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Increasing Depression and Anxiety Awareness in High School

Hannah M. Pesina

A Capstone project for the Bachelor of Art in Human Development and Family Studies

California State University, Monterey Bay

Introduction

High school students are often unaware of the common signs of depression and anxiety, given the lack of mental health awareness in high school curriculum. Adolescents with poor mental health may be at risk for a lower grade point average, dropping out of school, suicidal thoughts and behaviors, as well as the risk of substance abuse. In order to bring awareness to the issue, I created a two-day interactive presentation for juniors and seniors in Mr. Martinez's classes at Wonderful College Prep Academy in Delano, California.

Needs Statement

Due to the lack of mental health awareness curriculum in high school, students are often unable to identify the signs of depression and anxiety. Adolescents who are undiagnosed become more at risk for poor academics, risk of dropping out of high school, suicidal thoughts and ideations, as well as the risk of substance abuse. Within the past year roughly 13.01% of adolescents reported having at least one major depressive episode (Mental Health America, 2020). Between 2007 and 2012 anxiety disorders went up 20% in adolescents, nearly 1 in 3 adolescents experience some type of anxiety disorder (American Academy of Pediatrics, 2019). Roughly half of adults who are currently diagnosed with mental illness began to show signs before reaching 14 years old, and many do not receive treatment until 10 years after the occurrence of the mental disorder (Radez et al., 2020). It is common for adolescents to suffer from more than one mental illness at a time, Mental Health First Aid found that depressive illnesses tend to co-occur with substance abuse disorder as well as anxiety disorders (Mental Health First Aid, 2020). Some studies have found that when staff and teachers teach students about mental health sooner, they are more likely to seek help from mental health services (Levine, 2018). Evans et al. Not only is there the lack of mental health curriculum, but there is also little to no access to full-time on-site mental health professionals.

There are two types of stigmas surrounding mental illnesses and disorders, one being stereotypes and prejudices (Borenstein, 2020 as cited in Corrigan et al., 2014). The public often places people with a mental illness in a category of being dangerous or incompetent (Corrigan et al., 2014) . The second type of stigma that people with a mental illness face is discrimination, where people tend to treat them differently because of their diagnosis (Corrigan et al., 2014). Discrimination because of one's mental illness is not limited to denied housing or jobs, discrimination is found within the health insurance companies such as Medicaid and Medicare (National Alliance on Mental Illness, 2020). According to NABH (National Association for Behavioral Healthcare) Medicare is limited to only 190 days of psychiatric hospital care in a lifetime. This is viewed as discrimination, because of the fact that there is no other inpatient hospital service that has a lifetime cap on benefits (National Alliance on Mental Illness, 2020).

Lack of access to mental health care professionals does not fall only to the lack of resources, but can be because of family. Many guardians find it difficult to schedule appointments that fit their work schedules. Locations of resources and the process of transportation can also create barriers for adolescents seeking help. Some locations can be difficult for adolescents because of the lack of transportation, they may have trouble finding the proper place to go, or some locations may be too far for students to travel alone using public transportation (DeRigne et al., 2009). Another barrier that could obstruct adolescents from accessing mental health services is the cost of these types of services available. It is common for most families to be unable to afford the cost of insurance, and some insurances require an out of pocket payment that can include either co-pay, or co-insurance (Cuellar, 2015). As medical costs for mental health services continue to rise each year, many more families will continue to live without being able to afford and access these services for their adolescents.

Adolescence is the stage where changes to hormones, changes in social environments, as well as changes in the brain and mind start to occur (Blakemore, 2019). Not seeking treatment for mental health needs can create negative consequences for adolescents. This includes but is not limited to poor academic performance, higher risk of substance reliance, as well as suicidal behaviors (Swick & Powers, 2018). Untreated mental health disorders can negatively affect academics due to low school attendance, poor cognitive abilities as well as difficulty focusing in the classroom (Joe et al., 2009). Without proper resources and diagnosis, adolescents are at risk for a lower high school GPA, or high school incompletions (Swick & Powers, 2018).

Given that adolescents are dealing with mental illness which often goes undiagnosed, it is likely that they do not understand the seriousness of mental health itself or understand the signs of depression and anxiety. In order to help high schoolers become aware, I intend to provide a three day lesson to high school students at Wonderful College Prep Academy in Delano, California.

Theory

In Erikson's theory of psychosocial development, adolescents often begin questioning who they are. This is known as the fifth stage of ego, Identity versus Role Confusion where in this stage they start developing questions surrounding their self identity. Mental Health Awareness in high school can help adolescents establish a sense of identity. Reason being, during this stage in development adolescents intellectual development is just as intense as physical development because of the fact that during this stage adolescents are creating identity through their knowledge of the world around them (Caskey & Anfara, 2007). During this emotional and psychological development, adolescents are longing for their own sense of identity, and individuality (Casey & Anafara, 2007 as cited in Knowles & Brown, 2000). During

this search of self identity adolescents are becoming vulnerable as they are becoming more attuned to themselves and the world around them (Scales, 2003). Meaning, adolescents are more prone to becoming self-conscious as well as creating a lack of self-worth. This theory correlates with increasing mental health awareness in high school because of the fact that when increasing awareness it can help prevent students from feeling like their experiences, feelings and situation is one in a million. It will allow adolescents to be able to reach out for help and guidance. With this being said, I have created a lesson to help raise depression and anxiety awareness in order to help adolescents understand how these mental illnesses can impact their self discovery.

Consideration of Diversity

My project will be conducted via Zoom with juniors and senior high school students in STEM (Science, Technology, Engineering, Mathematics) at Wonderful College Prep Academy in Delano, California. According to the School Accountability Report Card (SARC, 2020), Wonderful College Prep Academy is 1.0% Black or African American, 0.1% American Indian or Alaska Native, 1.1% Asian, 3.1% Filipino, 92.7% Hispanic or Latino, 0.0% Native Hawaiian or Pacific Islander, 1.9% White. In addition, 89.4% are Socioeconomically Disadvantaged, 30.2% were English Learners, 6.2% are Students with Disabilities, and 0.5% are Foster Youth (SARC, pg. 3, 2019-2020).

