

Viktor Frankl and COVID-19: Finding Hope Amidst a Pandemic

Landri Driskill
University of Texas at San Antonio

Abstract

This essay applies Viktor Frankl's logotherapy on the anxiety produced by the coronavirus outbreak (COVID-19). During the Holocaust, survivor and psychologist Viktor Frankl utilized his study of logotherapy to discover how hope can be found in the midst of suffering and death. The coronavirus pandemic has heightened fears and anxieties as businesses, schools, and countries have shut down worldwide. This essay offers insight into the situations of those affected firsthand by the coronavirus outcomes and applies Frankl's logotherapy as the pivot of hope during this pandemic.

Keywords: coronavirus, pandemic, Holocaust, hope, logotherapy

Introduction

In January 2020, COVID-19 became a global pandemic. The disease outbreak began in China and then quickly spread throughout the entire world. The following articles in March from the *New York Times*, “It’s Just Everywhere Already” and “Cancel Everything” from *The Atlantic*, were among the many articles that filled the media about the coronavirus pandemic updates. The media have been a source for people to count on for information on the virus as it progresses. The sudden spread of this pandemic stirred new fears among people and has caused feelings of hopelessness and anxiety. In times of a seemingly unknown future, people can begin to lose hope, choose to see the darkness of the situation over the light, and wonder in general about the meaning of life. The suffering and death experienced in this pandemic have been felt before, though in a much different circumstance, “man’s inhumanity to man,” namely, the Holocaust.

In his book *Man’s Search for Meaning*, psychologist and Holocaust survivor Viktor E. Frankl applied his psychological study of logotherapy to the suffering and death felt by the traumatic event of the Holocaust. Frankl claims that instead of *overcoming* the pain of suffering, people can learn to cope with it and, in turn, use their experiences of suffering to define the meaning of their lives. With Frankl’s study, one can find hope in these uncertain times, despite the looming darkness. In this paper, I will explore the effects of the outbreak on people around the world, including college students. Next, I define Frankl’s study of logotherapy and apply it to the current situation of COVID-19 — moments of pain, suffering, and death— to show how hope is the pivot for transcending the apparent nemesis of the pandemic, how

hope enables us to restore meaning in our lives.

Effect of the coronavirus on mental health

COVID-19 has a major impact on the mental wellbeing of people worldwide. Many resources are available online for people to get mental help during the crisis through treatment or therapy. Along with the Center for Disease Control and the World Health Organization, several other organizations have provided information on how to minimize stress and anxiety during these times. In particular, the World Health Organization released a document, “Mental Health and Psychosocial Considerations During the COVID-19 Outbreak” that states:

Minimize watching, reading or listening to news about COVID-19 that causes you to feel anxious or distressed; seek information only from trusted sources and mainly so that you can take practical steps to prepare your plans and protect yourself and loved ones. Seek information updates at specific times during the day, once or twice. The sudden and near-constant stream of news reports about an outbreak can cause anyone to feel worried. Get the facts; not rumours and misinformation. Gather information at regular intervals from the WHO website and local health authority platforms in order to help you distinguish facts from rumours. Facts can help to minimize fears. (WHO 1)

In his article “Addressing the COVID-19 Pandemic in Populations With Serious Mental Illness,” Benjamin G. Druss states that “worry could both exacerbate and be exacerbated by existing anxiety and depressive symptoms” (Druss 1). As these fears continue to present themselves, it is

vital for people to understand how to cope with their rising anxieties.

Quarantine and self-isolation also is worrisome with regard to people's wellbeing. During this pandemic, all citizens were advised to stay at home and remain in isolation as the nation attempts to reduce the spread of the coronavirus. According to Sarah Mervosh, Denise Lu, and Vanessa Swales with the *New York Times*, "at least 316 million people in at least 42 states, three counties, ten cities, the District of Columbia and Puerto Rico are being urged to stay home" under the stay at home order (Mervosh et al.). With so many people forced to remain inside the comfort of their homes, a majority of people now rely solely on technology to keep in touch with their loved ones. However, technology will not help people satisfy their social needs forever. In "Estimating the Mental Health Effects of Social Isolation," Nicholas Rohde, Conchita D'Ambrosio, Kam-Ki Tang, and D.S. Prasada Rao state that "feelings of social isolation are plausibly both a symptom and a cause of poor mental health" (Rohde et al. 854). The "stay-at-home" order instructs people to maintain a distance, and consequently, results in many people not seeing another human being for weeks on end. Situations like that have the

