

CHAPTER TWO

Role of School Libraries, and Information Utilisation in Managing the Psychological Effects of COVID-19 Among Students in Nigeria

Mrs ALAWIYE, Mariam Kehinde.

Federal University of Agriculture, Nimbe Adedipe Library
P.M.B. 2240, Alabata Road, Abeokuta, Ogun State, Nigeria.

&

Dr ARAMIDE, Kolawole Akinjide.

University of Ibadan, Department of School Library and
Media Technology, Ibadan Oyo State, Nigeria.

Abstract

The coronavirus disease (COVID-19) pandemic is having a profound effect on all aspects of society including mental health and physical health and poses a challenge to psychological resilience, economy, and social life of students and people. The aim of this study was to survey students in Nigeria to better understand their levels of psychological effect, anxiety, depression and stress along with the economic downfall disturbing the social life of students during the COVID-19 outbreak. It was concluded that there is an urgent need for research to address the psychological effects of COVID-19 pandemic across the country and how students can be modifying under pandemic conditions. Also, there is need to put into perspective these realities peculiar to African including Nigeria and explore available collective measures and interventions to address the COVID-19 pandemic. It was suggested that librarians should educate students about the signs of anxiety, depression, persistent worry or feeling overwhelmed by emotions. Specific up-to-date and accurate health information (e.g., treatment, local outbreak situation) and particular precautionary measures by librarians (e.g., hand hygiene, wearing a mask). Grants should be provided to the researchers by the government to meet the COVID-19 crisis.

Keywords: School Libraries, Information utilisation, Psychological effects of COVID-19, and Students

Introduction

Coronavirus Disease 2019 (COVID-19) which originated from China has rapidly crossed borders, infecting people throughout the whole world. This phenomenon has led to a massive public reaction; which the media has been reporting continuously across borders to keep people informed about the pandemic. The rate and methods of spread of the disease as well as increasing rate of death associated with the disease have continued to its rise, thereby creating a lot of concern for people, leading to heightened levels of anxiety, stress and depression. COVID-19 (Corona Virus Disease 2019) is a highly infectious disease with a long incubation period which is usually caused by Severe Acute Respiratory Syndrome Coronavirus 2, with symptoms such as fever, cough, sore throat, breathing difficulty, vomiting, diarrhea and coryza as highlighted by Huang, Wang, Li, Ren, Zhao, Fan, Xu, and Gu (2020). The severity of COVID-19 had been underestimated until the National Health Commission officially classified it as a type B infectious disease and took actions

COVID-19: THE CHANGING LANDSCAPE OF HIGHER EDUCATION IN NIGERIA

to fight against this disease on 20th January, 2020. Ever since then, epidemic prevention has been comprehensively upgraded and marked the real beginning of universal concern, indicating widespread impacts.

COVID-19 started in December 2019, as a viral outbreak in Wuhan city of Central Hubei Province of China (Wuhan Municipal Health Commission, 2020 and Holshue, DeBolt, Lindquist, Lofy, Wiesman, Bruce and Spitter 2020). World Health Organisation (WHO, 2020b) reported that, the infection spread across the globe in rapid pace and considering the stretch of countries this outbreak spread to, WHO declared it a Public Health Emergency of International Concern on 30th January 2020 (WHO, 2020b, 2020c). Consequently, the World Health Organisation (2020c) announced a name for the new coronavirus disease as COVID-19. Also, the World Health Organisation on the 12th of February 2020 declared COVID-19 a pandemic since about 114 countries had been affected with 43,103 confirmed cases of COVID-19 and 42,708 cases (99.1%) were from China. During the COVID-19 pandemic, it is imperative to understand how the populations, especially those in sub-Saharan countries such as Nigeria, have been coping with such a major disaster.

