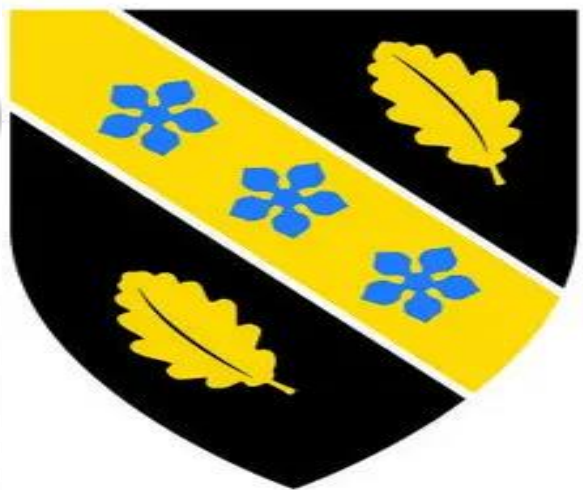




Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

**MODULE: INTRODUCTION TO
RESEARCH
BMHPOO5
ASSESSMENT 2 : VIVA VOCE**

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STUDENT NUMBER: 1818406

**TOPIC: THE IMPACT OF COVID-19 ON
YOUNG PEOPLE'S MENTAL HEALTH.**

Introduction

- ✓ The aim of the presentation is to determine the mental health problems on young people during Covid -19 pandemic.
- ✓ Qualitative secondary research is used in the presentation, which includes five articles from different databases from the university's online library.
- ✓ The presentation covers the main points of collecting the data for the literature review .The sample size and participants are include in the research.
- ✓ The research is essential to identify young people's mental health problems after the pandemic Covid -19.