Since the project is conducted in a STEM class I would expect my participants to reflect the majority of Wonderful College Prep Academy's population because STEM is not centered towards a certain population. Student participation should not be limited due to the fact that it is being conducted via Zoom and the school provides the students with laptops as well as WIFI, each student is fully capable of working the laptop because it is given to each student as a freshman. Since this project is based on depression and anxiety awareness it can be reconstructed

to be age appropriate for grades as low as first grade. Since I will be conducting this project in English, the participants will have to be English proficient in order to contribute and participate in the lessons as well as understand the content of the project. With the project being conducted via zoom students with disabilities could potentially require accommodations such as closed captioning. This can create a barrier between the student and the lesson because of the fact that zoom does not have closed captioning in break out rooms.

Learning Outcome

I delivered two, 50-60 minute lessons to 32 junior and senior students enrolled in STEM at Wonderful College Prep Academy in Delano, California. At the end of my project, teenagers will be able to...

Define Depression and Anxiety

Be able to create and utilize coping strategies

Promote mental-well being as well as looking after their own well-being

Method

Day 1

I begin the lesson by introducing myself, as well as doing a “check your battery”. This is a small activity that will require the students to reflect on how they are mentally doing. Before continuing with the lesson, I will share a link to a google form, focusing on Self Care. See Appendix A. Students will be informed that the worksheet is not related to day 1’s lesson, but will make sense the following day. Students will be given 5 minutes to fill out the form, once five minutes are up students who have not finished will be asked to finish on their own time. I will then ask the students to grab 10 spoons, if they do not have 10 spoons they can substitute

with any other object. I will let students know to hold off on questions and spoons/objects until later. I will then start off the lesson with a presentation on introducing the importance of mental health awareness (i.e. effects of going undiagnosed, mental illnesses, symptoms, etc.). See Appendix B. I will then ask the class to type in the chat what they know about the difference between mental health and mental illness. They will be given 5 minutes to complete this task. Once time is up, I will redirect the students to the powerpoint containing the definition of mental health and mental illness. See Appendix C. After the five minutes have been completed I will share the google form link to a mental health screening, which consists of 10 questions. See Appendix D. The students will be given 10 minutes to complete this form. Once everyone has completed the form, I will then share my screen with a picture representing The Spoon Theory. See Appendix E. I will give a brief summary of the meaning of the theory. After this I will ask the students to take 2-5 minutes to reflect on how many spoons they use for each task they complete in their “morning routine”. I will ask the students to share in the chat or with me privately if they have enough spoons/objects for each of the tasks they complete in the morning. After this 5 minute discussion I will explain how this is intended to show how much energy it takes to do specific tasks, and how it may vary depending on person to person. Once completed, I will then divide the class in half. One half of the class will discuss what they believe the signs of depression are, while the other group discusses what they believe the signs of anxiety are. If some students already know this information they are encouraged to discuss what they know with the other students. This discussion will be 5-10 minutes long. After the time is up we will go into a powerpoint presentation on the definition of depression and anxiety, as well as warning signs and the negative effects that can occur when going undiagnosed/not seeking help. See Appendix F. After every slide or so, I will ask small questions reflecting the topic (i.e. any

questions, comments or concerns). To conclude the presentation I will share a playlist (via chat) I created named “you’ll be okay”. See Appendix G.

Day 2

To start off the day I will do a mental health check in, where there will be a picture shared via zoom. Each student is encouraged to send the color that the picture displays representing how they are feeling/doing into the chat, the students have the option to send publicly or to me privately. Once roughly every student has sent their color in the chat we will move onto continuing the powerpoint. Starting off with the Learning Outcomes and having a 5 minute discussion on which Learning Outcome was met and which ones will be discussed during the lesson. See Appendix H. This will then lead into the “Check What You Remember” surrounding depression. In the chat I will share a link, linking students to a google doc where there are three questions checking what they remember from the previous powerpoint, students will have 5 minutes to work together as a class to fill out these questions. See Appendix I. Once this is completed students will be redirected back to the powerpoint, we will then discuss “Things to Help with Depression Days” as well as healthy ways to cope with depression. See Appendix J. Students are encouraged to share their healthy coping strategies (via chat publicly or privately). Students will be sent another link (via chat) to another google doc with a worksheet called “Challenging Negative Thinking” this worksheet will be worked together as a class, this should take about 10 minutes to complete. See Appendix K. Moving forward with the presentation, students will be sent another link to a google doc with “Check What You Remember” with two questions surrounding anxiety students will have 3 minutes to complete. See Appendix L. Once each question is answered students will be redirected to the powerpoint about healthy coping skills to manage anxiety. See Appendix M. Once finished with the slide, I

will share a google form link (via chat). This link will direct students to a “worksheet” with questions surrounding “dealing with anxiety”, students will be given 5 minutes to complete. See Appendix N. Once most students have submitted the form, students will be redirected to the powerpoint focusing on “Importance of Learning Coping Skills During Covid-19” should roughly take 10 minutes. See Appendix O. I will then share another link (via chat) that links to a google form. This form will surround a “New Self-Care Plan”. See Appendix P. Students will be encouraged to finish once they have tried new self-care skills for the day. Finishing off the lesson for the day I will provide links with free available resources. See Appendix Q. To end the day there will be a 5-10 minute window where students are able to check in or finish worksheets and forms.

Results

Learning outcome 1 was that participants will be able to identify Depression and Anxiety. I believe this learning outcome was partially met. After having discussions on being able to identify warning signs and students being asked the following day to identify the warning signs of depression and anxiety. The students focused more on depression rather than anxiety, roughly 12 students out of 32 were able to recall the warning signs of depression and anxiety. This may not represent the responses of all 32 students but as a whole class they were able to define depression and anxiety. As a result of partially meeting the Learning Outcome one. Figure 1 depicts their responses.

Learning outcome two, the participants were expected to be able to create and utilize coping strategies. From the discussion about the different types of coping strategies revolving around depression and anxiety, the majority of the students were able to utilize the knowledge they gained from the lesson and put it into practice. Students shared a google document focusing

on Challenging Negative Thinking- Depression, which was created in order to see if the students were able to use the strategies learned in the lesson. The majority of students were able to apply the skills they learned from coping with depression to the worksheet. Students were also shared a google form focusing on Dealing With Anxiety, this form allowed the students to identify situations that can make them anxious as well as what to do in the situation to cope/recenter themselves. Out of 32 students 25 of students were able to apply the skills they learned from coping with anxiety to the google form. See Figure 2 and Table 1 for the students' responses.