COVID-19 Pandemic in Nigeria

COVID-19 has spread rapidly all over the world and all major cities around the globe are on lockdown. The Federal Ministry of Health confirmed coronavirus disease (COVID-19) case in Lagos State, Nigeria on the 27th of February, 2020. The patient was an Italian citizen, who had recently arrived in Lagos from Europe and who, a few days later, tested positive for the disease by the Laboratory Network of the Nigeria Centre for Disease Control (NCDC, 2020). The patient was confirmed to be clinically stable, with no serious symptoms, and was managed at the Infectious Disease Hospital in Yaba, Lagos. In Ogun state, a neighboring state to Lagos, another patient was identified and was discovered to have been in contact with the first patient. Since then, the situation has developed with more cases occurring, regardless of measures initiated by the state and federal government to combat the virus and return to normalcy. As at 22nd of June, 2020 there were 20,919 confirmed cases, 7,109 recoveries, and 525 deaths in all states in Nigeria (NCDC, 2020).

Consequently, the Government of Nigeria through the Federal Ministry of Health has been strengthening measures to ensure an outbreak in Nigeria is controlled and contained. The multi-sectoral Coronavirus Preparedness Group led by the Nigeria Centre for Disease Control (NCDC) has immediately activated its national Emergency Operations Centre and is working closely with Lagos State Health authorities to respond to this case and implement firm control measures. With a population of over 200 million people, Nigeria is one of the most populous black nations worldwide. As with the rest of the world, Nigeria is currently dealing with the coronavirus 2019 (COVID-19) pandemic, but in a somewhat different way. World Health Organisation has advised on several methods to help prevent spread of the virus and to save health systems across the world from a complete collapse for instance, hand washing, social distancing, and staying indoors. Efficient dissemination of information is critical to combating the COVID-19 pandemic through preventive and curative measures. The library is one of the agents of effective information management for reducing the spread of coronavirus. Through the World Health Organisation and National Centre for Disease Control, Nigeria has identified people within the age brackets of 60 and above as well as children under the age of 15 years as very prone to COVID-19 attack.

In most libraries, librarians are considered as significant middle managers and encouraged to work closely with other members of staff. The librarians ensured that the library contributes to meeting the school's priorities for improvement and show great initiative in promoting the library and enthusiasm of students about reading and learning, to locate and disseminate information to students and users of the community. Hence, school libraries have an essential impact on students' personal development which promotes access to knowledge.

Role of Libraries and Information in Managing Psychological Effect of COVID-19 among Students

According to Moruf (2015), school libraries are libraries attached to pre-primary, primary and secondary schools. School libraries serve as vital tools for measuring and enhancing the standard of education in Nigeria. It is due to this fact that school libraries have been defined in various ways based on its perspectives and contribution to national development. James and Imelda (2018) defined school library as an information agency saddled with the responsibility of creating access to existing information resources and services for the user community. The school library is the powerhouse of the school and the information provided is dependent, to a large extent, on the type of school library in question. In most libraries, the vision of the parent institution is a major determinant of the range of resources and services provided. In school libraries, emphasis is on teaching, learning and community development which formed a major part of the responsibility of their parent institutions. The various categories of students and their areas of specialisation are considered in addition to making provisions for all the academic programmes and subjects taught in the school, which should be in the collection development programme of the library. Jato (2014) opined that school library is very important in shaping students' habit as regard reading for leisure, to pass examinations and to obtain information on different aspects of life.

In Library and Information Science profession, provision of relevant information resources in different formats is the focus, while access, utilization, and students' satisfaction with these resources and services is the major goal. To achieve this goal, accessibility, research skills, information literacy and library use competences as basic prerequisites. These skills are necessary as the first step towards effective utilization of available library resources and services by students. No matter how large and well stocked a school library is, if the resources cannot be accessed and utilized, such a school library is meaningless. Shenton (2014) conducted a study to investigate the purposes of school libraries as viewed by high school students in northern England. The majority of the students identified libraries as places suitable for independent learning. While examining the designs of physical school libraries conceived by secondary school students, Sheehan (2012) found that students' preferred both human (friends, teachers, librarians) and electronic resources in their ideal library.

