

5-2023

## ANXIETY, DEPRESSION, AND STRESS DURING COVID-19: A COMPARATIVE STUDY OF LATINO DREAMERS IN COLLEGE

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ANXIETY, DEPRESSION, AND STRESS DURING COVID-19: A  
COMPARATIVE STUDY OF LATINO DREAMERS IN COLLEGE

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Social Work

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by  
Vanessa Robles  
Janelly Molina  
May 2023

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May 2023

Approved by:

Joseph Rigaud, Faculty Supervisor, Social Work

Yawen Li, M.S.W. Research Coordinator

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## ABSTRACT

College students generally experience anxiety, depression, and stress associated with the higher education life. It can be argued that the COVID-19 pandemic is likely to worsen the mental health conditions of these students. This situation can be even worse for DACA recipients in college who have to deal not only with the pandemic but also with legal status uncertainties. This study attempted to compare mental health outcomes (levels of anxiety, depression, and stress) between Latino DACA recipients in college and their counterparts with no DACA status during the COVID-19 pandemic. The existing literature has mostly been silent regarding comparing the mental health of undergraduate students based on DACA status during the pandemic. Using an exploratory design, the researchers targeted college students primarily through an agreement with a Southern California public university's undocumented student success center. Unfortunately, this agreement was not respected due to red tape and other forms of organizational barriers. Despite the researchers' best efforts, only seven of the 38 participants were DACA recipients (N = 38). The data, therefore, was not appropriate for meaningful statistical analyses due to the low representation of DACA participants in the study. Only the demographic variables were run in SPSS for frequency distribution purposes. This study has implications for research in that its research question—which remain unanswered—can be picked up in future endeavors. Future research can also

use this study to avoid complications while attempting to study a hard-to-reach population like DACA students.

*Keywords:* COVID-19, mental health, DACA status, college students

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## CHAPTER ONE

### PROBLEM FORMULATION

The COVID-19 pandemic plagued the nation unexpectedly in 2020, negatively impacting the lives of individuals worldwide. There have been over 80 million cases in the United States alone, with a current total of 991,439 deaths (Centers for Disease Control and Prevention [CDC], 2022). Surveys conducted by the CDC have also shown substantial increases in self-reported behavioral and mental health symptoms (Gordon, 2020). In late June of 2020, the CDC conducted a report that surveyed adults across the United States. Their results indicated that 31% of adults reported symptoms of anxiety and depression as well as 13% reported having started or increased substance abuse (Gordon, 2020). A total of 26% of adults reported an increase of stress-related symptoms and 11% reported having an increase of suicidal ideation in the past 30 days (Gordon, 2020). The results indicate that the rates have practically doubled before the start of the pandemic (Gordon, 2020). Unfortunately, a group of individuals who have been significantly impacted are those who are under the DACA policy.

DACA, Deferred Action of Childhood Arrivals, is a policy that protects around 8,000 young people who are referred to as Dreamers (Gordon, 2020). DACA individuals entered the United States illegally as children; this program allows them to apply for a driver's license, social security number, work permit,

and apply to receive higher education. However, this program does not grant them official legal status or a short cut to gain citizenship. Reports indicate that about one third to one half of undocumented Latino immigrant students are enrolled in college or obtain some college experience (Regan & McDaniel, 2019). It is also reported that about 25% of Latino Dreamers are employed and enrolled in college at the same time (Regan & McDaniel, 2019). As of 2020, out of 643,560 Dreamers in the U.S., 80% of these recipients were born in Mexico and Hispanic/Latino students represent nearly forty-six percent of all DACA recipients (Presidents Immigration Alliance, 2020). The DACA program allows them to pursue a higher education and attain employment without the threat of deportation. DACA provides these individuals protection, inclusion, and advantages that make them feel at ease.

The pandemic has had a significant impact on racial and ethnic minorities more specifically, DACA students (Goodman et al., 2020). The pandemic has caused symptoms of anxiety and depression for multiple reasons, such as the stress of death and loss, financial and economic stress, medical concerns, fear of deportation, and isolation (Goodman et al., 2020). It was reported that over 60% of Dreamers stated that COVID-19 had a significant negative effect on their mental health, while 90% of Dreamers reported an increase of anxiousness due to financial stress (Goodman et al., 2020). Overall, Goodman (2020) demonstrated that DACA students have been more significantly impacted mentally by COVID-19.