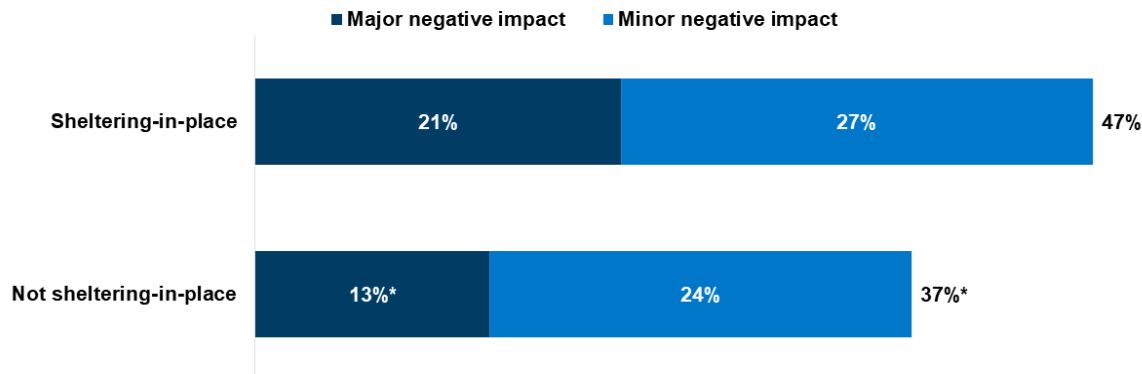
potential to affect people's mental health negatively. In the article "The Implications of COVID-19 for Mental Health and Substance Use," Nirmita Panchal and contributing authors explore the effects that the stay-at-home order has had on adults and their mental health:

A broad body of research links social isolation and loneliness to poor mental health; and recent data shows that significantly higher shares of people who were sheltering in place (47%) reported negative mental health effects resulting from worry or stress related to coronavirus than among those not sheltering in place (37%). Negative mental health effects due to social isolation may be particularly pronounced among older adults and households with adolescents, as these groups are already at risk for depression or suicidal ideation. (Panchal et. al)

Due to "loneliness and bereavement," it is more likely that we will see serious effects on the majority of citizen's mental health during this time (Panchal et. al). The article compared the effects of coronavirus related stress on adults who were sheltering-in-place and felt a disruption in their lives, versus adults who were not (see fig. 1).

Figure 1

Percent of Adults Who Say Worry or Stress Related to the Coronavirus Has Had a Negative Impact on Their Mental Health, Based on Sheltering-in-Place Status



NOTES: *Indicates a statistically significant difference between those sheltering-in-place and those not sheltering-in-place at the $p < 0.05$ level. Distribution may not sum to total due to rounding.
SOURCE: KFF Health Tracking Poll (conducted March 25-30, 2020).



Fig. 1. Percent of Adults Who Say Worry or Stress Related to the Coronavirus Has Had a Negative Impact on Their Mental Health, Based on Sheltering-in-Place Status (Panchal et. al 2020).

As quarantine stretches on longer than originally anticipated, fears arise over the effects of stress on people’s mental health. As quarantine and social distancing present social interaction challenges, there will be difficulties with meeting mental health specialists during this time. The article emphasizes that there is “limited access to mental health care and substance use treatment in part due to a current shortage of mental health professionals” (Panchal et. al). Despite the resources provided by the World Health Organization and the CDC, many people will experience a lack of support for their stress and anxiety due to the barriers of social distancing and inability to meet face-to-face.