It is the utilization of school library resources and services that infuses life into a library, determine its worth and the perception of its students. School library utilization leads to students' perception and students' satisfaction or dissatisfaction as the case may be. If school library utilization leads to positive perception of the school library and its services, students will find fulfillment for the time

COVID-19: THE CHANGING LANDSCAPE OF HIGHER EDUCATION IN NIGERIA

spent in the school library and a good reason to return to the school library again and again. To guarantee accessibility and utilization of school library resources and services, both the school library and its students have obligations to fulfill. The school library is expected to create a variety of access points to its resources and services by systematically developing their bibliographic surrogates needed to access the resources in the school library and on the web. The students on the other hand, need to be equipped with basic information literacy, competences and library use skills needed for information search and retrieval. Such competences will place students in the right perspective to explore available resources and services in the library independently. Apotiade (2002) identified the educational role of school library as an encouragement of reading habit, development of student's ability to learn from books. He further elucidated that school libraries are; "to provide books and other information materials that will assist student in their study, instruct students in the use of library resources and encourage recreational reading by providing newspapers, magazines, books on sports, adventure, hobbies, folklores and fiction".

COVID-19 seems to spread from person to person by the same mechanism as other common cold or influenza viruses that is, by face to face contact with a sneeze or cough, or from contact with secretions of people who are infected. The oral transmission is yet to be determined in COVID-19 but was found to occur during the earlier Severe Acute Respiratory Syndrome (SARS) outbreak (Heymann & Shindo, 2020). The COVID-19 pandemic is rapidly spreading to countries around the globe (Lipsitch, Swedlow, and Finelli, 2020). Libraries, as a social institution, are responsible for ensuring public health awareness and the provision of up to date information to clinicians and managers. It is estimated that there are 11 different types of information sources ranging from valid information to doubtful information (Ashrafi-Rizi & Kazempour, 2019). Experts in the field of infectious diseases suggest that during a pandemic virtual communication provides a good way to inform patients who are in isolation wards (Hollander and Carr, 2020). Google Trends has become a useful tool for monitoring awareness about public health at both national and international levels and it shows a relationship between topics related to COVID-19 and search volumes (Hu, Azhar, Madani, Ntoumi, Kick, Dar, Ippolito, Mchugh, Memish and Drosten, 2020).

The nomenclature of the school library programme on how to use the library for different information varies from one institution to the other. It is variously referred to as: Library Use Instruction, User Education Programme, Bibliographic Instruction, Library Skills or Library Orientation. It consists of "instructional programme designed to teach library users how to locate the information they need quickly, efficiently and independently. It involves teaching library users to acquire basic library use and information literacy skills. It usually covers practical knowledge of the access tools to available information, the library's system of organising knowledge, electronic resources, reference resources and services, library rules and regulations. It prepares individual library users on how to make immediate and lifelong use of information effectively by teaching the concepts and logic of information access and evaluation, and by fostering information independence and critical thinking. On the other hand, in any pandemic there are three dimensions to a librarian's role which include library promoting public health awareness by creating and disseminating information relating to preventive measures; supporting research team, and

researchers by providing information regarding the latest developments, research and literature; and meeting the core needs of regular library users.

1. Library Promotes Public Health Awareness Regarding COVID-19

Public health strategies require social acceptance of measures such as school closures, remote working, and home isolation, monitoring the health of symptomatic individuals using telephone or online health consultations (Heymann & Shindo, 2020). Recent studies conducted by Bhat-Bilal, (2020) revealed that awareness, attitude and practice of people towards prevention of COVID-19 are important. There are various topics which need to be embedded in awareness campaigns about COVID-19. For example, the steps individuals can take to prevent transmission - general instructions on using masks, hand washing, and the use of sanitizers, the avoidance of handshakes and various other ways to control the spread of the virus. All librarians such as public, specialist, academic and medical have responsibility to share evidence-based information about this epidemic. Other useful information might include histories of earlier pandemics and how such pandemics were overcome as well as information from those who have recovered from the coronavirus disease.