Undocumented Latino immigrants in the United States face more struggles and barriers than individuals with legal status. Dreamers suffer a double burden as they struggle with the challenges of their immigration status and deal with the typical stressors associated with attending college (Goodman et al., 2020). While attending college, Dreamer's face concerns about academic performance, financial stability, developing social relationships, and being away from home (Goodman et al., 2020). As a result, DACA students report higher rates of stress, depression, and anxiety compared to documented college students (Goodman et al., 2020). Studies have shown that they are at higher risk of decreased mental health and well-being (Goodman et al., 2020). The COVID-19 pandemic has increased these struggles for undocumented college students which may have caused further negative effects on their mental health. Research has provided reports of increased rates of stress, anxiety, and depression among DACA students as a result of the economic consequences caused by the COVID-19 pandemic (Goodman et al., 2020).

Before COVID 19, this specific population was having a hard time seeking medical care due to the fear of being reported and deported (Rothman et al., 2020). However, during the COVID-19 pandemic, the federal government announced that undocumented individuals would be able to seek preventative services and necessary medical treatment without having to fear the risk of deportation (Rothman et al., 2020). This population of undocumented individuals have difficulties finding medical services due to their mistrust of the government

because of their past actions. Many undocumented immigrants are not eligible for Medicare, non-emergency Medicaid, and the Children's Health Insurance Program (CHIP). Undocumented immigrants are not eligible either for lower copayments which adds to their financial stress during the pandemic (Rothman et al., 2020). This population is now forced to seek care in the emergency setting which puts them at a higher risk of being exposed to and contracting COVID-19. This increases their level of stress and worry and can put a significant strain on their mental health (Rothman et al., 2020).

Reports indicate that about one third to one half of undocumented Latino immigrant students are enrolled in college or obtain some college experience (Regan & McDaniel, 2019). It is also reported that about 25% of Latino Dreamers are employed and enrolled in college at the same time (Regan & McDaniel, 2019).

Latino DACA recipients are constantly threatened of being stripped of their access to services and protections of deportation because of the changes in policy. The COVID-19 pandemic has amplified uncertainty of their future, the lack of access to opportunities, and the stressors that come with oppression and discriminatory policies, leading to increased mental health issues. The threats of potentially losing the stability DACA provides not only adds stress but discourages them from pushing toward their potential (Gordon, 2021). DACA recipients were given the opportunity to renew their applications but there was a suspension for new applicants in 2020 (Gordon, 2021). By taking away DACA,

the government would rob promising DACA students of the American dream and take away their chance of a higher education, favorable careers, and the opportunity to make a positive contribution to our society (Gordon, 2020).

As a social worker, it is necessary to respond to the issues and distress that Dreamers are facing by using micro and macro methods. At the micro-level, the findings of the study will help Latino undocumented college students recognize the signs of mental distress, aid them in seeking services, and inspire Latino Dreamers to advocate for themselves to pursue the best care possible for their well-being. The findings can educate social workers on the challenges this vulnerable population endures and enhance their competence resulting in more effective intervention plans. It can also aid society in being more mindful of existing immigration policies and recognizing the psychological distress it creates for dreamers. At the macro level, the findings will bring awareness to improve Latino DACA students' communities, which will push for better policies and development of such programs that will support and benefit Dreamers. Although Goodman (2020) examined the mental health outcomes of these individuals at the start of the pandemic, the current research will examine the mental health impact COVID-19 has had on this population. The question that the current study addresses is: Is there a difference in levels of anxiety, depression, and stress between DACA recipients in college and their non-DACA counterparts during the COVID-19 pandemic?

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This chapter consists of an examination of the research relevant to the topic regarding mental health implications of the COVID-19 pandemic among DACA college students. Subsections include multiple stressors as a result of COVID-19 such as financial strain, legal vulnerability, and access to campus resources among DACA students. Each subsection elaborates on the difficulties that DACA students face during COVID-19 and the effect it has on the DACA students' mental health. The final subsection will assess the ecological framework model used that is relevant to this population.

