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Umbrella of Mental Health Resources in Schools

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Author Note

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Abstract

Mental Health is a worldwide crisis that students face every day, especially in school environments. Having resources available to students in schools could potentially help students to deal and manage mental health. Seaside High School is a public school in Monterey County that provides services for students in grades 9-12. The counseling department is the center in the school that facilitates the educational support that students need in regards to career exploration and further academic concerns. At Seaside High School there is a high rate of students that deal with low mental health. Incorporating support groups can provide assistance and decrease the number of students dealing with mental health concerns. The project was running support groups to address topics that are affecting student's mental health. The support groups consisted of meeting with students for an hour every two weeks, and materials were prepared beforehand, in order to determine what supplies are needed for the activities. The support group reached a maximum of 10 girls and varied in attendance as the meetings continued. The topics concentrated on the topic of self-esteem and body image awareness. The results were that the majority of girls found the meetings informative and useful, but the larger goal of the meetings will not be seen until the school keeps implementing support groups. It is expected that the students who participate in support groups will be able to control their mental health concerns and apply what they learned in their daily life activities. The support group meetings were a success and it is recommended that support groups are continued.

Keywords: Mental health, schools, resources, support groups, crisis

Agency & Communities Served

Seaside High School's counseling department's goal is to provide students, parents, guardians, school staff, and community members the needed resources and tools. For example, providing academic, college, personal, and social counseling services that are appropriate. The total minority enrollment is 94%, and 80% of students are economically disadvantaged (Seaside High School (SHS), 2023). The counseling department focuses on supporting students academically and making sure students are completing their classes with a C grade or better in order to be a-g eligible. Seaside High School's mission is, "Empowering our community to be makers of a better world through project-based learning, technology, and grit" (SHS, 2023). Seaside High School's vision is, "to prepare students for life in the 21st Century by meeting individual needs through equal access to an integrated curriculum" (SHS, 2023). The overall goal is to be supportive and serve the community as a result of a positive outcome.

The population that is being served by Seaside High School is students from diverse backgrounds; african american, american indian, asian, filipino, white, pacific islander, and hispanic. Some services that Seaside High School counseling department provides are advising sessions and connecting students with the school psychologist if needed. The counseling department supports school clubs, tutoring, and events. Seaside High School services are provided to maximize the academic achievement of all students and promote the necessary skills, attitudes, and beliefs for all students to graduate. The counseling department is very focused on the importance of getting students ready for college and career exploration for those students who are unsure on what their next step is after high school.

Problem Model Background and Literature Review

Contributing Factors	Problem	Consequences
Factor 1: Lack of support from parents	High levels of mental health crisis among student	Consequence 1: Isolation/Socialization
Factor 2: Personal/traumatic life events		Consequence 2: Unhealthy coping mechanisms
Factor 3: Lack of Access to resources		Consequence 3: Lack of personal growth/development

Problem Statement

There are many students dealing with a mental health crisis in schools. Mental health in schools is not something that individuals talk about with comfortability. Students face so many life changing events, trauma, and difficulties that shape the way that they see themselves and the way they go forward in their academics and personal life. According to Abramson (2022), “A national survey of 3,300 high schoolers conducted in spring 2020 found close to a third of students felt unhappy and depressed much more than usual.” Students go through rough patches in their life and having a safe space where students can ask questions, and open up is something that schools need.

The majority of students have faced certain situations in life, which has caused them to develop mental health disparities. Post COVID, more students started facing mental health negative effects. As stated by Jones (2022), “Overall, 37.1% of students experienced poor mental health during the pandemic, and 31.1% experienced poor mental health during the preceding 30 days. In addition, during the 12 months before the survey, 44.2% experienced persistent feelings

of sadness or hopelessness.” Even after transitioning to “normality” after COVID, students still dealt with mental health issues, and it was difficult for them to ask for proper resources.