For Learning outcome 3, the students should have been able to promote mental-well being as well as looking after their own well-being. I believe that this learning outcome was partially met, for looking after their own mental well-being, the students were given the opportunity to reflect on their current self-care plan prior to the lesson. 9.5% of students reported making time for themselves as a priority and the remaining students did not make caring for themselves a priority. When students were asked to identify their “favorite self-care activity” and most reported maintaining personal hygiene as a self-care skill. Although personal hygiene can be considered a form of self-care it was shown that many students are unaware of the different categories of self-care. After discussing the importance of self-care and utilizing it when needed, students were given another opportunity to create a “New Self-Care Plan” at the end of the lesson, 26 students were able to apply what strategies they learned to their new plan. For the students to be able to promote mental well-being, I do not believe I gave them the opportunity to fulfil this portion of the learning outcome. See Table 2 and Table 3 for the student responses.

Discussion

Even though distance learning poised some issues with Zoom and the barriers in the software, I believe this project was successful overall. Students were still able to participate and

engage to the fullest extent. Two out of three Learning Outcomes were met to the fullest extent, I do believe that Learning outcome 1 could have been implemented in a more understandable way rather than using textbook definitions. I could have added more interactive activities to help the students be able to retain the information better. From my understanding I believe that the Learning Outcome two and three were the most successful. Students were able to interact and relate with not only one another but me and discuss more relatable topics. Since the students are in Erikson's stage of Identity versus Role Confusion, I assume this project helped students gain clarity when it comes to finding who they are. I believe that this project gave the students an opportunity to reflect and relate to their peers, especially during a time like this.

In terms of diversity, I do believe that my project was able to include everyone for the most part. When doing this project I shared a google form that asked a series of questions revolving around depression and anxiety, the majority of the students showed to some degree the signs of either mental illness. I believe for the most part the general population is familiar with depression and anxiety but are unaware of the importance of recognizing the signs as well as practicing self-care. Discussing mental illness, in some cultures are not aware or familiar with these disorders because of the cultural barriers and beliefs.

If I had the opportunity to recreate and implement this project again, I would have taken into consideration cultural values, beliefs, and traditions since different cultures can create different barriers, such as not understanding mental illness or not being exposed to mental health. I would also try to reach more of a diverse population by incorporating other students from different grades (freshmen and sophomores). I would have different ages of students to be more inclusive and diverse. I also believe that creating a google form testing the students knowledge and awareness on depression and anxiety prior to the lesson would have given me the

opportunity to see if the lesson raised awareness. Another thing I would focus on would be testing the students ability to identify coping strategies and being able to implement them in their everyday lives. I would also prefer to implement this project in person, I feel that during the presentation students who had their cameras off were not fully engaging, and could have had potential distractions such as family, electronic devices, or lack of privacy to discuss sensitive topics. From my experience I believe that students would have benefited more if they were able to physically be in the classroom and be able to meet me in person and discuss topics in groups. Nonetheless, I feel like my participants were able to get the most out of the lesson regardless of the situation and became more aware and comfortable with discussing the specifics of the importance of mental health awareness.

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Table 1
Sample Responses to Dealing With Anxiety google form

What are some situations that make me anxious	<i>School work (15 responses)</i>	<i>Waiting (5 responses)</i>	<i>Presenting</i>	<i>Not having control (10 responses)</i>	<i>Mistakes</i>	<i>Danger zone</i>
What are some thoughts that I have when I am experiencing anxiety	<i>Mangled thoughts</i>	<i>Negative thoughts (9 responses)</i>	<i>I am dying</i>	<i>Self doubt (9 responses)</i>	<i>Self blame (5 responses)</i>	
What are some things I can do to cope when I am feeling anxious	<i>Listen to music (10 responses)</i>	<i>Grounding exercises (6 responses)</i>	<i>Taking deep breaths (11 responses)</i>	<i>Spend time with pets (3 responses)</i>	<i>Read a book</i>	<i>Take a walk (2 responses)</i>
What does my body experience when I am experiencing anxiety	<i>Shortness of breath (7 responses)</i>	<i>Inability to focus (4 responses)</i>	<i>Increased Heart beat (6 responses)</i>	<i>Over thinking (8 responses)</i>	<i>Anxiety attack</i>	<i>Shaking (6 responses)</i>
What do i have in my control to keep this from happening	<i>Nothing (5 responses)</i>	<i>Relaxing thoughts (3 responses)</i>	<i>Breathing (8 responses)</i>	<i>Thoughts (6 responses)</i>	<i>Distractions</i>	

What can I do to calm my body	<i>Breathe (9 responses)</i>	<i>Listen to music (9 responses)</i>	<i>Take a shower (3 responses)</i>	<i>Exercise (4 responses)</i>	<i>Talking with someone (2 responses)</i>	<i>Mind over matter</i> <i>Rubbing palms together</i>
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Table 2
Sample of Responses from “Self-Care Plan”