The educational impact of COVID-19

In addition, COVID-19 has completely redefined the lives of students. As businesses shut down to wait out the pandemic, schools and universities worldwide have shut down as well, shifting to online learning to replace in-person lectures. In his article “Using Federal Stimulus to Get Schools Through the Coronavirus Crisis,” Douglas N. Harris states that despite schools’ attempts to change lectures to online format through platforms like Zoom, students may still struggle to learn effectively. Harris argues, “fewer low-income and rural students have access to the technology necessary for online learning. It’s a tough situation for everyone, but it’s most likely to harm low-income students” (Harris 2020). Without the

appropriate resources to attend online classes, some students deal with finding the means to complete their courses without allowing their grades to suffer. In “The Coronavirus Double Whammy: School Closures, Economic Downturn Could Derail Student Learning, Research Shows,” Matt Barnum shows how “school districts... are transitioning out of necessity and with little preparation” and that “some are struggling to get computers or internet access to all students and to deliver services to students with disabilities” (Barnum 2020). Barnum reveals that “in Illinois, nearly two-thirds of surveyed educators said their schools are not prepared for online learning” (Barnum 2020). The unexpected shift to online learning has left many educators and students scrambling for the appropriate resources to keep their learning active.

The college experience has been taken away for many students during this pandemic. National College Decision Day was May 1st, and according to an interview with CNBC, editor-in-chief Robert Franek of the Princeton Review, COVID-19 “will push more students and families to choose local and less-expensive public schools rather than private universities far from home” (Dickler 2020). For every high school senior, the decision to choose the right college to live for the next four years is daunting, and this pandemic makes matters even worse. College is a pivotal time in every student’s life, and the first year is usually the most drastic time for changes to occur. However, now that schools are debating whether or not to open for the fall semester, students’ first-year college experiences will be affected, as many students may not be allowed to return to a physical campus. In an interview for Fox News, two high school students told reporter

Doug McKelway that the pandemic has them “second-guessing their decisions,” and thereby created additional stress to the choosing process (FOX 2020). The weighted pressure of being able to afford college has also come into play now more than ever. In her article, “The Cost of College Increased By More Than 25% in the Last 10 Years—Here’s Why,” Abigail Hess shows the rise in college tuition over the past decade (see fig. 2).

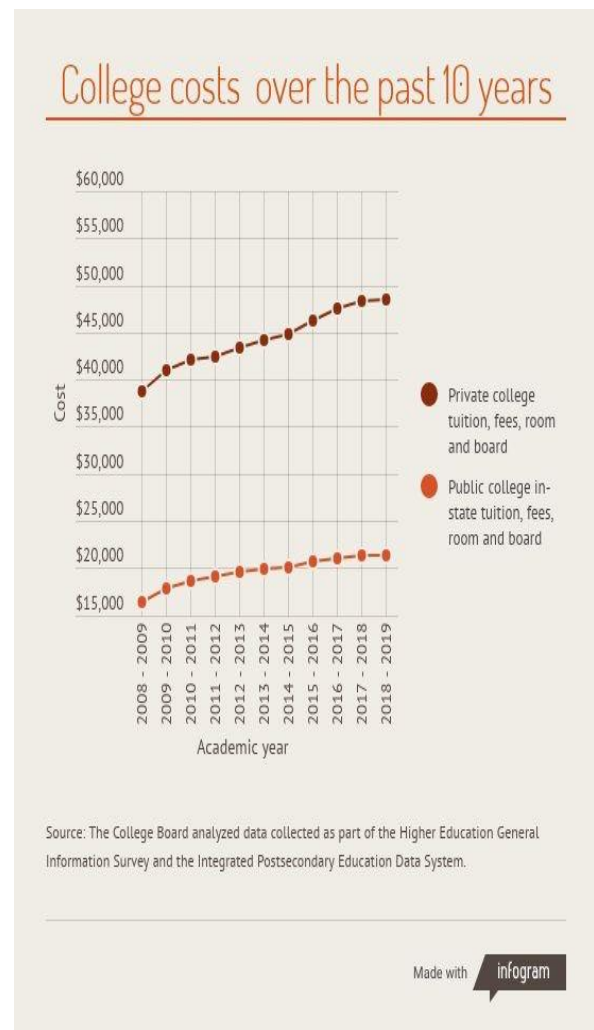


Fig. 2 Rising College Costs - Annual tuition and fees — rise in costs over the past decade (Hess 2019).