#### Financial strain

Due to their illegal status, DACA students and their families cannot collect stimulus relief and other government aid to financially support them during the pandemic (Ro et al., 2021). The COVID-19 pandemic put students and their families in a difficult situation as parents and members of their families were out of a job. Researchers in one study looked at the mental health of DACA students during the pandemic and various factors related to mental health. In the study, 87% of dreamers reported at least one parent lost their employment during the pandemic or faced a decrease in hours (Goodman et al., 2020). As a result of COVID-19, DACA students faced financial stressors and were forced to get a job or increase their hours at their current job (Goodman et al., 2020). The study

found that the burden of taking on the role of the breadwinner within their family while also attending school had caused negative mental health impacts among DACA students (Ro et al., 2021).

A study done by Ro et al., (2021) examined mental health implications among 2,111 California DACA college students between March and June of 2020. Ro et al., (2021) demonstrated students' distress results from their financial situation and the challenges of closing the financial gap within their families. Ro et al., (2021) also concluded that over 72% of students reported their mental health was negatively affected moderately or severely due to the financial responsibility. Student's provided descriptions of their feelings, such as stress, anxiety, and depression (Ro et al., 2021). Undocumented students were offered institutionally funded COVID emergency grants. It was stated that undocumented students were not eligible to receive student relief grants but were eligible to receive the CARES Act emergency grants (Ro et al., 2021). These facts were contrary to the hypothesis shared in the literature review, causing the researchers to question whether undocumented students felt higher levels of stress and worry than students who have legal status. The current study will look into the mental health impact among DACA students compared to those who have legal status.

#### Legal vulnerability

DACA students face challenges due to their legal status and their intermediate family's legal status as well (Ro et al., 2021). The initial impact of



the pandemic on dreamers and their mental and physical health was examined in Ro et al., 2021. The DACA student's experiences during the pandemic are connected with their families, communities, and immigration status. The researchers conclude that dreamer's immigration status increases factors associated with the pandemic and leads to significant negative consequences on their mental health (Ro et al., 2021). The researchers also conclude that 1 in 5 DACA students did not seek COVID testing or treatment for themselves and their family members due to the fear of being deported (Ro et al., 2021). Student's reported increased worry and anxiousness. The timing of the study among DACA students was a significant limitation due to the survey being administered at the start of shutdowns and high uncertainty surrounding the pandemic, economic security, and educational plans. This limitation demonstrates that there is a need to reexamine the mental health status of DACA students currently, as opposed to their mental health status at the start of the pandemic.

Although a significant number of students who reported an increase of worry and anxiousness due to legal vulnerabilities, there were conflicting findings. Many schools in the University of California system have inclusive policies that make commitments to limit deportation threats. It was also mentioned that the stress inoculation theory suggests that undocumented students with undocumented parents have developed resistance overtime. Undocumented students have normalized chronic immigration-related stressors, prohibiting DACA students from acknowledging, let alone recognizing, their

mental health needs during the pandemic (Ro et al., 2021). Even though it is apparent that students and their family members' legal status did cause stress, there were doubts that these stressors drastically increased during the pandemic. The current study attempts to determine whether DACA students felt added stress compared to their non DACA counterparts.

### Mental Health

Goodman et al. (2020) conducted a study to understand the mental health impact of DACA students during the COVID-19 pandemic. Results indicated that students observed a considerably high level of anxiety and depression (Goodman et al., 2020). Numbers indicated that “47% of students met the clinical cutoff for anxiety, 63% met the cutoff for depression, and 67% for anxiety and depression” (Goodman et al., 2020). These results were compared to the general population of college students. The researchers determined that the rates reported signified that DACA students are experiencing more severe mental health consequences during the pandemic than college students overall (Goodman et al., 2020). The literature uncovered the need for future research to assess significant mental health issues that may have increased or arisen among DACA students.