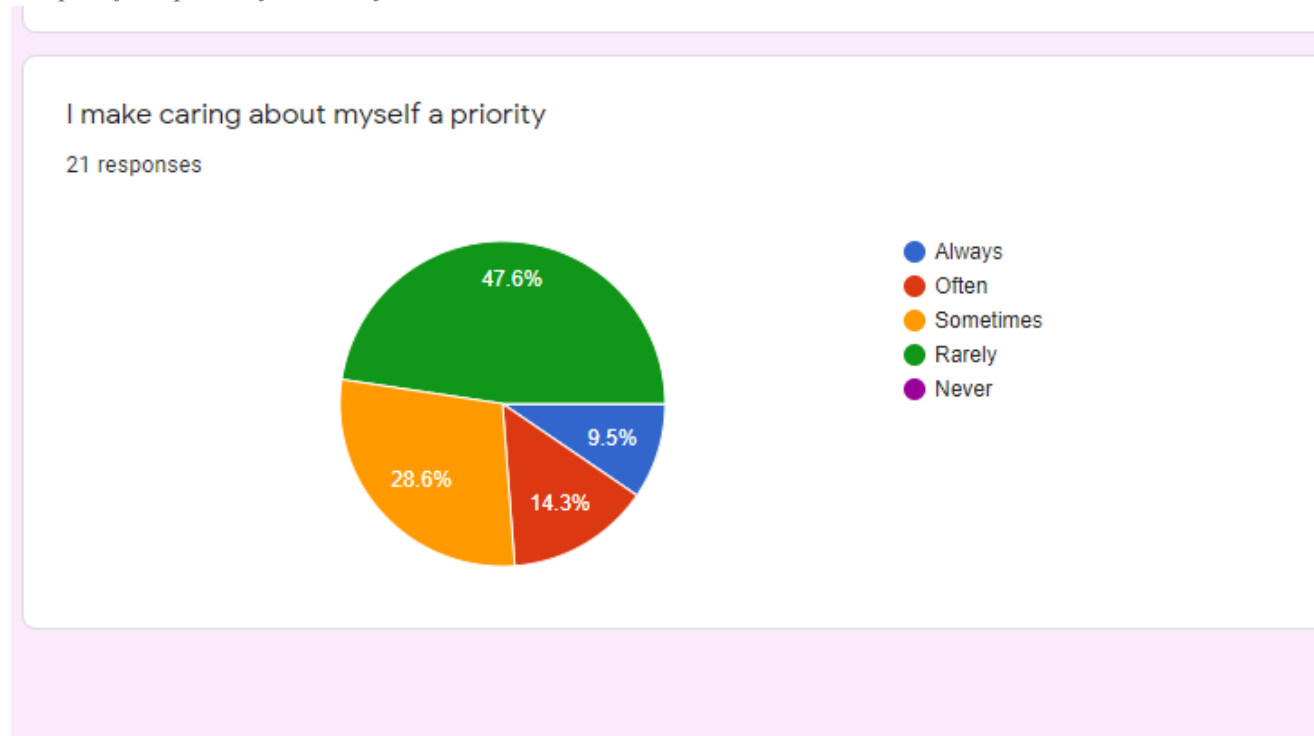


Table 3

Sample Responses from “New Self-care Plan”

One new self-care activity I will try is

24 responses

- Go to a support group meeting and listen
- Eat a healthy diet
- boundries
- Unplug from technology
- Declutter
- meditation
- Spend time in nature
- Journaling
- hanging out with people

One new self-care activity I will try is

24 responses

- putting my self first
- Keep a reflective journal
- prioritize myself and self-care
- stare at the sky
- practice self compassion
- regular sleep routine
- being present
- talking my dog for a walk
- Saying no

A screenshot of a survey question. The question is "One new self-care activity I will try is" and it has received 24 responses. The responses are listed in a scrollable list: "putting my self first", "Keep a reflective journal", "prioritize myself and self-care", "stare at the sky", "practice self compassion", "regular sleep routine", "being present", "talking my dog for a walk", and "Saying no". The list is contained within a light purple border.

One new self-care activity I will try is

24 responses

being present

talking my dog for a walk

Saying no

weekly manicure or pedicure

stopping when i need to

try something new

Karaoke

reconnecting with friends and family

writing down affirmations

Figure 1

What are some types of Depression?

seasonal

Clinical

SAD

Postpartum depression

What are some symptoms or warning signs of Depression?

Unmotivation

Bipolar

Tiredness

Anxiety

restlessness

What are some things Depression can cause ?

Lack of energy

Lost of self

Intrusive thoughts

What are some symptoms or warning signs of Anxiety?

Sweating

Fear of social interaction

Irritability

Worrying

Nervousness

What are some things Anxiety can cause ?

Shaking

Heart beating fast

Figure 2

CHALLENGING NEGATIVE THINKING- DEPRESSION

<i>What it is called</i>	<i>What it means</i>	<i>What can we do to challenge</i>
Overgeneralization	Generalizing from a single negative experience (i.e. I failed a test, I will never be good in school)	I can try harder next time Look at other times you succeeded
The mental filter	Ignoring positive events or moments, only focusing on the negative	Remember that troubles do not stay and they get replaced with good times.
Diminishing the positive	Coming up with reasons as to why positive moments don't count (i.e. they said they had fun, but they probably felt bad for me)	Try to process it in a more optimistic side, focus on one positive?
Jumping to conclusions	Making negative assumptions without evidence Acting like a mind reader (they must think I am pathetic) Acting like a fortune teller (I'll forever be stuck in this situation)	Trying to not overthink Focus on one thing to distract yourself from thinking like that Talk with friends how u feel
Emotional reasoning	Believing the way you feel reflects reality (i.e. I feel like a loser, everyone is looking at me)	Power pose Listen to powerful sounding music
'Shoulds' and 'should-nots'	Holding yourself to a strict list of things you should and shouldn't go (i.e. I should have never tried out for the team. I'm stupid for ever thinking i could make it.)	Try new things even if you think you shouldn't do them exposure

Appendix A

My Self-Care

Complete the questions below

The first thing I do in the morning is

Your answer _____

When I am taking care of myself, I feel

Your answer _____

My favorite self-care activity is

Your answer _____

I know when I need a mental break when

Your answer _____

Directions : Mark the ones that applies to your own self-care habits for each question below

when you think about self-care I think about...

- How much time I have in between work and other responsibilities
- Finishing everything I need to do before taking care of myself
- Making time in my daily schedule to take care of my personal self-care needs

Appendix B

Why is Mental Health Awareness Important ?

- Suicide is one of the leading causes of death ages 10-25
- Resources & services
- A 2015 study by the National Institute for Mental Health found that nearly 1 in 5 – 43.8 million – American adults suffer from a mental illness in any given year
- Reduces stigma

Appendix C

Mental Health

noun;

State of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.

Mental Illness

noun;

Health conditions involving changes in emotion, thinking or behavior (or a combination of these). Mental illnesses are associated with distress and/or problems functioning in social, work or family activities.

Appendix D

Mental Health Assessment

Over the last two weeks, how often have you been bothered by any of the following problems? Please mark which apply.

* Required

Little interest or pleasure in doing things *

- Not at all
- Several Days
- More than half of the days
- Nearly every day
- Every day

Feeling down, or hopeless *

- Not at all
- Several Days
- More than half of the days
- Nearly every day
- Every day

Trouble falling/ staying asleep or sleeping more than usual *

- Not at all
- Several Days
- More than half of the days
- Nearly every day
- Every day

Feeling tired or have little energy *

- Not at all
- Several Days
- More than half of the days
- Nearly every day
- Every day

Feeling bad about yourself (i.e. Feeling that you are a failure, letting family down) *

- Not at all
- Several Days
- More than half of the days
- Nearly every day
- Every day

Feeling nervous or on edge *

- Not at all
- Several Days
- More than half of the days
- Nearly every day
- Every day

Not being able to stop/ control worrying *

- Not at all
- Several Days
- More than half of the days
- Nearly every day
- Every day

Trouble relaxing *

- Not at all
- Several Days
- More than half of the days
- Nearly every day
- Every day

Worrying too much about different things *

- Not at all
- Several Days
- More than half of the days
- Nearly every day
- Every day

Being so restless that it is hard to sit still *

- Not at all
- Several Days
- More than half of the days
- Nearly every day
- Every day





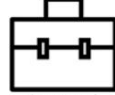



















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Appendix E

The Spoon Theory

 Get out of bed 1 	 Have a shower 2 	 Go to work 5 	 Cook dinner 3 
 Exercise 3 	 Clean 3 	 Shopping 3 	 Reading 2 
 Socialise 4 	 Drive 2 	 Study 5 	 Watch TV 1 

Appendix F

Depression

Depression

- Constant feeling of sadness and loss of interest, which stops you doing your normal activities. Different types of depression exist, with symptoms ranging from relatively minor to severe. Generally, depression does not result from a single event, but from a mix of events and factors.