The stress of affording college is already prevalent among students and their families, and with the pandemic leading to job losses and pay cuts, many families fear they will be unable to afford to send their child to university in the coming year. Ruth Igielnik provided the numbers in her article “Majority of Americans Who Lost a Job or Wages Due to COVID-19 Concerned States

About three-in-ten Americans have lost a job or taken a pay cut due to COVID-19

% saying this has happened to them because of the coronavirus outbreak

	Been laid off/lost job	Had to take a cut in pay	Net either/both
All adults	17	23	29
White	14	19	25
Black	19	21	29
Hispanic	24	35	43
Ages 18-29	24	32	40
30-49	19	28	35
50-64	17	20	28
65+	7	7	11
Bachelor's+	10	19	23
Some college	17	24	30
HS or less	21	24	33
Upper income	8	18	22
Middle income	16	21	28
Lower income	23	28	36

Note: White and black adults include those who report being only one race and are non-Hispanic. Hispanics are of any race. “Some college” includes those with an associate degree and those who attended college but did not obtain a degree. Family income tiers are based on adjusted 2018 earnings.

Source: Survey of U.S. adults conducted April 29-May 5, 2020.

PEW RESEARCH CENTER

Fig. 3 American Job Loss Americans who has lost a job or taken pay cuts due to COVID-19 (Igielnik 2020).

More fears have been presented on how students will be able to afford to attend college as the unemployment rate rises. In “How Coronavirus Could Impact Futures of Students Entering High School, College,” Jack Wang wrote that some families may even have to depend on the income of their children. Wang argues that “families who already feel an economic squeeze from the COVID-19 outbreak may not be able to budget the hundreds of dollars necessary for college acceptance deposits. They also might need to rely on their children as an additional source of income, which could prevent some young people from attending college at all” (Wang 2020). With proms and SAT canceled, the last thing students need is to be unable to attend college due to insufficient funds.

In addition, the cancellation of essential exams has also presented challenges for students across the country. Gabriella Stoddard, a senior English major at the University of Texas at San Antonio, informed me that her teaching certification exam was postponed indefinitely. She stated, “the current inability to take state teacher certification exams, due to COVID-19, made planning for [employment] after graduation very difficult. For me, an already uncertain and critical time in my life has been made even more stressful by having such an important step in my certification process put on hold” (Stoddard). I conducted a survey, Impact of COVID-19 On Students, among my peers at the University of Texas at San Antonio to discover how the pandemic has affected

Will Reopen Too Quickly” to demonstrate how great the loss has been (see fig. 3).

their studies since courses were shifted to a virtual format. In a study of 35 participants,

Have your classes been harder or easier since quarantine began?

35 responses

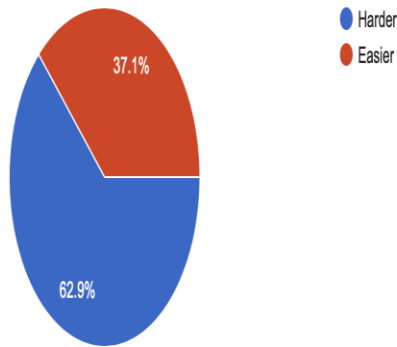


Fig. 4 Impact of COVID-19 on Students External factors affecting studies during COVID-19 (Driskill 2020).

I found that about 63% of students said that their classes have become harder as a result of this pandemic (see fig. 4).

Additionally, approximately 54.3% of students reported that they have experienced issues balancing their studies with external factors during quarantine (see fig. 5).

What has been the hardest part about balancing your studies during this pandemic?

35 responses

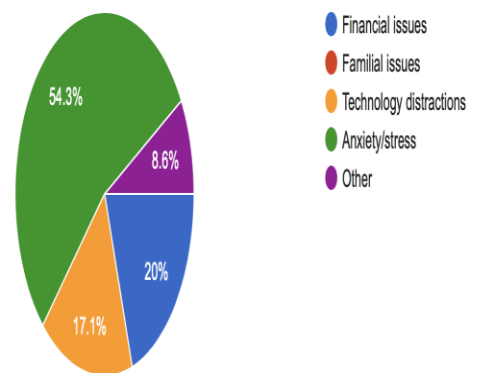


Fig. 5 Impact of COVID-19 on Students External factors affecting studies during COVID-19 (Driskill 2020).

Overall, the students expressed that they struggled with balancing their studies with external factors, such as technical issues or anxiety and stress (see fig. 6 and 7).