### Access to resources:

Undocumented immigrants have limited access to resources outside of their institutions, causing them to have significant levels of stress during covid-19 due to health and economic cost. Having limited access to resources adds to the

stress and worry of potentially contracting the virus and forces them to seek health or mental services that are not affordable. There was a report of 29.0% of undocumented students significantly struggling with mental health due to the closure of campuses which resulted in a lack of access to the mental health services offered by their institutions (Ro et al., 2021).

### Theory Guiding Conceptualization

The primary theory that guides this study is the Ecological Model. This theory considers the complex interrelation between individual, relationship, community, and societal factors (Bronfenbrenner, 1977). This model consists of five systems: microsystem (individual level), mesosystem (family level), exosystem (community level), macrosystem (society level), and chronosystem (changes that occur overtime) (Bronfenbrenner, 1977). An ecological approach would be the appropriate model for this study by emphasizing the experiences of undocumented college students within their preexisting inequities that compromise their ability to adapt and survive during the pandemic. This framework identifies how DACA students' legal status shapes their lives, how limited their resources are, and impacts their educational outcomes, and well-being. This framework explains the legal vulnerabilities and risks undocumented student's experience and identifies the barriers on a macro level, such as policies that can be discriminating and limiting. Multiple executive orders have been put in place that expanded DACA eligibility by removing the upper age limit and broadening the dates needed of U.S. presence (Siemons et al., 2016).

However, policies overtime are subject to change due to the replacement of administration which results in constant stress over uncertainty regarding their eligibility for this specific population. On a micro-level, DACA students face issues with educational institutions being under-resourced. These students do not receive the same support that other students do who have legal status. On an individual level, DACA students live in fear of deportation, getting their DACA privileges taken away or renewal denied. Applying an ecological framework to the present study will shed light on the experiences DACA students had economically during the pandemic, potentially intensifying preexisting financial insecurity.

## CHAPTER THREE

### METHODS

#### Introduction

This study explores the impact of COVID-19 on the mental health of Latino DACA students vis-a-vis those who are not DACA recipients. This chapter consists of the details that explains how the study was carried out and includes the information regarding data collection and instruments, data analysis, and sample size.

#### Study Design

This study used an exploratory design to determine the impact of the pandemic on Latino Dreamers in college. Such a topic has not been explored in depth. This study also embraced a quantitative approach toward answering the question raised in chapter one. In addition, this study is cross-sectional by being conducted at one point in time. The benefits of using an exploratory, quantitative, and cross-sectional approach are that participants had the opportunity to provide their own personal experiences to questions.

#### Sampling

The researchers used the non-random sampling of convenience to recruit participants for this study, which targets Latino DACA students in college. The researchers focused on students from a large public university in Southern

California. Participants must identify as Latino or Hispanic, be enrolled in college, and be over the age of 18 to be eligible for this study. Individuals not enrolled in college before the start of the pandemic could not participate in this study. The final sample in this study consisted of 38 participants, those who completed all of the survey questions (N = 38).

### Data Collection and Instruments

Quantitative data was collected via a survey through Qualtrics. The survey begins with an introduction and description of the study and its purpose. Demographic data was then collected before the start of the actual survey. Demographic information that was collected included age, gender identification, ethnicity, and socioeconomic status. The researchers administered the survey via Qualtrics for the purpose of collecting data on the experiences and unique insights of Latino DACA college students during the COVID-19 pandemic. The two instruments that were used in order to measure the mental health impact of DACA participants were the Perceived Stress Scale – 10 item (PSS-10) and the 12-Item General Health Questionnaire (GHQ-12). The PSS-10 is a questionnaire that is used to assess the stress levels in individuals aged 12 and above. The PSS-10 also examined the degree to which an individual has noticed life as unpredictable and overwhelming over the previous months using a 4-point response scale for each question.

Internal consistently reliability for the PSS-10 and their scores were adequate for the samples used in previous studies, with a reliability score of .82

(Baik et al., 2017). The GHQ-12 scale is used to assess the general level of happiness, the experience of depressive and anxiety symptoms, perceived stress, and sleep disturbances and has a 4-point response scale (Qin et al., 2018). The reliability score for the GHQ-12 is 0.73 as Hankins (2008) concluded.