Getting to Understand Depression

Different Forms of Depression

- Major Depressive Disorder (MDD) or Major Depression
- Bipolar Disorder
- Minor Depression
 - Psychotic Depression
 - Postpartum Depression
 - Seasonal Affective Disorder (SAD)

Warning Signs/ Symptoms

- Loss of interest
- Weight loss or gain
- Trouble sleeping or feeling sleepy during the day
- Feeling very sluggish and slowed down physically or mentally
- Feeling worthless or guilty
- Trouble concentrating or making decisions
- Thoughts of suicide

Complications From Depression

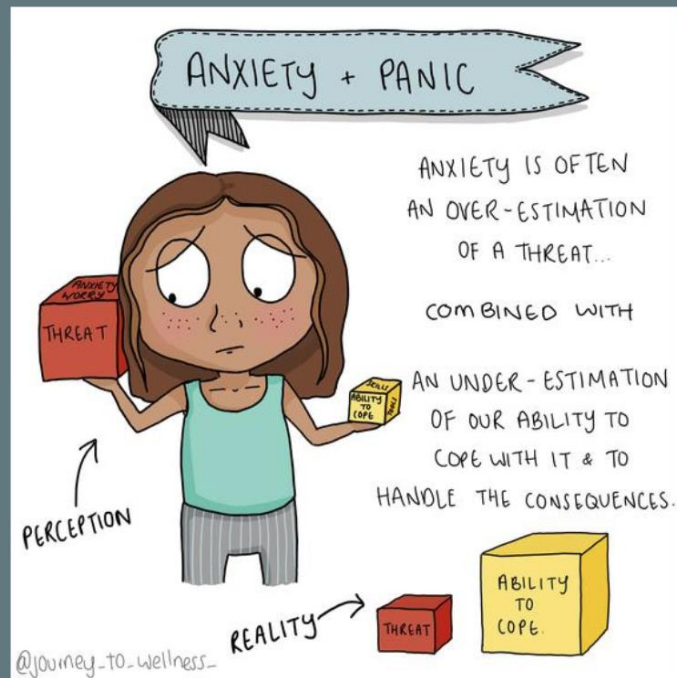
- Depression Drawbacks
- Sleep Problems
- Negatively impact or impair relationships
- Weakened immune system
- Affect a person's ability to take care of their basic health needs
- Thoughts of self harm



Anxiety

Anxiety

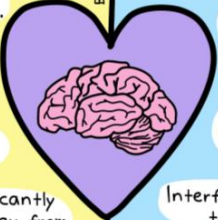
Feeling of apprehension caused by anticipation of an ill-defined threat or danger that is not realistically based. A nervous disorder characterized by a state of excessive uneasiness and apprehension, typically with compulsive behavior or panic attacks.



Getting to Understand Anxiety

ANXIETY	ANXIETY DISORDERS
<p>A normal reaction to stress or difficult times..</p> <p>Triggered by a specific stressor.</p> <p>Has a start and ending point.</p> <p>Can be helpful or motivational.</p> <p>Lessens significantly or disappears away from stressful situations.</p> <p>Relaxing often helps you feel better.</p> <p>A response to toxic situations.</p>	<p>Often comes out of nowhere.</p> <p>Intense or disproportionate emotional response.</p> <p>Ongoing and lasts weeks or months.</p> <p>Interferes with day-to-day life.</p> <p>Physical symptoms like sweating, trembling, lightheadedness, racing heart.</p> <p>Feels impossible to control or manage.</p>

BleasingsManifesting



ANXIETY MAY MAKE YOU FEEL...



... ALL OF THESE ARE NORMAL RESPONSES.

@jenny-10.10.10.10

SYMPTOMS OF ANXIETY

Physical


- Heart pounding
- Flushing
- Shortness of breath
- Dizziness
- Sweating
- Headache
- Dry mouth
- Stomach pains
- Nausea
- Diarrhea
- Muscle aches/pains
- Restlessness
- Inability to relax

Psychological

- Excessive worry
- Irritability
- Impatience
- Feeling "on edge"
- Fatigue
- Vivid dreams
- Mind racing
- Mind going blank
- Indecisiveness
- Difficulty concentrating
- Decreased memory

Behavioral

- Obsessive or compulsive behavior
- Phobic behavior
- Avoidance of situations
- Distress in social situations

Appendix G

The "You'll be okay" playlist

1. Scars to your beautiful by Alessia Cara
2. Missing you by All Time Low
3. Every time the rain comes down by Anna Blue
4. Beauty from pain by Superchick
5. Saviour by Black Veil Brides
6. Happy song by Bring me the horizon
7. Don't lose your heart by Dream on Dreamer
8. Alive by Escape the Fate
9. Remember every scar by Escape the Fate
10. Unbreakable by Fireflight
11. Don't you dare forget the sun by Get Scared
12. Fall apart by Icon for Hire
13. Hope of morning by Icon for Hire
14. Demons by Icon for Hire
15. Under the knife by Icon for Hire
16. The world is ugly by My Chemical Romance
17. S.I.N.G. by My Chemical Romance
18. Lullaby by Nickelback
19. Not alone by Red
20. F.E.A.R. by Papa Roach
21. The strays by Sleeping with Sirens
22. Storm inside of you by Veronica Ballestrini
23. Sunrise by Our Last Night
24. Flares by The Script
25. Fallen angel by Three Days Grace
26. Painkiller by Three Days Grace
27. The mountain by Three Days Grace
28. Shattered (part 2) by Trading Yesterday
29. Friend please by Twenty One Pilots
30. Why worry by Set it Off

Appendix H

LEARNING OUTCOMES

- IDENTIFY DEPRESSION AND ANXIETY
- BE ABLE TO CREATE COPING STRATEGIES FOR DEPRESSION AND ANXIETY
- PROMOTE MENTAL WELL-BEING AS WELL AS LOOKING AFTER THEIR OWN WELL-BEING

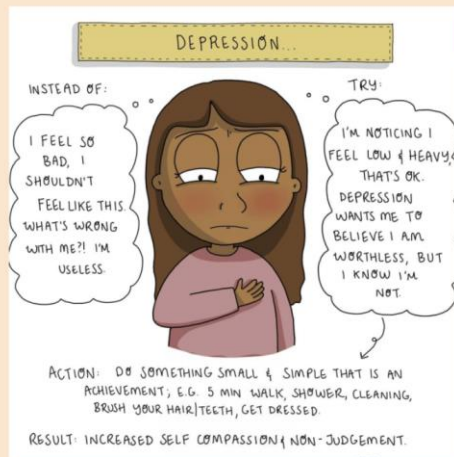
Appendix I

WHAT ARE SOME TYPES OF DEPRESSION?