Impact of COVID on Students Survey

Do you feel that the effects of quarantine will impact your final grade this semester?	What has been the hardest part about balancing your studies during this pandemic?
No, I don't think they'll be impacted	Financial issues
Yes, for worse	Other
Yes, for the better	Financial issues
Yes, for worse	Anxiety/stress
No, I don't think they'll be impacted	Technology Distractions/Issues
Yes, for worse	Financial issues
No, I don't think they'll be impacted	Technology Distractions/Issues
Yes, for worse	Anxiety/stress
Yes, for worse	Technology Distractions/Issues
Yes, for worse	Anxiety/stress
Yes, for the better	Anxiety/stress
No, I don't think they'll be impacted	Technology Distractions/Issues
No, I don't think they'll be impacted	Anxiety/stress
Yes, for worse	Anxiety/stress
No, I don't think they'll be impacted	Anxiety/stress
No, I don't think they'll be impacted	Anxiety/stress
No, I don't think they'll be impacted	Anxiety/stress
Yes, for the better	Anxiety/stress
Yes, for the better	Anxiety/stress
Yes, for worse	Anxiety/stress
No, I don't think they'll be impacted	Anxiety/stress
No, I don't think they'll be impacted	Technology Distractions/Issues
No, I don't think they'll be impacted	Anxiety/stress
Yes, for worse	Financial issues
No, I don't think they'll be impacted	Anxiety/stress
No, I don't think they'll be impacted	Anxiety/stress
Yes, for worse	Other
No, I don't think they'll be impacted	Financial issues
Yes, for worse	Other
No, I don't think they'll be impacted	Anxiety/stress
Yes, for worse	Anxiety/stress
No, I don't think they'll be impacted	Technology Distractions/Issues
Yes, for worse	Financial issues
No, I don't think they'll be impacted	Financial issues
No, I don't think they'll be impacted	Anxiety/stress

Fig. 6 Impact of COVID-19 on Students Survey (Driskill 2020)

Impact of COVID on Students Survey

How many hours of classes are you taking this semester?	Were you taking any online courses before quarantine?	Have your classes been harder or easier since quarantine began?
9 or less	Yes	Harder
15 or more	Yes	Harder
15 or more	No	Harder
15 or more	Yes	Harder
15 or more	No	Easier
15 or more	Yes	Harder
12	No	Easier
15 or more	Yes	Harder
12	Yes	Harder
15 or more	Yes	Harder
15 or more	Yes	Easier
12	No	Harder
9 or less	No	Easier
15 or more	Yes	Harder
15 or more	Yes	Easier
12	Yes	Harder
12	Yes	Easier
15 or more	Yes	Harder
15 or more	Yes	Easier
12	No	Harder
9 or less	No	Easier
12	No	Easier
15 or more	Yes	Harder
15 or more	Yes	Harder
12	Yes	Easier
12	Yes	Easier
15 or more	No	Harder
9 or less	No	Harder
15 or more	Yes	Harder
12	Yes	Easier
15 or more	Yes	Harder
12	Yes	Easier
12	Yes	Harder
15 or more	Yes	Harder
15 or more	Yes	Harder

Fig. 7 Impact of COVID on Students Survey 35 college participants express concerns over studies (Driskill 2020).

While the virtual format provides opportunities for students to continue their academic pursuits throughout the pandemic, there were issues about whether the virtual format is the best avenue to take. Many functions were postponed until further notice, leaving students struggling and anxious of what those circumstances mean for their future careers. Currently, all

students and school districts are attempting to figure out what the best option will be to satisfy the requirements for students' educations, whether via online studies or pushing back the school year completely. *The Chronicle of Higher Education* has provided information on universities' methods for the approaching school year (see fig. 8).