Contributing Factors

Lack of support from parents

Support is the number one factor that helps students feel protected in some type of way. Having a positive support system from the most important individuals in a child’s life, like a parent, means a lot to them. It is important to a child because it reassures them that someone cares for them. As discussed by Ramberg (2021), “Parental support is an important factor affecting young people’s mental well-being...The results show that there is a significant negative association between parental support and students’ psychological complaints.” When there is not a solid support system from parents, it may result in negatively affecting the youth’s mental health. Parents need to take the initiative to communicate and provide the support their child needs, to prevent negative outcomes from occurring.

Mental health is a very important topic that has grown over the years and sometimes past generations are unaware of the importance of mental health. Having parent’s support especially for teens is an essential part of growing up especially in this century. For example, “A child’s healthy development depends on their parents—and other caregivers who act in the role of parents—who serve as their first sources of support in becoming independent and leading healthy and successful lives” (Wolicki et al., 2021). Studies show that the majority of situations where students face mental health issues are a result of having parents who are also facing a rough mental health phase. As mentioned by Wolicki et al., (2021), “For instance, “One in 14 children aged 0–17 years had a parent who reported poor mental health, and those children were

more likely to have poor general health, to have a mental, emotional, or developmental disability.” As a result of these studies, it is determined that when parents deal with mental health themselves this affects the child therefore, the parents need support and assistance in order to help out their child in the best way possible.

Personal/Traumatic life events

As it's known, life events that happen during our lifetime affect us in many different ways, especially youth. The youth that are mainly affected by mental health are those that have been affected by traumatic events. According to The Substance Abuse and Mental Health Services Administration:

Research has shown that traumatic experiences are associated with both behavioral health and chronic physical health conditions, especially those traumatic events that occur during childhood....Substance use, mental health conditions, and other risky behaviors have been linked with traumatic experiences. (2022)

Traumatic events in a child's life can really take a toll on their development and mental health status, which can result in students suffering from poor mental health. Dealing with traumatic events can lead the child to preserve poor mental health actions, therefore it is always important to communicate if support is needed before it is too late. Preventing poor mental health will allow the child to feel comfortable in their own skin. The impacts that youth experience throughout their childhood is something that carries all throughout their teen life. According to Davies et al., “Adverse childhood experiences (ACEs) have been repeatedly associated with a wide range of physical and mental health issues” (2022). Childhood experiences can cause youth to grow up without knowing how to control emotions and deal with them as well. Anders et al., (2012) stated, “Those who reported more negative life events experienced poorer mental health

and educational outcomes.” When youth experience certain events it is hard for them to process and overcome those traumatic events therefore they keep those feelings stuck inside of them which therefore causes poor mental health. At Seaside High School students usually talk to their counselor about events that happened or are happening that are affecting their mental health. Dealing with traumatic events especially if this child is not ready to talk about it can be hard for the youth population to deal with their mental health.

Lack of Access to Resources

Resources for individuals can be a barrier in regards to their situation or circumstance they are in. Individuals who come from a low-income/middle class household can have a hard time accessing resources to help with their mental health. For instance, at Seaside High School, half the population of students come from a low-income household therefore for them it is hard to access resources because they don't have financial support which results in not affording therapy or any other type of support. As stated by Hodgkins (2017), “Living in a poor or low-income household has been linked to poor health and increased risk for mental health problems in both children and adults that can persist across the life span.” Providing some type of support or resource for students in schools could allow them not to worry about paying to have resources available to them when needed. The widening mental health gap in schools is something that is currently occurring, which can cause serious negative effects in students. It is important to take into consideration because if there were more support and resources available to students this could be a solution to the issue and be able to help students as needed. As discussed by Menas (2019), “Closing the treatment gap in schools starts with more funding so that districts can bring more counselors and psychologists onboard - key forces for school safety before and after traumatic events.” Not having a change like having accessible resources to

students could increase the number of youth dealing with mental health. According to Menas (2019), “Mental disorders in childhood can negatively affect...children’s ability to achieve social, emotional, cognitive, and academic milestones.” The youth population needs to be able to access resources without feeling that there is not enough support being provided by schools.