WHAT ARE SOME SYMPTOMS OR WARNING SIGNS OF DEPRESSION?

WHAT ARE SOME THINGS DEPRESSION CAN CAUSE ?

Appendix J



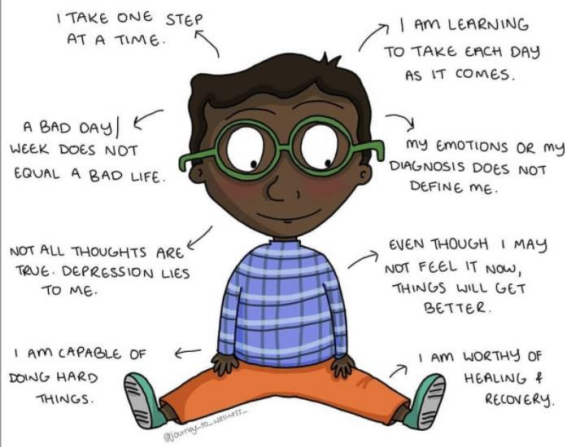
<https://docs.google.com/document/d/1wYqamFR3DBYpIP89ngjNkXbwsf2eVUq6p3yR-j39oFQ/edit?usp=sharing>

THINGS THAT HELP WITH DEPRESSION DAYS



27

DEPRESSION COPING STATEMENTS



COPING WITH DEPRESSION

TIP 1: REACH OUT AND STAY CONNECTED

TIP 2: DO THINGS THAT MAKE YOU FEEL GOOD

TIP 3: GET MOVING

TIP 4: EAT A DEPRESSION-FIGHTING DIET

TIP 6: CHALLENGE NEGATIVE THOUGHTS

<https://docs.google.com/document/d/1wYqamFR3DBYpIP89ngjNkXbwsf2eVUq6p3yR-j390FQ/edit?usp=sharing>

Appendix K

CHALLENGING NEGATIVE THINKING- DEPRESSION

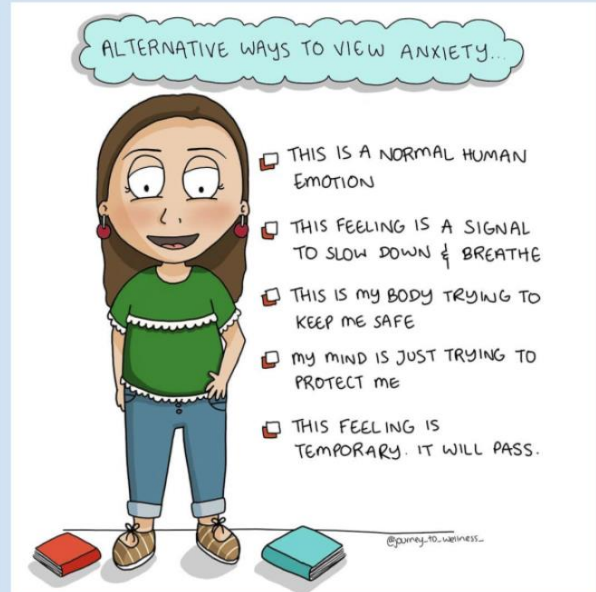
<i>What it is called</i>	<i>What it means</i>	<i>What can we do to challenge</i>
Overgeneralization	Generalizing from a single negative experience (i.e. I failed a test, I will never be good in school)	
The mental filter	Ignoring positive events or moments, only focusing on the negative	
Diminishing the positive	Coming up with reasons as to why positive moments don't count (i.e. they said they had fun, but they probably felt bad for me)	
Jumping to conclusions	Making negative assumptions without evidence Acting like a mind reader (they must think I am pathetic) Acting like a fortune teller (I'll forever be stuck in this situation)	
Emotional reasoning	Believing the way you feel reflects reality (i.e. I feel like a loser, everyone is looking at me)	
'Shoulds' and 'should-nots'	Holding yourself to a strict list of things you should and shouldn't go (i.e. I should have never tried out for the team. I'm stupid for ever thinking i could make it.)	

Appendix L

WHAT ARE SOME SYMPTOMS OR WARNING SIGNS OF ANXIETY?

WHAT ARE SOME THINGS ANXIETY CAN CAUSE ?

Appendix M



COPING WITH ANXIETY

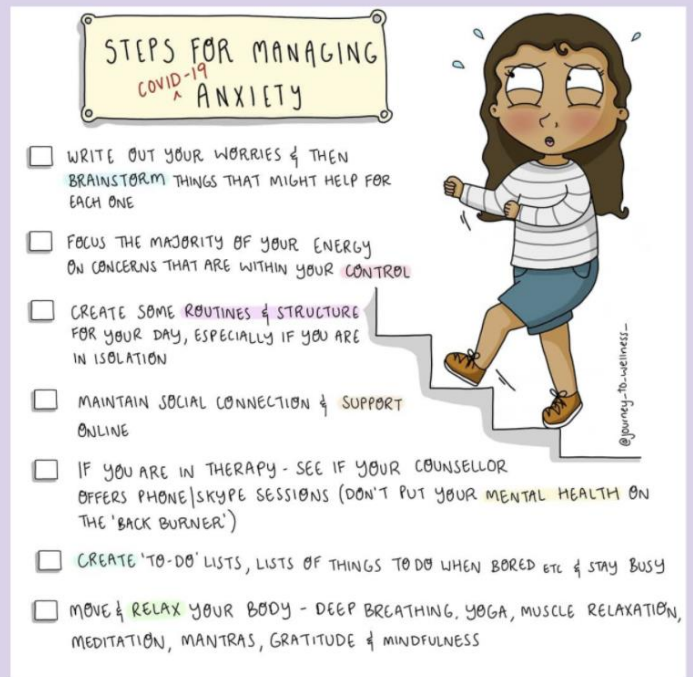
TIP 1: QUESTION YOUR THOUGHT PATTERN

TIP 2: PRACTICE FOCUSED, DEEP BREATHING

TIP 3: USE AROMATHERAPY

TIP 4: WRITE DOWN YOUR THOUGHTS

TIP 5: LEARN YOUR TRIGGERS



Appendix N

Dealing with anxiety

Directions: write in what best suits you

What are some situations that make me anxious

Your answer _____

What are some thoughts that I have when I am experiencing anxiety?