vJ053

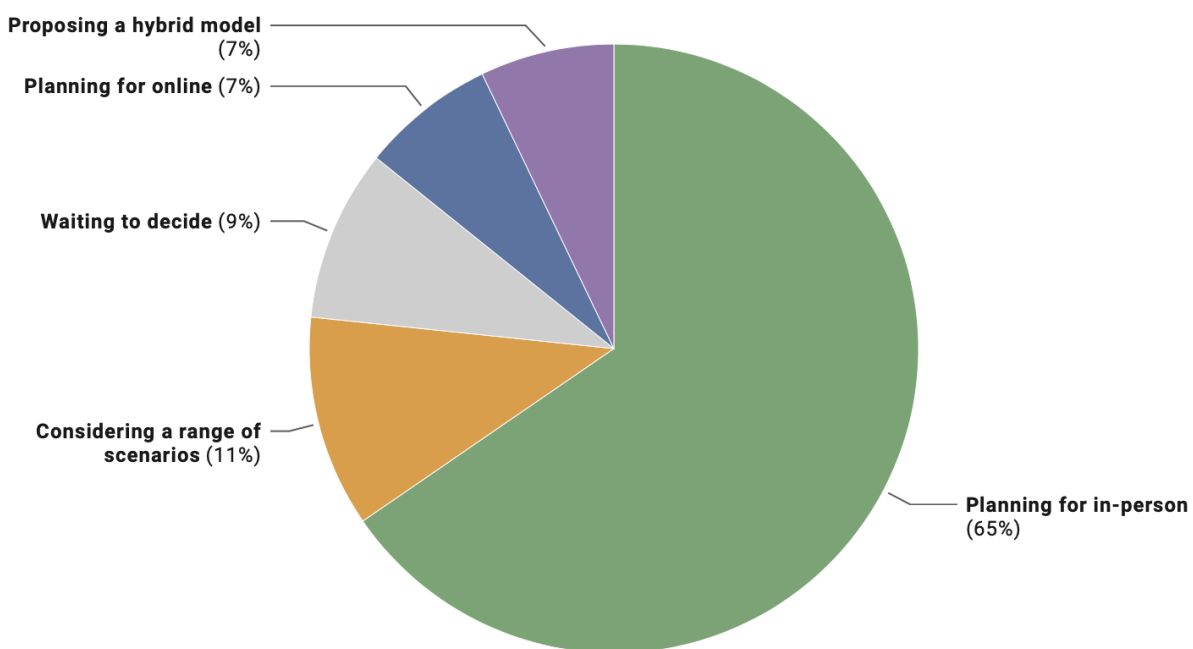


Fig. 8 vJ053 Colleges' reopening plans for the upcoming year (*The Chronicle* 2020)

Whichever method the school chose, students were faced with a nontraditional schooling experience. Among the methodologies are newly devised nomenclatures: HyFlex, Hybrid, Synchronous Online, Asynchronous Online.

The coronavirus pandemic and the Holocaust are not the same, however, in both circumstances, people experienced a traumatic event that produced feelings of

loss and anxiety. During the Holocaust, Viktor Frankl found ways to ease those anxieties, and the same methods could ease our own.

Viktor Frankl and Logotherapy

In 1942, Austrian psychologist Viktor E. Frankl was subject to the horrors of the Holocaust. In just three years, Frankl experienced life and death in four different

concentration camps. Frankl analyzed the prisoners' experiences, and showed how a prisoner fought for survival on the brink of extinction. He conveyed his analysis in *A Man's Search for Meaning*. The book has two parts: "Experiences in a Concentration Camp" and "Logotherapy in a Nutshell" (Frankl 3, 97). The first part of the book is Frankl's narrative of the concentration camps and the people he met during that time. He applied his psychological background in an attempt to "answer this question: How was everyday life in a concentration camp reflected in the mind of the average prisoner?" (3). In this section of the book, he describes events he witnessed to emphasize how a prisoner subject to the terrible crimes of the Holocaust endured the suffering bestowed upon him. Frankl revealed moments when he would "somehow [rise] above the situation, above the sufferings of the moment, and [observed] them as if they were already in the past" (73). Frankl's study focused on how treating suffering as an item of the past can catalyze healing and coping with the given situation. He argued that "emotion, which is suffering, ceases to be suffering as soon as we form a clear and precise picture of it" (74). He advocated that suffering has no hold on one's vision of their life, as well as their life's meaning, as soon as one recognizes that what they are feeling is suffering. The perspective of a dreadful situation can dramatically shift when one recognizes the emotion that one is experiencing, instead of battling an unknown psychological presence.

