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Research Result Summaries

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Fall 9-7-2022

### Exploring the experiences of Kinesiology graduate students during the COVID-19 pandemic

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Consistent with the TCPS 2 (4.7) this is a research summary provided to participants and should not be considered a formal publication of results.

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#### Recommended Citation

Ely, F., Chandler, K., Mitchell, F., Diana, M., van Wyk, P. M., & McGowan, C. (2022). Exploring the experiences of Kinesiology graduate students during the COVID-19 pandemic. Retrieved from <https://scholar.uwindsor.ca/research-result-summaries/137>

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**Principle and Co-Investigators**

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## **Exploring the experiences of Kinesiology graduate students during the COVID-19 pandemic**

### *REB Final Report*

The current study explored the mental health and educational experiences of graduate students during the COVID-19 pandemic. Participants included 28 graduate students from a single department at a university in Canada (representing 40% of this department's graduate student enrollment in 2021). In June 2021, nearly 16 months into the COVID-19 pandemic, participants completed an online survey consisting of closed- and open-ended questions related to their mental health, degree progress, and access to workspace on campus.

Results indicated that approximately 60% of graduate students in this sample were experiencing poor-to-moderate mental health at the time of the survey. In addition, participants were largely dissatisfied with online learning and felt that changes associated with the pandemic negatively impacted their degree trajectory. Participants also provided suggestions for how their mental health and overall educational experience could be improved. These were (1) the desire for access to workspace on campus, and (2) challenges with university mental health resources.

While these findings are specific to a single department at one institution, it is possible that similar challenges have been experienced by graduate students at other institutions across Canada and beyond.

*Note:* This project has also been published in *Current Issues in Comparative Education*.  
Reference below:

Ely, F. O., Mitchell, F. R., Hirsch, K. E., Diana, M., Munroe-Chandler, K. J., van Wyk, P. M., & McGowan, C. L. (2022). Resilience and despair: Exploring the educational experiences of graduate students during the COVID-19 pandemic to guide strategies for action. *Current Issues in Comparative Education*, 24(2), 8-30.  
<https://doi.org/10.52214/cice.v24i2.9212>