Consequences

Isolation/Socialization

Dealing with mental health is something students are not taught to be prepared for therefore, for them it is hard to cope. This can result in children feeling isolated and lonely because they are unaware on what to do. As discussed by Loades et al., (2020), “Loneliness and disease containment measures impact on the mental health in children and adolescents.” There are many consequences that result from dealing with mental health difficulties that can be hard to control and cope with. Isolation is just one of many effects of dealing with mental health, this usually happens when the youth feel alone and are not sure where to go for help. After the COVID pandemic students have been experiencing even more isolation due to mental health disparities. For example, “Children and adolescents are probably more likely to experience high rates of depression and most likely anxiety during and after enforced isolation ends” (Loades et al., 2020). Being able to have the needed tools are quite an essential part of students being able to deal with their mental health status in order to prevent their isolation.

Isolation is a factor that impacts students in their daily life routines, which can project negative thoughts. As mentioned by Almeida (2021), “Psychological problems, including anxiety, sadness, depression, and guilt, were raised as direct consequences of the confinement process.” Social isolation on the youth’s development could result in anxiety, depression,

loneliness, and more. Not only are anxiety and depression a risk factor in youth dealing with poor mental health but, could also result in health disparities.

There is a strong association between social isolation and anxiety and depression in children and adolescents. Social isolation leads to higher levels of cortisol and worse cognitive development. Therefore, the mental and physical health of children and adolescents need a careful follow up by health professionals. (Almeida 2021)

Having a set tool and knowledge on how isolation can be worked on can help students to feel their best in order to overcome their mental health barriers.

Unhealthy Coping Mechanisms

Students face a variety of mental health effects and one of them is having unhealthy coping mechanisms. When students are dealing with mental health disparities it is hard for them to cope with their feelings especially when students are unaware of what unhealthy coping mechanisms are. According to Pimenta, “Lack of confidence about how to cope due to low mental health literacy and social pressures (e.g., stigma) have been highlighted as negatively impacting how young people deal with these issues” (2021). Students in today's world are not informative of the different healthy coping mechanisms that are available to deal with their mental health. It is difficult for students to adapt to healthy coping mechanisms especially with their social bubble and life experiences they have experienced. Pimienta et al., (2021) discussed, “As the coping process is very complex, and elements such as trust and availability of resources have been said to influence it.” Having available resources to students ready for them to access can really make an impactful change in how they deal with their mental health.

An individual with an unhealthy coping mechanism can lead them to do things that are not the best choices. As conducted by Pascoe et al., (2019), “Some students reported problematic coping strategies such as taking sleeping pills, smoking cigarettes and drinking alcohol to help them sleep.” Having these unhealthy coping factors can lead these children to unsafe environments and actions. This is why it is important to have support groups to guide students in school settings and teach them the best and safest ways to cope with their mental health. As indicated by Pascoe et al., (2019), “Therefore, providing opportunities to improve young people’s academic stress-related coping abilities during this highly stressful, crucial period of development is an important target.” Realizing that the coping strategies that young individuals are using are not the best option will allow the adults to create a change in the school environment in order to help with student’s coping strategies.

Lack of personal growth/development

There is an important consequence that can really impact young individuals especially students that lack personal growth. When children experience trauma it may result in negative factors in their growth development in various ways. Being able to support and provide the necessary assistance would allow students to feel more empowered in their development. As indicated by Pascoe et al., (2019), “Understanding and addressing the barriers and enablers to implementation of stress management programmes in schools would support the development of effective implementation strategies.” To provide implementation strategies would result in students being able to enhance their personal development in school and in their overall daily life routine. Also, school environments are where students learn the most so this is the correct place to teach more topics based on mental health. As discussed by Pascoe et al.,:

Education settings are places where young people develop many of the social and emotional skills needed to become resilient and thrive... Education settings can work to improve student academic related stress through the provision of programmes shown to decrease stress and increase stress management. (2019)

When learning more about tips and strategies to cope with mental health, it can help students feel empowered. Growth mindset is something that evolves and forms as individuals grow, but when they are dealing with mental health it can lead to negative effects. Most students feel this way, which can cause students to doubt themselves and feel incapable of achieving their goals. As indicated by Tao et al., (2022), “Individuals with a growth mindset are less prone to mental health problems than individuals with a fixed mindset.” Support groups in schools can help students to feel comfortable and learn about how to cope with mental health, to potentially decrease the rate of students dealing with poor mental health. This is why having support groups in schools is important. For example, “Poor interpersonal skills, poor grades, and lower graduation rates have been linked to mental health issues and suicidal behavior in college students” (Tao et al., 2022). Being able to prevent students from suffering from their low personal growth status could lead to a positive development.