Your answer _____

What are some things I can do to cope when I am feeling anxious?

Your answer _____

What does my body experience when I am experiencing anxiety?

Your answer _____

what do I have in my control to keep this from happening?

Your answer _____

What can I do to calm my body?

Your answer _____

Appendix O



Appendix P

My New Self-Care

Directions: complete the questions below

The first thing I will start to do in the morning is

Your answer _____

One self-care activity I will make sure to do daily is

Your answer _____

One new self-care activity I will try is

Your answer _____

When I need a mental break I will try to

Your answer _____

Submit

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Google Forms

Appendix Q

WHAT ARE SOME RESOURCES AVAILABLE TO YOU ?

[WE'RE IN THIS TOGETHER](#)

[NAMI HELPLINE](#)

[LIFELINE CRISIS CHAT](#)

[EMOTIONAL HELPLINE](#)

[CRISIS TEXT HOTLINE](#)

[COVID-19 FREE VIRTUAL THERAPY](#)

[SUPPORT](#)

Appendix R

Presentation from Capstone

Increasing Depression and Anxiety Awareness in High School

By Hannah Pesina

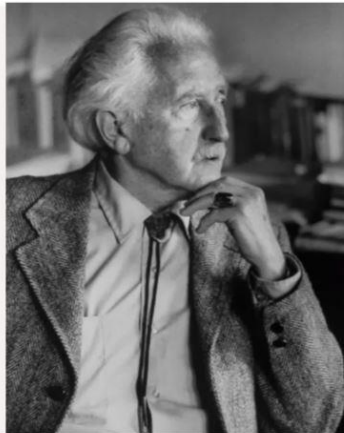
Need Statement

- Stigmas surrounding mental illness
- Barriers preventing seeking resources
- Poor academic performance

Erikson's Psychosocial Development

Identity vs. Role Confusion

- Fifth stage of ego
- Exploring identity (Who am I?)
- Trying to developing a sense of identity



3

Learning Outcomes



At the end of my project, teenagers will be able to...

- Define Depression and Anxiety
- Be able to create and utilize coping strategies
- Promote mental-well being as well as looking after their own well-being

4

Methods

- Two Day Implementation
- 1 hour and thirty minute interactive presentation

5

Participants

Wonderful College Prep Academy

- Via Zoom
- STEM (Science, Technology, Engineering, Math)
- Twenty- eight junior and Seniors

6

Day 1



Mental Health Assessment

Little interest or pleasure in doing things *

- Not at all
- Several Days
- More than half of the days
- Nearly every day
- Every day

Feeling down, or hopeless *

- Not at all
- Several Days
- More than half of the days
- Nearly every day
- Every day

8

The Spoon Theory

Get out of bed 1	Have a shower 2	Go to work 5	Cook dinner 3
Exercise 3	Clean 3	Shopping 3	Reading 2
Socialise 4	Drive 2	Study 5	Watch TV 1

Definition/impact of Anxiety and Depression

ANXIETY MAY MAKE YOU FEEL...

... ALL OF THESE ARE NORMAL RESPONSES

DEPRESSION

The first thing I do in the morning is

Your answer _____

When I am taking care of myself, I feel

Your answer _____

My favorite self-care activity is

Your answer _____

Self Care Assessment

Day 2

ALLOW YOURSELF:


- ♥ TO FEEL WHAT YOU FEEL - IT IS ALL VALID.
- ♥ TO SIT WITH THOSE FEELINGS AND TAKE YOUR TIME WORKING THROUGH THEM.
- ♥ TO SELF SOOTHE IN THE BEST WAY YOU KNOW HOW.
- ♥ TO REACH OUT FOR HELP IF IT FEELS LIKE TOO MUCH.

@saronckelsharp

Sample:

- What are some types of Depression?
- What are some symptoms or warning signs of Depression?
- What are some things Depression can cause ?

DEPRESSION COPING STATEMENTS



I TAKE ONE STEP AT A TIME.

A BAD DAY | WEEK DOES NOT EQUAL A BAD LIFE.

NOT ALL THOUGHTS ARE TRUE. DEPRESSION LIES TO ME.

I AM CAPABLE OF DOING HARD THINGS.

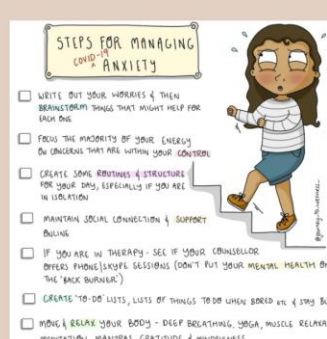
I AM LEARNING TO TAKE EACH DAY AS IT COMES.

MY EMOTIONS OR MY THOUGHTS DOES NOT DEFINE ME.

EVEN THOUGH I MAY NOT FEEL IT NOW, THINGS WILL GET BETTER.

I AM WORTHY OF HEALING & RECOVERY.

STEPS FOR MANAGING COVID-19 ANXIETY



- WRITE OUT YOUR WORRIES & THEN BREAKDOWN THINGS THAT MIGHT HELP FOR EACH ONE
- FOCUS THE MAJORITY OF YOUR ENERGY ON CONCERNS THAT ARE WITHIN YOUR CONTROL
- CREATE SOME ROUTINES & STRUCTURE FOR YOUR DAY, ESPECIALLY IF YOU ARE IN ISOLATION
- MAINTAIN SOCIAL CONNECTION & SUPPORT ONLINE
- IF YOU ARE IN THERAPY - SEE IF YOUR COUNSELLOR OFFERS PHONE/SCREPE SESSIONS (DON'T PUT YOUR MENTAL HEALTH ON THE 'BACK BURNER')
- CREATE 'TO-DO' LISTS, LISTS OF THINGS TO DO WHEN BORED etc. (DAYS BUSY)
- MIND & RELAX YOUR BODY - DEEP BREATHING, YOGA, MUSCLE RELAXATION, MEDITATION, MANTRAS, GRATITUDE & MINDFULNESS

Dealing with anxiety

Directions: write in what best suits you

What are some situations that make me anxious

Your answer _____

What are some thoughts that I have when I am experiencing anxiety?