### Procedures

An email was created that explained the purpose and goals of the study as well as the need for participation. The email was sent to the Undocumented Student Success Center of the selected university. In last result, researchers also distributed the survey via social media platforms by sharing the survey link on Instagram, Twitter, and Facebook. In the email there was a link included that directed students to the survey created on Qualtrics that further explained the purpose of the study, informed consent, description, choice of participation confidentiality, duration, risks, benefits, and any relevant contact information for questions and concerns regarding the study. After reviewing the information and providing consent, the participants were then directed to complete the demographic survey before completing the survey measuring mental health outcomes.

### Protection of Human Subjects

The researchers sought and received permission to conduct this study from the California State University San Bernardino Institutional Review Board (see Appendix A). The identity of the participants were kept completely confidential from

individuals outside of the study. Participants were not asked to provide any identifying information that would disclose their identity. In order to participate each participant was required to read and sign an informed consent prior to participating in the study. Participants were then provided a debriefing statement on the conclusion of their participation in the study. All documentation has been secured on a password protected and encrypted software computer program. Three years after the completion of the study, the data collected on surveys will be deleted from the software computer program and no longer be accessible.

#### Data Analysis

The data were anticipated to be analyzed using the Statistical Package for the Social Sciences (SPSS) software for both the demographic variables and the study variables. The plan was to run parametric and/or non-parametric tests. However, only seven DACA recipients participated in the study. This low participation from the target population makes any analysis potentially moot. In other words, only the demographic variables were analyzed in SPSS for frequency distribution purposes. The seven participants with DACA status are deemed not enough to warrant a comparative analysis about the impact of the pandemic on college students' mental health.



## Summary

This study examined the adverse mental health effects among Latino DACA college students following the COVID-19 pandemic. This chapter provided detailed information about the design, sampling method, data collection instruments and procedures, protection of human subjects, and data analysis methods.

## CHAPTER FOUR

### RESULTS

#### Frequency Distributions

Table 1 below displays participants' demographic characteristics. As highlighted in the table, 38 college students participated in the survey (N = 38). All of the participants in the present study (100%) were of Hispanic, Spanish, or Latino origin. In terms of DACA status, less than a quarter of the respondents (7/38) reported being DACA recipients, while the vast majority of the sample (31/38) were non-DACA recipients. With regard to gender, the majority of the participants (68.4%) identified as female, while males made up about a third (31.6%) of responses. Regarding age, roughly two-thirds of the participants (65.8%) were 26 and over, while the remaining third were under 26. From an educational perspective, over half of participants (60.5%) had less than a bachelor's degree, whereas over one-third of the sample reported having a bachelor's degree or more. From an income viewpoint, slightly over two-thirds of respondents reported a household income of less than \$40,000 a year, while less than a third of the sample were part of households that earned \$40,000 or more per year. In terms of major, slightly over a third of the participants (36.8%) pursued social sciences. These include social work, sociology, psychology, child development, liberal studies, applied behavioral analysis, criminal justice, and globalization. By contrast, over half of the sample (63.2%) pursued majors

outside the social science realm such as history, Spanish, communications, biology, physics, pre-nursing, urban and regional planning, business, math, science, pharmacy, and a speech language pathologist.

**Table 1**

*Sample Demographic Characteristics (N =38)*

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<b>Race/Ethnicity</b>	<b>N</b>	<b>%</b>
Latinx/Hispanic	38	100
<b>DACA Status</b>	<b>N</b>	<b>%</b>
DACA Students	7	18.4
Non-DACA Students	31	81.6
<b>Highest Education Level</b>	<b>N</b>	<b>%</b>
Less than a Bachelor's Degree	23	60.5
Bachelor's Degree or more	15	39.5
<b>Major</b>	<b>N</b>	<b>%</b>
Social Sciences	14	36.8
Non-Social Sciences	24	63.2
<b>Gender</b>	<b>N</b>	<b>%</b>
Male	12	31.6
Female	26	68.4
<b>Age</b>	<b>N</b>	<b>%</b>
26 and Over	25	65.8
Under 26	13	34.2
<b>Household Income</b>	<b>N</b>	<b>%</b>
Less than \$40,000/year	26	68.4
\$40,000/year or more	12	31.6