Project Description

Working Title: Self-Esteem Support Group

Everyone working in a school setting should enhance their ability to learn and provide the correct assistance for students, like the mental health support groups that were created at Seaside High School. Mental health is a topic that could be improved as long as the support system, like staff and teachers, received proper training to best assist students. For example, like being part of a mental health support group that focuses on different topics to help students. The support group

will be informing students on the importance of enhancing self-esteem and body image. It is important to develop and inform students about self-esteem and body image. Another component about the support group is being able to provide advice to students about any concern they may have in regards to the topic and giving them tips on how to deal with negative concerns they may have. The support group will also provide developing activities for students to do in regards to the positive spectrum of self-esteem and body image. Having activities accessible to students will allow them to learn in a creative and fun way while still learning about the topic.

Project Justification

The support group's purpose is to enhance and develop a better understanding of what self-esteem and body image means and how it can help students feel better about themselves by providing tips and tricks to feel positive. The primary purpose for the support group is to help students with self-esteem and body image insecurities or negative factors that they are dealing with in regards to the topic. The goal for the support group is for students to feel that the staff of the school are there to be a support system if they ever have questions, need clarification, and/or need someone to talk in regards to something that they may be struggling with. It is important to talk to students about social issues that high schoolers go through especially now with the information on the internet and social media. Another goal for this support group is for students to get to know each other and understand that they are not the only ones dealing with this issue of body image/self-esteem.

The goal that Seaside High School expects to accomplish from implementing this support group is to make sure that students know the importance of this topic and understand that the support that is being offered is there for them to use when they need it. For Seaside High School it is important to make a change in the mental health and decrease the rate of the amount of

students that deal with isolation, depression, anxiety, etc.,. Being able to provide this service like the support group, which reaches our goal of helping students out with making the topic something positive that they can be a part of. As discussed by Abramson (2022), “Psychologists have been seeking additional long-term solutions to address the mental health problems revealed and exacerbated by the pandemic, from building mental health into school curricula to training teachers in prevention strategies to support students based on psychological science.” Mental health is something that students experience therefore a solution is needed to create positive results.

Benefits

One of the benefits that will result from these support group meetings will be students being able to comfortably communicate with staff about their situation or something they may be going through. It is important for students to realize that staff should be open-minded and understanding if they ever need someone to talk to or need advice from. Another benefit that will result from these support group meetings will be students being able to discuss issues with their peers and not feel like they are alone or are the only ones feeling this way. When students feel the same around other students it is easier for them to talk about the topic and be able to express the way they feel and get advice from each other. Another benefit is students gaining information and multiple perspectives from other students. This can potentially help the student adapt certain activities or changes to their lifestyle that will positively affect their lifestyle or way of seeing themselves.

A positive impact this will have on Seaside High School as a whole would be the decrease rate of stereotyping in regards to sensitive topics like self-esteem and body image. The community at Seaside High School would benefit from this because there would be more

open-mindedness in regards to topics like these and staff would be more aware of the issue and be more open to assist in every way possible. As for the benefits that will result from the support groups in regards to the students and the communities served, this will bring more knowledge. Having support groups will allow parents to have a better understanding of what students are doing at school, why, and have an open-mind about the topic.

