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Effects of Social Isolation on Wellbeing: Undergraduate Student Engagement in Positive and Negative Coping Behaviours during the Coronavirus Pandemic

Krista L. Lucier MA *University of Windsor*, lucier1h@uwindsor.ca

Jessica C. Kichler PhD *University of Windsor*, jkichler@uwindsor.ca

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Engagement in positive coping behaviours is correlated with enhanced wellbeing, with negative coping behaviours producing the opposite effect. Of all the pandemic's aspects, it appears that lockdowns (and the resulting social isolation) produced the most significant negative effects. The aim of this study was to elucidate the importance of positive coping behaviours (i.e., self-care practices) as opposed to more negative coping styles (i.e., dysfunctional lifestyle behaviours) and their effects on SWB and PWB when social isolation due to a pandemic is occurring. Data were collected from N = 150 undergraduate students, and interviews were thematically coded for n =20 of these students. Participants completed a battery of questionnaires including demographics, measures of wellbeing and coping behaviours, and a measure of social isolation. Participants who further participated in an interview discussed their experiences with social isolation and how it had affected their wellbeing, as well as how they were experiencing their online education. Quantitative results showed a decrease in SWB from Time 1 (pre-pandemic) to Time 2 (during the height of the pandemic) when measured simultaneously. There was also found to be a strong positive correlation between SWB and self-care behaviours at Time 1 (p = .002) and Time 2 (p = .032), as well as a strong negative correlation between SWB and dysfunctional behaviours at Time 2 (p = .043). Furthermore, dysfunctional behaviour engagement was a significant moderator of the relationship between SWB and loneliness at Time 2 (p = .018). Four major common themes (coping with new stressors of COVID-19, changes in work structure during COVID-19, importance of close relationships, and importance of technology), sixteen subthemes, and several examples were generated from interview transcripts.