In the second portion of the book, Frankl outlined his study of logotherapy. Frankl argued that suffering and pain are inevitable, but they can be manipulated to help us understand the meaning of our lives and find hope. As Frankl defined it, logotherapy is the focusing "on the meaning of human existence as well as on man's

search for such a meaning" (99). Frankl used his experiences and his knowledge of psychology to show that suffering and death can enable a person to find the meaning of his or her life. "For what then matters is to bear witness to the uniquely human potential at its best, which is to transform a personal tragedy into a triumph, to turn one's predicament into a human achievement" (112). Suffering and death remind us that they are unable to change inevitable, awful situations, and, thus, we are "challenged to change ourselves" (112). As Frankl further argued, a human's suffering, as well as death, are unavoidable circumstances, and once we recognize that, we are offered the opportunity to turn our desolate situations into moments for change. Death forces human beings to "decide, for better or for worse, what will be the monument of his existence" and take responsibility for one's actions in life by choosing to live life to the fullest (121), to find the meaning behind their experiences.

In *Man's Search for Meaning*, Frankl wrote of how the prisoners usually dealt with horrors of the Holocaust. He detailed how many people gave up hope and courage, allowing the harshness of their realities to settle upon them and weigh them down. He said, "psychological observations of the prisoners have shown that only the men who allowed their inner hold on their moral and spiritual selves to subside eventually fell victim to the camp's degenerating influences" (69). When faced with the absence of courage and hope to overcome the unimaginable horrors, many people gave up and let life overcome them. "It became easy to overlook the opportunities to make something positive of camp life, opportunities that really did exist" (71). Frankl recounted the narrative of a new prisoner to the camp: "he had felt as though he were marching at his own funeral," and his life seemed "without

future” in that present moment (71). Frankl noted that the prisoner showed a normal mode of thinking for prisoners because “anything outside the barbed wire became remote — out of reach and, in a way, unreal” (71). That man Frankl wrote about then saw the world outside the fence as if he were “a dead man who looked at it from another world” (71).

Applying Logotherapy to COVID-19

While the contexts of the Holocaust and COVID-19 differ, people across the two experiences raised the same question about the meaning of life. Frankl calls this doubt “existential frustration” (100). Negative attitudes and thoughts regarding a worldwide crisis are to be expected; however, we cannot allow ourselves to take a defeatist mode of mind if we want to overcome the effects of this virus. Until there is a substantial vaccine for this virus, our “cure” is within us, how we view the seeming bleakness of the current situation.

Frankl’s study of logotherapy could be used to help people find hope during the COVID-19 pandemic. Frankl showed in his book that while suffering can lead to a feeling of hopelessness and overall a sense of loss, it should be utilized to pursue a meaningful life. As Robert C. Barnes said in his essay “Viktor Frankl’s Logotherapy: Spirituality and Meaning in the New Millennium,” “by way of review, the basic assumptions of logotherapy are the belief in an unconditional meaning that exists under all circumstances, with human will to meaning as the basic motivation for living, and the human capacity for freedom to find meaning either by changing a situation or an attitude” (Barnes 27). We can apply each of those assumptions to the coronavirus and its effects on how we handle life in the near future. Pain, suffering, and death are unavoidable. Frankl offered an alternative: that “each man is questioned by life; and he

can only answer to life by answering for his own life; to life he can only respond by being responsible” (109). The best remedy for hopelessness is taking responsibility of life and find meaning in it.

Much like many of us, the COVID-19 situation has been a bleak experience: full of unprecedented changes in our routine life that none of us were prepared for initially. The moment we abandon our hope in a brighter circumstance and our hope to get through this situation, we forgo the ability to recoup the life we are intended to live and drown beneath the weight of spiritual apathy and despondency.

The loss of hope is a dangerous thing. Frankl warned against the decay of a human’s spirit in moments of crisis. He said, “those who know how close the connection is between the state of mind of a man – his courage and hope, or lack of them – and the state of immunity of his body will understand that the sudden loss of hope and courage can have a deadly effect” (75). The human spirit connects closely with the drive for survival. The moment we give up and let the effects of COVID-19 overtake us, we lose hope to carry on throughout this situation. “The prisoner who had lost faith in the future — his future — was doomed. With his loss of belief in the future, he also lost his spiritual hold; he let himself decline and became subject to mental and physical decay” (74).