Implementation Process

The support group meetings will be meant to inform, educate, and provide awareness about the lack of mental health support currently provided in schools. The planning will start by researching the topic of mental health in students with a focus on the topic of self-esteem and body image. With research, the groups will facilitate ongoing learning about mental health, as well as educate students on tips and tricks to support students in managing their mental health. The research information will be included in the presentations that will be conducted in the support group meetings at the beginning of each session. The group selection is in relation to a survey that was sent to all students of the school asking who was interested in joining a support group to learn about different topics of mental health (e.g. self-esteem, body image, etc.). After collecting and assessing the survey results, students will be contacted to join the forementioned groups, which in this case self-esteem/body image was one of them. Organization meetings will be conducted to discuss the topics, objectives, and activities that will be conducted for each support group session. In addition to activities, a task sheet will be created for needed materials. The implementation of pre-and post-surveys will be an essential part of the support groups in order to measure student attendance.

In addition to the organization, presentations will be created in order to present informative data on the importance of mental health and how it connects back to the topic of the

meeting. Lesson plans will create clarity on each meeting topic, as well as define the purpose of the meeting each day. Each meeting will start with an icebreaker activity with the intent of reducing student anxiety and nerves as they acclimate to speaking in front of other group members. The activities that will be implemented will include, but are not limited to, discussion, reflections, and informative mini-presentations. The support groups will also include fun crafty activities for students to participate in, with the objective of learning more about self-esteem and body image.

Assessment Plan & Expected Outcomes

For the assessment plan, a pre and post-survey questionnaire will be distributed, in which students will be asked questions regarding their level of understanding and knowledge based on the topic of self-esteem and body image. The pre-questionnaire survey will be provided during the first meeting session. This pre-survey will help students summarize and state what they already know about the topic and what they hope to get out of the support group settings. The surveys will help in determining if the support groups were effective, while also determining the prior knowledge of the students. Attendance will be recorded each session to provide data on the number of students that were willing to come back to the next sessions. The support groups will include a post-questionnaire survey including questions of what they learned. Students could implement the information and resources they learned about into their daily living to help them manage their mental health. Measuring attendance and consistency of students will determine if students are enjoying the sessions and are looking forward to them. This can provide information for future groups about what was successful and what wasn't to ensure successful future support groups.

As for the expected outcome of the support group meetings, information was gathered from a survey that was sent out to students with questions about who would be interested in having a support group based on body image. Those numbers were high, for example, a total of 50 students were interested in the topic; body image/self-esteem. After analyzing the data on the number of students that completed the survey and indicated that they were interested in a mental health support group on body image/self esteem, it was expected to see a good amount of students join the support groups. The expected attendance was having about 50 students join the self-esteem/body image group in result of the survey that the school send out to all students In regard to the support group, a goal that the group was striving for as a change in the pre-post assessment was the awareness of mental health and providing students with a safe space to talk about these topics, as well as tips to help them manage their current mental health status.

Project Results

The overall goal is to have accessible resources to students in school settings in relation to mental health topics. Additionally, with having resources available comes creating a positive and safe environment for students to feel comfortable when talking about mental health in school. The method that was used to gather evidence of the project's success was taking attendance every time a meeting was held. Recording the attendance for every meeting that was conducted gave a sense of the probability of students coming back to the next sessions and the interest they had to continue to attend the rest of the support group meetings. It was expected that 50 students would attend the support group meetings, and only 6 students showed up for the first support group meeting. In the second group meeting 7 students showed up. These results show the interest that students started off with and the continuing attendance record.

A pre-questionnaire survey was conducted at the first support group meeting to get a sense of what level, in regards to mental health, students were at. The pre-questionnaire survey

included questions like; What does Self-Esteem & Body Image mean to you? What do you know about self-esteem & Body Image? Explain, How often do you find yourself dealing with low Self-esteem?, and How often do you find yourself dealing with Body Image negative thoughts? In between sessions, attendance records were also recorded to follow the number of students continuing to attend the support group meetings. A post-questionnaire survey was also conducted at the end session to conclude what results from these support group meetings students were able to takeaway. From the pre-questionnaire survey in regards to the topic: Self-esteem/Body image 5 out of 6 students felt that they “sometimes” find themselves dealing with low self-esteem and 1 student out of the 6 responded that they “always” felt that they were dealing with low-self esteem. This survey demonstrated that students face low self-esteem and are not sure how to deal with it.