Libraries also provide useful information on the importance of social distancing as a means to reduce transmission of the disease from persons who are suspected of being infected by COVID-19 to others. Methods of maintaining social distancing that could be adopted are by staying at home to avoid mixing with people including family, friends, and strangers. In Nigeria this measure has been imposed in all states which are on lockdown since March 2020. Moreover, the libraries should also be at the forefront of providing information on the positive effects of implementation of quarantine measures. Quarantine is one of the oldest and most effective tools of controlling communicable disease outbreak. Quarantine was used as an effective step during the pandemic situation in China. It is also an effective measure to control a pandemic of influenza (Wilder-Smith and Freedman, 2020). In the age of social media, misinformation is spread through different social media channels that is, Facebook, Twitter, Skype, WhatsApp, Instagram, et cetera. Librarians and information experts are to stem the tide of the misinformation on the virus through provision of reliable information. Trustworthy information may be shared with library users through institutional and personal social media accounts and platform to control rumors and fake news.

2. Libraries and Support for Research Teams, Researchers and Academic Faculty

Librarians can support medical staff, academics, research teams and para medical staff by drawing attention to the latest developments regarding vaccination, diagnosis kits, and relevant studies published in medical journals. All the well-known databases provide free access to articles relating to COVID-19 (Coronavirus).

3. Provision of Core Library Services for Users

During a pandemic, the library continues to support its regular users. During the recent lockdown many libraries in Nigeria have managed to provide virtual support to their users, such as provision of references, document delivery, literature searches, and systematic reviews. Some libraries have initiated online webinar and sessions to keep in touch with their users via Google Classroom, Google Hangouts, Skype, or Zoom.

Psychological Effects of COVID-19 on Students

Psychological effect is viewed as the effect caused by environment and / or biological factors on individual's social and / or psychological aspects such as anxiety, grief, depression, family problems etc. COVID-19 has significantly resulted in a large number of psychological consequences. The uncertainty and low predictability of COVID-19 not only threaten people's physical health, but also affect people's mental health, especially in terms of emotions and cognition. As the COVID-19 crisis continues to impact communities in startling and unforeseen ways, the epidemic has brought not only the risk of death from infection but also unbearable psychological pressure and psychologist seems to have begun acknowledging the symptoms of anxiety, grief, and even trauma that students are facing during this pandemic. (Bao, Sun, Meng, Shi, and Lu (2020) Therefore, the coronavirus pandemic is placing unprecedented psychological effect on students and people around the world and all lives have been affected. Students seem to face isolation, anxiety about a deadly virus, and uncertainty about the future. The enormity of living in isolation, changes in daily lives, school closure, financial hardship, and grief over the death of loved ones has the potential to affect the mental health and psychological well-being of students.

Moreover, as a result of physical distancing measures implemented in response to COVID-19, education institutions have shifted to an emergency online learning format, which would be expected to further exacerbate academic stressors for students. Based on insights from research examining the impact of academic disruptions on students, Wickens (2011) opined that students may experience reduced motivation toward studies, increased pressures to learn independently, abandonment of daily routines, and potentially higher rates of dropout as direct consequences of these measures. Youngminds (2020) carried out a study on Coronavirus impact on young people with mental health needs. The result revealed that 83% of young respondents agreed that pandemic worsened pre-existing mental health conditions, mainly due to school closures, loss of routines, and restricted social connections. This implies that, the multiple factors contributing to student's distress during this pandemic, remains much to be learned about the psychological impacts facing students and what can be done to reduce their negative effect. Furthermore, due to school closure, instruction has been uneven as some students have been able to participate fully in online learning while others have faced obstacles such as lack of internet access that hindered their progress and this could result in serious, lifelong effects on their cognitive ability, lack of opportunity for intellectually nourishing activities like trips to library, museum and will decline at vastly different rates when school reopen.