Your answer _____

15

CHALLENGING NEGATIVE THINKING- DEPRESSION

<i>What it is called</i>	<i>What it means</i>	<i>What can we do to challenge</i>
Overgeneralization	Generalizing from a single negative experience (i.e. I failed a test, I will never be good in school)	
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16

My New Self-Care

Directions: complete the questions below

The first thing I will start to do in the morning is

Your answer _____

One self-care activity I will make sure to do daily is

Your answer _____

17

Learning Outcome 1 Results

- Define Depression and Anxiety
 - Partially met

Sample:

What are some types of Depression?

seasonal
Clinical
SAD
Postpartum depression

What are some symptoms or warning signs of Depression?

Unmotivation
Bipolar
Tiredness
Anxiety
restlessness

18

Learning Outcome 2 Results

- Be able to create and utilize coping strategies
 - Fully met

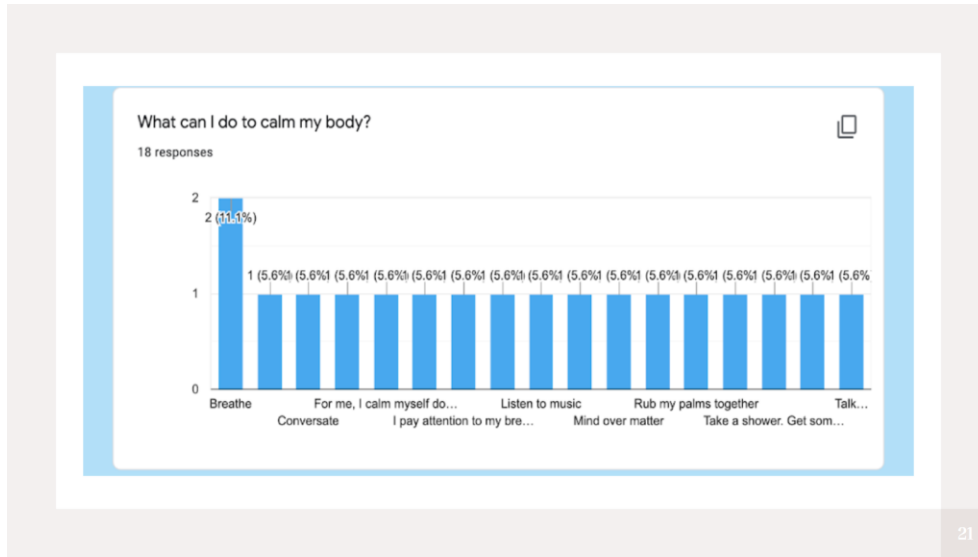
The mental filter	Ignoring positive events or moments, only focusing on the negative	Remember that troubles do not stay and they get replaced with good times.
Diminishing the positive	Coming up with reasons as to why positive moments don't count (i.e. they said they had fun, but they probably felt bad for me)	Try to process it in a more optimistic side, focus on one positive?

What can I do to calm my body?
18 responses

19

The mental filter	Ignoring positive events or moments, only focusing on the negative	Remember that troubles do not stay and they get replaced with good times.
Diminishing the positive	Coming up with reasons as to why positive moments don't count (i.e. they said they had fun, but they probably felt bad for me)	Try to process it in a more optimistic side, focus on one positive?

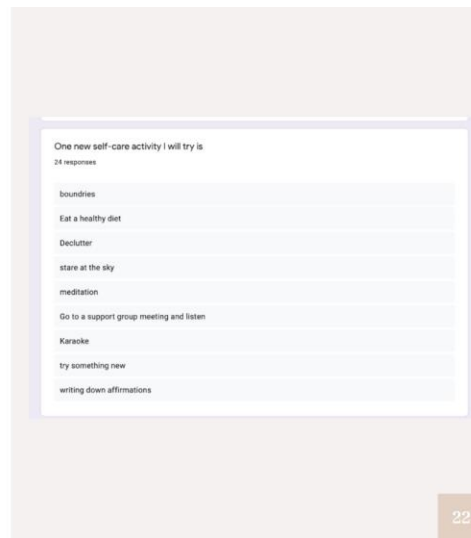
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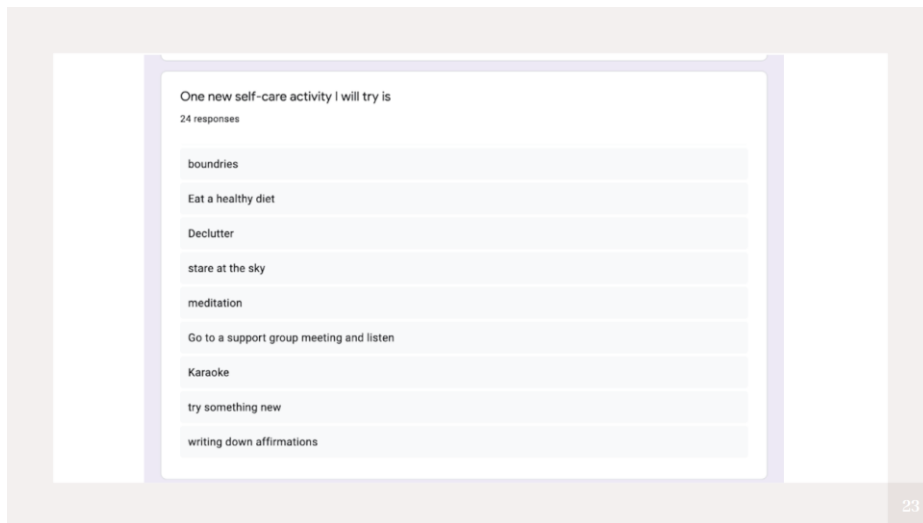
21

Learning Outcome 3 Results

- Promote mental-well being as well as looking after their own well-being
 - Fully met



22



23

Discussion

- Successful
- Engaged in topic and participated

24

Discussion

- Cultural consideration
- Including students from other grades
- Create an Depression and Anxiety assessment
- In person

25

Thanks!

Any questions?

-Hannah Pesina