The measures that were used to assess the project's success were having pre and post questionnaire surveys for students to complete to track the information that students captured during the journey of the support group meetings. Being able to provide a pre-questionnaire survey gave a sense of the knowledge students had in regard to mental health in relation to self-esteem and body image. The post-questionnaire was more of a confirmation of the outcomes students received when finishing all the meetings. In the post-questionnaire surveys were questions like “Where these support group meetings helpful?”, “Are these support groups something that you think high school students may enjoy?” and “What are your suggestions for future support group meetings?” Analyzing the post-questionnaire responses to these questions will determine the success in addressing the problem and how Seaside High School can better serve the students in their mental health necessities.

The result that was expected from implementing the support group meetings was to provide a resource for students dealing with mental health. Having a support group is one of the many tools that could be accessible to students to allow them to feel comfortable and safe in their school environment. Overall the project achieved its expected outcome of spreading the awareness of mental health and projecting the importance of support groups in high school environments for students. The way that the goal was achieved was by presenting students with a new tool like having a support group that discussed topics about mental health. Being able to see the attendance records it was clear that every time the group met for the next support group meeting the same students kept showing up and by the third meeting, more students were joining the meetings. This concluded that students were enjoying what they were learning and the information they were receiving but most importantly that they were feeling safe to have a space to talk about mental health. This determines that providing new tools accessible to students like these support groups will help students project their thoughts and feelings in learning new information and tips to deal with their mental health. The post- responses included comments like; the favorite things about the meetings were the activities like; jar painting, talking with other students dealing with the same issue, doing little projects. Some suggestions on what should be done next time are; doing more fun/crafty activities and promoting the support group so more students join. The last response was to the question: Do you think that support groups like these are important for students in seaside high school, and all of them said yes, that the groups were beneficial. Overall, having these types of responses indicated that a positive change in the students life was made and that support groups can have a positive impact on students.

Conclusion & Recommendations

Mental Health is a sensitive topic that has been growing more and more, which results in providing tools and resources for the youth. The contributing factors that supported high levels of mental health crisis among students were; lack of support from parents, personal/traumatic life events, and lack of access to resources. These factors have an impact on how students may feel and deal with their mental health difficulties. Each contributing factor has a determining way to impact the high levels of mental health crisis among students. Every individual is affected by factors during their lifetime and in mental health the factors as stated above definitely impact the development of a healthy mental health status. First, the lack of support from parents is the initial factor that leads students to feel alone, which then follows personal/traumatic life events that evolve throughout their life growing up, and lastly, results in not having accessible resources at school for students to use. These contributing factors can really impact the consequence students may lead to, therefore preventing them with the correct tools can be the solution.

It is recommended based on the findings from this group that Seaside High School continues support group meetings based on different mental health topics. The support group meetings that were conducted were successful and students came back to continue learning more. Therefore, having different support groups with different topics would allow students to have more options in regard to the topic they seem more interested in. Having regular support group meetings will allow students to adapt to having a tool at school in order to support them with their mental health status. Not only are the support groups informative but it gives the students an opportunity to learn tips and strategies to be more willing to make better decisions. Although the support group was successful with the number of students she had overall, one thing that

could be done differently to improve the project could be to promote the support groups more at the beginning of the process. Having flyers around the school campus about support groups starting at Seaside High School would make students more aware of the new tool that was going to be implemented in school. Being able to promote and announce the start of a support group could have helped more students assist the support group meetings.

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Appendix A: Project Implementation Plan