Type of Research:
Questionnaires
Interviews

Inclusion criteria:
Children and young people

Exclusion criteria:
Elderly people
People over twenty
years old
babies

Analysis:
Secondary research
Qualitative articles

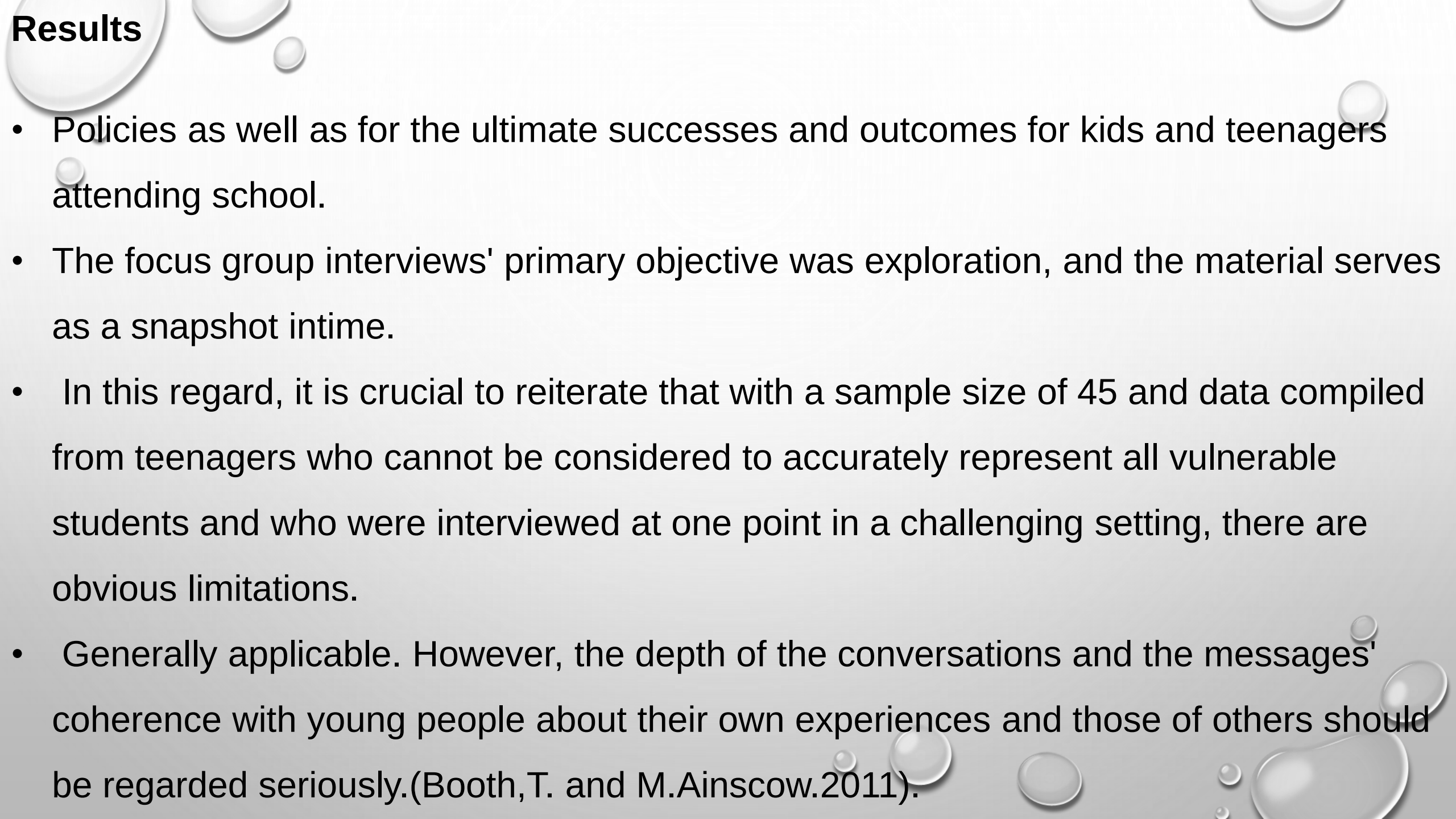
Databases:
ProQuest Central
PubMed

Key words:
Impact of Covid 19
Young People
Mental health

Methods

Autor(s),title, and year of publication	Aim of the study	Methods sample size and characteristics	Summary of main findings
Knowles, Gemma et.al 2022; Covid 19,social restrictions and mental distress among young people : a UK longitudinal ,population – based study. February 23,2022	The concern about the impact of Covid 19 on the mental health of adolescents.	4353 people between 11-14 years of age80 per cent of minority ethnic groups12 local secondary schools.	The social impacts – associated concerns and perceived positives – were mixed. For some, home circumstances, relationships and routines were profoundly disrupted, particularly those in low-income households and the minority ethnic groups (e.g. financial problems at home: minority ethnic groups, 14.9% to 22.1% vs British white, 10 .4%). (Knowles,G.2022)
Lehrbennaul M et al	This analysis	The data was collected	Results of a thematic

Literature review (cont.).			
MCCLUSKEY,G.et.al ,2021; School closures ,exam cancellation and isolation.	Given the focus on vulnerability issues in this study ,one of the initial and most difficult tasks was to reach a consensus on a practical definition of vulnerability. As a multidisciplinary group made up of we employed a variety of diverse academic and professional definitions based on academia, the national government ,and UNICEF for the fields of	Two thousand four hundred twenty-one participants between 11 - 25 years. The first wave of the Covid survey is from May to July 2020, and the responses are from 5,548 participants between 12-17 years old, 55 per cent boys and 60 per cent girls.	The University of Edinburgh granted ethical permission for the project in June 2020. They Recognize the inherent constraints of an open call for participation until inclusion Participation was low, which also affected the amount of assistance the research team could offer. Behavioural and emotional issues6encourage



Results

- Policies as well as for the ultimate successes and outcomes for kids and teenagers attending school.
- The focus group interviews' primary objective was exploration, and the material serves as a snapshot intime.
- In this regard, it is crucial to reiterate that with a sample size of 45 and data compiled from teenagers who cannot be considered to accurately represent all vulnerable students and who were interviewed at one point in a challenging setting, there are obvious limitations.
- Generally applicable. However, the depth of the conversations and the messages' coherence with young people about their own experiences and those of others should be regarded seriously.(Booth,T. and M.Ainscow.2011).

Discussion

Additionally, these youth provide insightful information about potential interventions. Discuss mental health and well-being issues, and reduce new and existing dangers. These consist of demands for unambiguous assurance from personnel regarding lost knowledge, a significant improvement entraining on mental health and wellbeing for all school personnel; specialised training for guidance Pastoral care instructors; arranged opportunities and settings for dialogue, reflection, and listening exchange of experiences, worries, and inquiries; the standard practice of offering school counselling; increased chances for peer assistance, such as through the more widespread use of mental health advocates and improved directional guidance to sources of support outside of the classroom. It might be contested. That calls for action are long overdue for such systematic backing.(Imran, N., Zeshan, M. and Pervaiz, Z., 2020).

Conclusion

- We are concerned that young people who are already isolated or disenfranchised may experience the pandemic's detrimental effects on their mental health more acutely and severely. Behavioural and emotional challenges that put people in danger.
- Our research demonstrates that the pandemic has resulted in a widening of risk categories. The policy response must recognise vulnerabilities and provide a long-term budget commitment that enables schools to offer much improved system-wide support.
- The Scottish Government has timely and explicit consent for local governments and schools to create strategic planning and policy responses to the epidemic, as highlighted in the opening sections of this report.(Parola,A.et.al 2020).

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