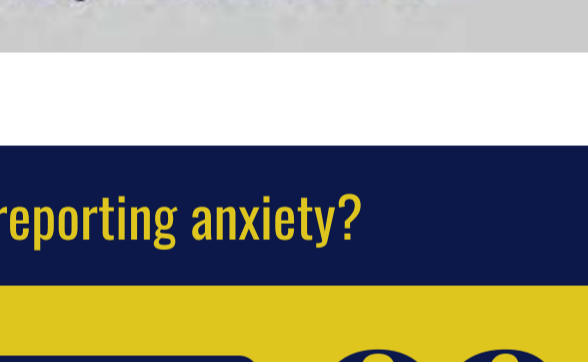
33% Reported a decline in their physical health.

What are students saying about their ability to effectively engage in class?

07.



38% said their ability to effectively engage in class is "about the same" or better.



62% said their ability to effectively engage in class has worsened.

82% of students said their ability to effectively complete assignments has declined.

08.

Are students reporting anxiety?

Are students reporting distress?

09.

47% of students reported symptoms that meet the criteria of traumatic stress.

50% of students reported symptoms that meet the criteria for anxiety disorder.

*Click [HERE](#) for information on Coping With Stress During the COVID-19 Outbreak.

Are students reporting depressive symptoms?

10.

30% Severe Symptoms

30% Mild Symptoms

20% Moderate Symptoms

20% No Symptoms

46% of students reported depressive symptoms that meet the criteria for Major Depression.

11.

Are students reporting insomnia?

32% Mild

30% No Symptoms

26% Moderate

12% Severe

*Click [HERE](#) for information on Improving Sleep Habits During the COVID-19 Pandemic.

These preliminary results demonstrate a spectrum of mental health and resource needs identified among students during this COVID-19 pandemic.

DEMOGRAPHIC PROFILE OF CUNY STUDENTS

- More than half of student participants attending CUNY public universities during COVID-19 are ethnically diverse and from racially disparaged communities.
- A significant number of student participants know someone who tested positive from COVID-19 or who died from the virus.
- Since COVID-19, class engagement has worsened.
- A large portion of CUNY students in the study are people of color (POC), working in low-wage industries and non-traditional students, who manage real-world responsibilities and with their commitments to attaining a higher education. In New York City, "essential workers" are overwhelmingly POC employees, who are required to continue to work during COVID-19. CUNY students of color, who are classified as "essential workers" are also at significant risk, and have been disproportionately affected by COVID-19.

RECOMMENDATIONS

- For Student Support Services at Public Universities:
 - Develop resources that address intersecting identities, realities, and offer health-equity pandemic-related trauma support services.
 - Institute an assessment tool to determine the risk and resources needed for CUNY students deemed "essential workers."
 - Link students with cross-CUNY campus counseling centers for direct services and to external support services, specifically addressing anxiety, emotional health, mental health, behavioral health, and COVID-related grief.
 - As appropriate, facilitate partnerships between students not reporting COVID-19 distress with campus support services to help conduct initial screening for depression and anxiety.
- For Faculty Educators Teaching at Public Universities:
 - Affirm educators by creating a supportive environment that centers student voices.
 - Include COVID-19 resources as part of course syllabi.
 - Identify SharePoints that offer creative examples of how to re-engage students.
 - Schedule virtual office hours to engage conversations regarding the impact of distance learning.
- At the Institutional Level:
 - Public institutions of higher learning that do not have sufficient ethnic/racial representation of faculty and staff. Many public institutions lack the capacity to fund external ethnically/racially diverse mental health providers, who are trained in telehealth and can provide direct intervention to students.
 - Campuses can collaborate with experts in the provision of training educators and academic advisors to assess and respond to key social determinants—mental health, childcare, food insecurity, homelessness, job loss, healthcare disparities, access to personal protective equipment (PPE), economic, and educational needs of students. Establishing community networks are also critical to organize in response to the surge in domestic violence, gun violence and systemic racism seen during this pandemic.
- College Stakeholders:
 - Campus communities will play a pivotal role in establishing decision-making around the best interventions to implement in their institutions. Consequently, it is vital to consider the needs of administrators, faculty, and staff who have also been affected and devastated by COVID-19. Faculty and staff were also surveyed regarding the impact of COVID-19 on their psychological health. These findings will be shared in the near future.
 - Models of intervention chosen must consider secondary traumatization, compassion fatigue, and burnout (Horesh & Brown, 2020) of employees.

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*Click [HERE](#) to receive updates on the COVID-19 Study w/ CUNY Students, Staff & Faculty.

**Click [HERE](#) to register to attend our online Wellness Chat & Report-back with CUNY Students: Real-Life, Real-Time and How's It Going so Far.