Conclusion

COVID-19 has presented conditions and situations that no one should ever have to combat in one’s lifetime. Unfortunately, many lives have been lost. Families, businesses, countries have been affected by a disease that we, ultimately, were not prepared for, despite our history with pandemics. We are at war with a disease that threatens to cripple us financially, physically, and mentally. However, at this

point, we can learn from our past and take steps and measures to prevent anything of this magnitude from happening again in the coming years. The future is uncertain; however, it always has been uncertain. With logotherapy, we can all choose not to let fear

and pain win and, instead, find meaning in the life we have been given. Pain and suffering may cloud our judgement of the meaning of life, but hope lingers with every vision of the human transformative spirit.

Works Cited

- Barnes, Robert C. "Viktor Frankl's Logotherapy: Spirituality and Meaning in the New Millennium." *TCA Journal*, 28 1 (2000): 24.
- Barnum, Matt. "The Coronavirus Double Whammy: School Closures, Economic Downturn Could Derail Student Learning, Research Shows." *Chalkbeat*, 24 Mar. 2020.
- Department of Communications, WHO Global. "Mental Health and Psychosocial Considerations during the COVID-19 Outbreak." *World Health Organization*, 18 Mar. 2020.
- Dickler, Jessica. "Colleges Extend Decision Deadline Due to Coronavirus as New Students Reconsider." *CNBC*, 29 Mar. 2020.
- Driskill, Landri. Personal Interview. "Impact of COVID-19 on Students Survey." Conducted by Landri Driskill, 29 April 2020.
- Druss BG. "Addressing the COVID-19 Pandemic in Populations with Serious Mental Illness." *JAMA Psychiatry*. Published online April 03, 2020. doi:10.1001/jamapsychiatry.2020.0894
- Fink, Sheri, and Mike Baker. "It's Just Everywhere Already': How Delays in Testing Set Back the U.S. and Coronavirus Response." *The New York Times*, 11 Mar. 2020.
- Frankl, Viktor E., et al. *Man's Search for Meaning*. Beacon Press, 2015.
- Harris, Douglas N. "Using Federal Stimulus to Get Schools through the Coronavirus Crisis: The Case for Summer School and Summer Teacher Pay." *Brookings*, 27 Mar. 2020.
- Harvard Health Publishing. "Anxiety and Physical Illness." *Harvard Health*, 2008.
- Hess, Abigail J. "The Cost of College Increased by More than 25% in the Last 10 Years-Here's Why." *CNBC*, 13 Dec. 2019.
- Igielnik, Ruth. "Majority of Americans Who Lost a Job or Wages Due to COVID-19 Concerned States Will Reopen Too Quickly." *Pew Research Center*, 15 May 2020, www.pewresearch.org/fact-tank/2020/05/15/majority-of-americans-who-lost-a-job-or-wages-due-to-covid-19-concerned-states-will-reopen-too-quickly/.
- McKelway, Doug. "COVID-19 Pandemic Impacting Students' College Decisions." *Fox News*, 2020.
- Mervosh, Sarah, et al. "See Which States and Cities Have Told Residents to Stay at

Home.” *The New York Times*, 24 Mar. 2020.

Mounk, Yascha. “Cancel Everything.” *The Atlantic*, 12 Mar. 2020.

Panchal, Nirmita, et al. “The Implications of COVID-19 for Mental Health and Substance Use.” *KFF*, 21 Apr. 2020, www.kff.org/coronavirus-covid-19/issue-brief/the-implications-of-covid-19-for-mental-health-and-substance-use/.

Rohde, Nicholas, et al. “Estimating the Mental Health Effects of Social Isolation.” *Applied Research in Quality of Life* 11 3 (Sept. 2016): 853–69, doi:10.1007/s11482-015-9401-3.

Staff, Chronicle. “Here's a List of Colleges' Plans for Reopening in the Fall.” *The Chronicle of Higher Education*, 23 Apr. 2020, www.chronicle.com/article/here-s-a-list-of-colleges-/248626.

Stoddard, Gabby. Interview. Conducted by Landri Driskill, 29 April 2020.

Wang, Jack. “How Coronavirus Could Impact Futures of Students Entering High School, College.” *University of Chicago News*, 2020.