## Attachment 3: Factors affecting the mental health of medical students

Author	Year	Nation	Mental health symptoms		Positive factors		Negative factors
Michaeli et	2022	Germany	Sleep problems	•	Social and emotional backing	•	Social isolation
al. [57]			Irritability	•	Exercise	•	Quarantine
			Emotional instability			•	Increased daily screen time
			Anhedonia			•	Poor network connection
			Depression			•	Insufficient hands-on activities
Li et al.	2020	Canada	Anxiety	•	Not mentioned	•	Uncertainty about education and careers
[58]			Stress				
Guldager	2021	Denmark	Stress	•	Living with parents	•	Female
et al. [59]						•	Increased tasks
						•	Less than 21 years old
						•	Single
						•	Knew someone infected with COVID-19
						•	Afraid of being infected
Khan et al.	2020	Bangladesh	Anxiety	•	Physical exercise	•	Financial burden
[60]			Depression	•	Healthy Lifestyle	•	Fear of infection
			Stress			•	Inadequate food supply
						•	Insufficient information
						•	Overexposure to COVID-19 information
Alqahtani	2022	Saudi Arabia	Anxiety	•	Not mentioned	•	Poor sleep quality
et al. [61]			Stress				
			• Fatigue				
			Sleep problems				

Attachment 3 to Wang W, Li G, Lei J. The impact of COVID-19 on medical students. GMS J Med Educ. 2024;41(1):Doc10. DOI: 10.3205/zma001665

Study	Year	Nation	Mental health symptoms	Positive factors	Negative factors
Tahir et al.	2021	Pakistan	Anxiety	Not mentioned	Internet addiction
[62]			Depression		Poor sleep quality
Cao et al.	2020	China	Anxiety	Living in city	Family or acquaintances infected with
[63]				Stable family income	COVID-19
				Living with parents	Financial stress
				Social backing	Disturbances to daily life
					Academic activities postponed
Alzahrani	2022	Saudi Arabia	Anxiety	Not mentioned	Female
et al. [64]			Depression		Smoking
			Stress		Insufficient physical exercise
					Lower resilience
					Reduced immune status
					History of chronic and mental illnesses
					COVID-19-like symptoms
Xie et al.	2020	China	Anxiety	Provide adequate and accurate	Overly concerned about the epidemic
[68]			Depression	information about COVID-19	Informal information sources
				Proper COVID-19-based knowledge	
				training	
Xiong et al.	2021	China	Anxiety	Stress training	Lack of ability to distinguish correct
[69]			Depression	Sense of control	information
			Stress	Reduction of perceived constraints	

Attachment 3 to Wang W, Li G, Lei J. The impact of COVID-19 on medical students. GMS J Med Educ. 2024;41(1):Doc10. DOI: 10.3205/zma001665

Study	Year	Nation	Mental health symptoms	Positive factors	Negative factors
Spatafora	2022	Germany	Depression	Trust in the healthcare system	Fear of infection with COVID-19
et al. [70]				• Provide student counseling and	• Female
				mental health care	
Wu et al.	2022	China	Anxiety	Healthy diet	Unvaccinated
[71]			Depression	Positive coping	Unhealthy diet
			Sleep problems	Completion of vaccinations	Local family
					Negative coping
					Non-only child
Lyons et al.	2020	Australia	Psychological distress	Resilience training	Negative effects of COVID-19 on daily
[72]				Exercise	learning and life
				Healthy diets	Rising stress levels
				Self-efficacy	
				Rich interpersonal interaction	
				Optimists	
				Social support	
				Emotional flexibility	
Allen et al.	2022	The United	Psychological distress	Government's proactive response to	Negative views and mindset
[73]		Kingdom	Anxiety	the outbreak	Wrong guidance from the government
			Loneliness	Trust in government	<ul> <li>Lack of PPE<sup>*</sup> and nucleic acid testing</li> </ul>
				Cultural beliefs	Low well-being
				Values	Fake information
				Positivity	

PPE: Personal protective equipment.