Activities	Deliverables	Timeline/Deadlines	Responsible Staff
Start Research on Mental Health in School Settings	Information for slides	Fall 2022	Jennifer Ortiz Acela Reyes
Ongoing learning about mental health + tips & tricks	Information to input in slides	September 2022	Jennifer Ortiz Acela Reyes
Organization Meeting with mentor about project	Assign Objectives/tasks	October 2022	Jennifer Ortiz Acela Reyes
Start presentation for Meeting #1	What is self-esteem/body image? Intro. presentation	October 2022	Jennifer Ortiz Acela Reyes
Create Pre-survey questionnaire	Questions for questionnaires	October 2022	Jennifer Ortiz
Gather objects and tools for activities	Come with a list of items and location	Fall 2022/Spring 2023	Jennifer Ortiz Acela Reyes
Gather information from staff in regards to data	Questions/Info.	Fall 2022/Spring 2023	Jennifer Ortiz
Mention support group at counseling weekly meetings	Information provided	October 2022	Jennifer Ortiz Acela Reyes
Distribute Pre-Survey	Data collection	October 2022	Jennifer Ortiz Acela Reyes
Plan out lesson plans for each meeting (mini-presentation)	Meeting topic: #2: Self esteem	Fall 2022	Jennifer Ortiz Acela Reyes
Plan out lesson plans for each meeting (mini-presentation)	Meeting topic: #3 Body Image	Fall 2022	Jennifer Ortiz Acela Reyes
Plan out lesson plans for each meeting (mini-presentation)	Meeting topic: #4 Setting Goals for Yourself	Spring 2023	Jennifer Ortiz Acela Reyes
Plan out lesson plans for each meeting (mini-presentation)	Meeting topic: #5: Loving yourself	Spring 2023	Jennifer Ortiz
Plan out lesson plans for each meeting (mini-presentation)	Meeting topic: #6: The importance of Consistency	Spring 2023	Jennifer Ortiz
Create Post-survey questionnaire	Questions for questionnaires	Spring 2023	Jennifer Ortiz

Record attendance record for every meeting completed	Data recorded & imputed on data sheet	Fall 2022/Spring 2023	Jennifer Ortiz
Present group presentations	N/A	Fall 2022/Spring 2023	Jennifer Ortiz Acela Reyes
Distribute Post-Survey	Data collection	Spring 2023	Jennifer Ortiz Acela Reyes
Analyze Pre-Post Survey	Data Analysis	Spring 2023	Jennifer Ortiz Acela Reyes

Appendix B: Individual Meeting Schedule

Classes :	Objectives:	Activities:
#1: First class / Introduction	<ul style="list-style-type: none"> ● Introduction Presentation ● What do students want to take out of the group? ● Objectives & expectations <ul style="list-style-type: none"> ○ Confidentiality 	<ul style="list-style-type: none"> ● Show presentation <ul style="list-style-type: none"> ○ Definition & check ins <ul style="list-style-type: none"> ■ Availability ● Introduction activity / Soccer ball questions <ul style="list-style-type: none"> ○ (2 truths & 1 lie)
#2: Self Esteem	<ul style="list-style-type: none"> ● Definition of Self-Esteem ● Why is Self Esteem important? What are the effects of self-esteem? ● What is an affirmation? 	<ul style="list-style-type: none"> ● Positive Affirmation Jar <ul style="list-style-type: none"> ○ Write positive notes for yourself in regards to body ○ End of group meetings have one another write and affirmation
#3: Body Image	<ul style="list-style-type: none"> ● Beauty is defined in different ways ● How social media influences body image? 	<ul style="list-style-type: none"> ● Body Image Journal <ul style="list-style-type: none"> ○ Making a DIY journal and having students write in it weekly to reflect on their self-care actions
#4: Setting Goals for You	<ul style="list-style-type: none"> ● Setting Goals <ul style="list-style-type: none"> ○ Making a list of goals can enhance students mindset to accomplishing a goal 	<ul style="list-style-type: none"> ● Goal Collage <ul style="list-style-type: none"> ○ Making a collage to see all the goals you want to accomplish to help your self esteem
#5: Loving yourself	<ul style="list-style-type: none"> ● Self Love <ul style="list-style-type: none"> ○ Pros ● Tips on Self Care 	<ul style="list-style-type: none"> ● Letter to yourself <ul style="list-style-type: none"> ○ Writing all the good things about yourself & reading when you feel down
#6 The importance of Consistency	Reminders Consistency <ul style="list-style-type: none"> ○ Following goals ○ Self care 	<ul style="list-style-type: none"> ● Closing Meeting ● Making self Portraits <ul style="list-style-type: none"> ○ Writing positive and beautiful things about yourself as a reminder that you are beautiful as you are