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### Analytical Results

This study does not contain analytical results because the researchers do not feel that the collected data were appropriate for analysis. In fact, only seven DACA recipients completed the survey, making the analysis moot. Despite the researchers' best efforts in reaching out to the selected university's undocumented success center for connection to the DACA population, there was no success. Researchers' efforts to recruit participants from various social media platforms, particularly Facebook, Instagram, and Twitter did not yield any success either. Originally, there was an agreement with a university's undocumented success center to serve as liaison between the researchers and the DACA population. Unfortunately, this agreement was not respected due to red tape and other forms of organizational barriers. Even an intervention from the research supervisor to the aforementioned center did not overcome the invisible barriers that handicap this study. In short, the forces that derailed this were completely outside the researchers' locus of control. Therefore, the research question in this study remain unanswered.

## CHAPTER FIVE

### DISCUSSION

The objective of the proposed study was to compare the mental health outcomes (levels of anxiety, depression, and stress) between Latino DACA recipients in college and their counterparts with no DACA status during the COVID-19 pandemic. It is important to focus on DACA student's mental health as this population experiences added stresses due to their legal citizen status. Furthermore, many studies do not focus on this particular topic that would contribute to the literature. Using a quantitative approach, the researchers targeted college students primarily through a Southern California public university's undocumented student success center. Unfortunately, the data was not appropriate for statistical analysis due to the low representation of DACA participants in the study.

#### Implications of the Study

This study carries no direct implications for theory, research, practice, and policy. However, researchers can learn from the experience encountered in this study when attempting to work with hard-to-reach populations, including DACA recipients. Indeed, there were many organizational barriers that contributed to the failed attempt to reach the DACA population. As stated previously, there were no direct implications in this study; however, this study can serve as guide for future researchers as to not follow the same process, which did not yield the anticipated outcome.

## Limitations and Recommendations

This study asked the question: Is there a difference in levels of anxiety, depression, and stress between DACA recipients in college and their non-DACA counterparts during the COVID-19 pandemic? However, this question raised in this study remains unanswered. Future research can pursue the same question by utilizing a different approach and process to work with this hard-to-reach population. In other words, future researchers should pick up where this study left off as it is vital to determine how the DACA community have managed their mental health. Future findings can also aim to raise awareness and aid people on ways to respond to the issues and distress that DACA students face.

Furthermore, this study can help this specific population recognize signs of mental distress, aid them in seeking services, and encourage them to advocate for themselves.

APPENDIX A  
IRB APPROVAL LETTER

November 3, 2022

**CSUSB INSTITUTIONAL REVIEW BOARD**

Administrative/Exempt Review Determination

Status: Determined Exempt

IRB-FY2022-211

Rigaud Joseph Janelly Molina, Vanessa Robles

CSBS - Social Work

California State University, San Bernardino

5500 University Parkway

San Bernardino, California 92407

Dear Rigaud Joseph Janelly Molina, Vanessa Robles:

Your application to use human subjects, titled "Anxiety, Depression, and Stress during COVID-19: A Comparative Study of Latino Dreamers in College" has been reviewed and determined exempt by the Chair of the Institutional Review Board (IRB) of CSU, San Bernardino. An exempt determination means your study had met the federal requirements for exempt status under 45 CFR 46.104. The CSUSB IRB has weighed the risks and benefits of the study to ensure the protection of human participants.

This approval notice does not replace any departmental or additional campus approvals which may be required including access to CSUSB campus facilities and affiliate campuses. Investigators should consider the changing COVID-19 circumstances based on current CDC, California Department of Public Health, and campus guidance and submit appropriate protocol modifications to the IRB as needed. CSUSB campus and affiliate health screenings should be completed for all campus human research related activities. Human research activities conducted at off-campus sites should follow CDC, California Department of Public Health, and local guidance. See CSUSB's [COVID-19 Prevention Plan](#) for more information regarding campus requirements.