This pandemic has revealed and exacerbated inequities that hold many students back and has shown a spotlight on inequality in Nigeria. Adding damage to their learning, a mental health crisis is emerging as many students have lost access to services that were offered by schools. All of these concerns are enough to trigger an immense sense of loss for students during this pandemic. This view was supported by Lauren (2020) that students are not only learning to cope with the new concern introduced by the pandemic, but they are simultaneously working to manage the magnified intensity of pre-existing stressors in their life. Cao, Fang, Hou, Han, Xu, and Dong (2020) conducted a study on psychological impact of COVID-19 epidemic on college students in China. The results of the study indicated that 0.9% of the respondents were experiencing severe anxiety, 2.7% moderate anxiety, and 21.3% mild anxiety, and the results of correlation analysis indicated

COVID-19: THE CHANGING LANDSCAPE OF HIGHER EDUCATION IN NIGERIA

that economic effects and effects on daily life, as well as delays in academic activities, were positively associated with anxiety symptoms ($p < .001$). However, social support was negatively correlated with level of anxiety ($p < .001$).

Likewise, study conducted by Wang, Tang, and Wei (2020) found that 53.8% of respondents rated the psychological impact of the outbreak as moderate or severe; 16.5% specified moderate to severe depressive symptoms; 28.8% reported moderate to severe anxiety symptoms; and 8.1% were found to have moderate to severe stress levels. Most of the respondents spent 20–24 h per day at home (84.7%); were worried about their family members contracting COVID-19 (75.2%); and were content with the amount of health information that was available to them (75.1%). Female gender, student status, specific physical symptoms (e.g., myalgia, dizziness, coryza), as well as the poor self-rated health status were significantly associated with a greater psychological impact of the outbreak and higher levels of stress, anxiety and depression ($p < 0.05$). It was suggested that psychological effects of college students should be monitored during epidemic. It can be concluded that the closure of schools was rapidly deployed across Nigeria on March 20th, 2020 as part of wider set of control measures and package of very broad quarantine measures for COVID-19. The impact of school closures from little effect on reducing transmission through to more substantial effects and present apparently methods of dramatically reducing spread of diseases among the students and people. Thus, the economic cost and potential harms to school closure are undoubtedly very high.

Libraries and Managing Psychological Effects of COVID-19 on Students

Since Nigerian universities, colleges and schools were in lockdown, the role of school library in this emergency included raising awareness through public health education, providing support to medical staff, researchers and providing ongoing, traditional services to regular library patrons in Nigeria. Most cities in country impose a lockdown to prevent COVID-19 transmission, however, there are few emergency preparedness plans to transport and provide shelter for these large number of people experiencing these COVID-19 pandemic outbreak. In lockdowns, public spaces are closed, movements outside homes are restricted and major roads of transport are closed, all of which might negatively affect these people. In such a scenario, closures of schools, shelters and other high-density communal settings etc are closed, which could increase their access to needed services. Lockdowns and disease containment events seem also be deleterious to the mental health of people experiencing COVID-19 outbreak in different countries and many of whom have psychological effects and anxiety around involuntary hospitalisation and confinement (Schutt and Goldfinger, 2011).

Conclusion

Despite the fact that, coronavirus pandemic is unquestionably in the focus of worldwide attention, specific influences on the magnitude of negative psycho-socio-economic fallout of COVID-19, which depends on a constellation of pre-pandemic, current pandemic and post-pandemic factors in each country and region, deserve particular attention. Therefore, there is an urgent need for research to address how psychological effects of COVID-19 pandemic across the country and how students can be mitigating under pandemic conditions. A need for information exists in every crisis;

COVID-19: THE CHANGING LANDSCAPE OF HIGHER EDUCATION IN NIGERIA

librarians and information professional must ready to meet this need whether it is for COVID-19 or something else. Although social distancing is a good way to prevent the spread of COVID-19, information access to users remains a social responsibility of all librarians and information personnel.