You are required to notify the IRB of the following as mandated by the Office of Human Research Protections (OHRP) federal regulations 45 CFR 46 and CSUSB IRB policy. The forms (modification, renewal, unanticipated/adverse event, study closure) are located in the Cayuse IRB System with instructions provided on the IRB Applications, Forms, and Submission webpage. Failure to notify the IRB of the following requirements may result in disciplinary action. The Cayuse IRB system will notify you when your protocol is due for renewal. Ensure you file your protocol renewal and continuing review form through the Cayuse IRB system to keep your protocol current and active unless you have completed your study.



- **Ensure your CITI Human Subjects Training is kept up-to-date and current throughout the study.**
- **Submit a protocol modification (change) if any changes (no matter how minor) are proposed in your study for review and approval by the IRB before being implemented in your study.**
- **Notify the IRB within 5 days of any unanticipated or adverse events are experienced by subjects during your research.**
- **Submit a study closure through the Cayuse IRB submission system once your study has ended.**

If you have any questions regarding the IRB decision, please contact Michael Gillespie, the Research Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at [mgillesp@csusb.edu](mailto:mgillesp@csusb.edu). Please include your application approval number IRB-FY2022-211 in all correspondence. Any complaints you receive from participants and/or others related to your research may be directed to Mr. Gillespie.

Best of luck with your research.

Sincerely,

*King-To Yeung*

King-To Yeung, Ph.D., IRB Chair  
CSUSB Institutional Review Board

KY/MG

APPENDIX B  
INFORMED CONSENT

## INFORMED CONSENT

The study in which you are asked to participate is designed to examine the mental health outcomes among Latino DACA students at California State University, San Bernardino. The study is being conducted by Vanessa Robles and Janelly Molina, MSW graduate students, under the supervision of Joseph Rigaud, Professor in the School of Social Work at California State University, San Bernardino (CSUSB). The study has been approved by the Institutional Review Board at CSUSB.

**PURPOSE:** The purpose of the research is to compare mental health outcomes (levels of anxiety, depression, and stress) between Latino Dreamers in college and their counterparts with no DACA status during the COVID-19 pandemic.

**DESCRIPTION:** Participants will be asked a few questions regarding their mental health status and some demographics.

**PARTICIPATION:** Your participation in the study is totally voluntary. You can refuse to participate in the study or discontinue your participation at any time without any consequences.

**CONFIDENTIALITY:** Your responses will remain confidential, and data will be reported in group form only.

**DURATION:** It will take about 20 to 30 minutes to complete the survey.

**RISKS:** Although not anticipated, there may be some discomfort in answering some of the questions. You are not required to answer and can skip any questions or end your participation.

**BENEFITS:** There will not be any direct benefits to the participants. However, findings from the study will contribute to our knowledge in this area of research.

**CONTACT:** If you have any questions about this study, please feel free to contact Joseph Rigaud, Associate Professor of Social Work, via email at Rigaud.Joseph@csusb.edu

**RESULTS:** Results of the study can be obtained from the Pfau Library ScholarWorks database (<http://scholarworks.lib.csusb.edu/>) at California State University, San Bernardino after July 2023.

I understand that I must be 18 years of age or older to participate in your study, have read and understand the consent document and agree to participate in your study.

---

Place an X mark here

---

Date



## REFERENCES

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## Assigned Responsibilities

Regarding this paper, the work was split evenly between the two partners. Both Vanessa and Janelly have collaborated on each section and assigned responsibilities evenly. Chapter 1, Janelly was responsible for the problem formulation section while Vanessa was responsible for the purpose of the study and its significance to social work. In Chapter 2, both student researchers provided research for the literature review and synthesized the literature to create a combined literature review. In Chapter 3, Janelly was responsible for the first four sections and Vanessa was responsible for the last four sections. Data collection was split evenly between the two partners. Both partners posted flyers on campus and visited the Undocumented Students Success Center together. As well as distributed the survey on each of their individual social media platforms. Chapters 4 and 5 were evenly split by both students and responsibilities were fair. Both students worked on the Human Subjects Application and finalizations for the project. Throughout the process, both student researchers consulted numerous times to collaborate on the project as well as meeting with the supervisor for guidance.