Suggestions:

From the afore discussions the following were suggested

1. Librarians should educate students about the signs of anxiety, depression, persistent worry or feeling overwhelmed by emotions. Specific up-to-date and accurate health information (e.g., treatment, local outbreak situation) and particular precautionary measures by librarians (e.g., hand hygiene, wearing a mask)
2. Librarians can also create awareness among the students, which can be used to lower psychological impact of the outbreak and lower levels of stress, anxiety, and depression.
3. Grants should be provided to the researchers by the government to meet the COVID-19 crisis.
4. Rising to these challenging, librarians are required to integrate discovery, evaluation and refinement of COVID-19 pandemic across discipline and sectors and should be done together with people with lived experience.

References

- Apotiade, J.K. (2002). *National, state, and public libraries*. Ibadan: Distance Learning Centre, University of Ibadan.
- Ashrafi-Rizi, H., & Kazempour (2020). Information typology in coronavirus (COVID-19) Crisis; a Commentary. *Archives of Academic Emergency Medicine*, 8(1), 19.
- Bhat–Bilal, A. (2020). Awareness, attitude and practice of rural people in Kashmir towards COVID-19: A Sample Survey. *IJSDR*: 66-73.
- Bao Y., Sun Y., Meng S., Shi J., & Lu, L. (2020). 2019-nCoV epidemic: address mental health care to empower society. *Lancet*. 2020;22(395):e37–e38.
- Cao, W., Fang, Z., Hou, G., Han, M., Xu, X., & Dong, J. (2020). The psychological impact of the COVID-19 epidemic on college students in China. *Journal of Psychiatry Research*. 2020.285.112834
- Heymann, D. L., & Shindo, N. (2020). COVID-19: what is next for public health? *The*

COVID-19: THE CHANGING LANDSCAPE OF HIGHER EDUCATION IN NIGERIA

Lancet, 395(10224), 542-545.

Hollander, J.E. & Carr, B.G. (2020). Virtually perfect? telemedicine for COVID-19. *N Engl. Journal of Medicine* 2020. <https://doi.org/10.1056/NEJMp2003539>.

Journal of Medicine 2020. <https://doi.org/10.1056/NEJMp2003539>.

Holshue M.L., DeBolt C., Lindquist S., Lofy K.H., Wiesman J., Bruce H., Spitters C., Ericson K., Wilkerson S., Tural A., Diaz G., Cohn A., Fox L., Patel A., Gerber S.I., Kim L., Tong S., Lu X., Lindstrom S., Pallansch M.A., Weldon W.C., Biggs H.M., Uyeki T. M., & Pillai S.K. (2020). First case of 2019 Novel Coronavirus in the United States. *N. Engl. J. Med.* 382:929–936.

Houston, V., & Bull, R.(1994). Do people avoid sitting next to someone who is facially disfigured. *Eur. J. Soc. Psychol.* 24, 279–284, doi:10.1002/ejsp.2420240205.

Hu, D., Xiaoqi, L., Zhiwei X., Nana M., Qiaomei X., Man Z., Yanfeng Z., Jiatao L., Guo-Ping S., & Fang W. (2020). "More effective strategies are required to strengthen public awareness of COVID-19: Evidence from Google Trends." *Available at SSRN 3550008* (2020).

Huang, C.L., Wang, Y.M., Li, X.W., Ren, L.L., Zhao, J.P., Hu, Y., Zhang, L., Fan, G., Xu, G., & Gu, X (2020). Clinical features of patients infected with 2019 novel coronavirus in Wuhan, China. *Lancet* 2020, doi:10.1016/S0140-6736(20)30183-5.

James, O. O. & Imelda, B.E. (2018). Library use instruction and its pattern of utilisation of library services by undergraduates in the University of Calabar, Nigeria. *Global Journal of Educational Research*, 17: 87-95. Doi: <https://dx.doi.org/10.4314/giedr.v1i1.11>

Jato, M., Ogunniyi, S. O. & Olubiyo, P. O. (2014). Study habits, use of school Libraries and students' academic performance in selected secondary schools in Ondo West Local Government Area of Ondo State. *International Journal of Library and Information Science* 21(1): 56 – 72.

Lauren, M.S. (2020). The psychological effects of COVID-19 on students. <https://thebottomline.as.ucsb.edu>.

Lipsitch, M., Swerdlow, D. L., & Finelli, L. (2020). Defining the epidemiology of Covid-19-studies needed. *New England Journal of Medicine.* 382:1194-1196 .

Moruf, H. A. (2015) Students' Utilisation of Secondary School Libraries in Akinyele Local Government Area of Oyo State, Nigeria. *Journal of Research and Method in Education*, 5, 3: 60-66. www.iosrjournal.org doi:10.1177/0956797610361706.

NCDC (2020). www.covid19.ncdc.gov.ng

COVID-19: THE CHANGING LANDSCAPE OF HIGHER EDUCATION IN NIGERIA

- Schaller, M., & Murray, D.R.(2008). Pathogens, personality, and culture: Disease prevalence predicts worldwide variability in socio sexuality, extraversion, and openness to experience. *J. Personal. Soc. Psychol.* 95, 212–221, doi:10.1037/0022-3514.95.1.212.
- Schutt, R.K, & Goldfinger, S.M.(2011). Homelessness, housing, and mental illness. Cambridge, MA: Harvard University Press, 2011.
- Sheehan, K. (2012).Grand designs: Consider ways in which the physical school library motivates key stage three students to engage in information literacy. (Unpublished Masters' thesis). University of Sheffield, England.
- Shenton, A.K. (2014). Just why do we need school libraries? Some ideas from students. *New Library World*, 115(3/4), 140-159.
- Wickens, C.M. (2011). The academic and psychology impact of labour unions and strike on University Campuses. In Roulsen, M.E. (Ed.), *Higher education: Teaching, internationalisation and student issues*, 107-133. Nova Scotia Publishers
- World Health Organisation (2020). Novel coronavirus (2019-ncov) Situation Report—22 Situations; WHO: Geneva, Switzerland, 2020.
- World Health Organisation (2020b). Coronavirus disease 2019 (COVID-19) situation report – 46. URL https://www.who.int/docs/default-source/coronaviruse/situation-reports/20200306-sitrep-46-COVID-19.pdf?sfvrsn=96b04adf_2
- World Health Organisation (2020c). Rolling updates on coronavirus disease (COVID-19) URL <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/events-as-they-happen>.
- World Health Organization (2020). Coronavirus disease (COVID- 19) outbreak - technical guidance - EUROPE: mental health and COVID-19. 2020. <http://www.euro.who.int/en/health-topics/health-emergencies/coronavirus-COVID-19/novel-coronavirus-2019-ncov-technical-guidance/coronavirus-disease-COVID-19-outbreak-technicalguidance/Europe/mental-health-and-COVID-19>.
- Wuhan Municipal Health Commission.(2020) Wuhan Municipal Health Commission’s Briefing on the Pneumonia Epidemic Situation. Available online: <http://wjw.wuhan.gov.cn/front/web/showDetail/2019123108989> (accessed on 18 June 2020).
- Wilder-Smith, A., Chiew, C.J., & Lee, V.J. (2020). Can we contain the COVID-19 outbreak with the same measures as for SARS? *Lancet Infect. Dis*.
- Youngminds (2020). Coronavirus impact on young people with mental health needs. https://youngminds.org.uk/media/3708/coronavirus.report_march2020pdf.