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Introduction

Studying at the University

Successful academic learning is not only a process of acquiring knowledge but also implies personal growth and development [1]. The students are involved in a process that drives them to change. The majority of the students takes advantage of this change, proceed their studies satisfactory and shape a mature/ adult personality [2]. But this transitional experience includes factors, which make students particularly vulnerable to disturbances [2,3].

Psychological Counselling/ Psychotherapeutic centres for students at Universities

Their goal is to help especially the vulnerable students and to enable them to find again their psychological well-being [2,3].

Cognitive Behavioural Approach

In our opinion this approach is the most appropriate to be implemented for the various students' problems, because these clients have some special characteristics that increase the possibility of the effectiveness of interventions that target cognitive restructuring. These characteristics are: a. increased intelligence, b. young age –so no fixed malfunctioning schemas and beliefs, c. strong tendency for contestation and self-observation through post-adolescence and d. intense tendency of involvement in new experiences through post-adolescence.

Cooperation between the Laboratory of Psychological Counselling for Students (LPCS, University of Athens) and the Institute of Behaviour Research and Therapy (IBRT, Athens)

The LPCS provides to the students of University of Athens free of charge psychological counselling and psychotherapy using the CBT model since 1990 (leaflet 1) [3,4]. Since 2000 a strong cooperation with IBRT was developed. The IBRT provides a four- year part-time educational programme in CBT (leaflet 2).

The strong cooperation consists of:

- Education under supervision to post graduate students of the Master Programme in Clinical Psychology (University of Athens), that at the same time are trainees in IBRT
- Reference of students to IBRT trainees (psychologists & psychiatrists) for psychotherapeutic intervention under supervision free of charge
- Common documentation (same client registration protocol and psychometric tools) between IBRT and LPCS in order to develop a data bank and a CBT intervention model for students
- Application of cognitive and behavioural techniques in the context of CBT therapy [5].

Method

Participants

The present study involved 56 undergraduate students that approached the LPCS and were referred to IBRT during the last 3 years.

Measures

The psychopathological symptoms were measured by the Symptom Checklist 90 Revised (SCL-90R)

Procedure

- Data collection from patients' files from LPCS and IBRT following the ethical code
- Communication with IBRT's trainees to collect data for the therapeutic intervention

Table 1. Frequencies of student's sex

SEX	N	%
MALE	3	5.4
FEMALE	53	94.6
TOTAL	56	100.0

Table 2. Descriptive statistics of student's age

Mean	22.38
Standard Deviation	3.46
Minimum	18.00
Maximum	38.00

Results

Table 3. Frequencies of students that had been under psychotherapy before LPCS

PSYCHO-THERAPY BEFORE LPCS	N	%
No	38	67.9
Yes	18	32.1
TOTAL	56	100.0

Table 4. Frequencies of student's use of medication for psychological complains

MEDICATION FOR PSYCHOLOGICAL COMPLAINS	N	%
No	37	66.1
Yes	5	8.9
Missing	14	25.0
TOTAL	56	100.0

• 2 students had suicidal ideation

Table 5. Frequencies of student's psychotherapeutic procedure in IBRT

PROGRESS OF THERAPY	N	%
Completed	20	35.7
In progress	16	28.6
Didn't start	7	12.5
Drop-out	4	7.4
No feedback from trainees	9	16.1
TOTAL	56	100.0

Table 6. Descriptive statistics of student's waiting period until starting therapy (in days) (N=40)

Mean	16.40
Standard Deviation	7.36
Minimum	2.00
Maximum	30.00

Table 7. Descriptive statistics of number of sessions of students who completed therapy (N=17)

Mean	37.12
Standard Deviation	22.08
Minimum	13.00
Maximum	90.00

Table 8. Frequencies of presence of psychopathology (above cut-off T=60) in SCL-90R subscales

PSYCHOPATHOLOGY IN SCL90-R SUBSCALES	N	%
Somatization	23	41.1
Obsessive-compulsive	37	66.1
Interpersonal Sensitivity	31	55.4
Depression	44	78.6
Anxiety	32	57.1
Hostility	25	44.6
Phobic Anxiety	19	33.9
Paranoid Ideation	18	21.1
Psychotism	22	39.3

Discussion

- This is a pilot study and is based on descriptive statistics.
- The results stressed the good cooperation between IBRT and LPCS. Both benefited from this cooperation: 1. decrease of LPCS's waiting list and 2. appropriate education of IBRT trainees (multiple psychopathology, personality disorders and traits, long-term intervention).
- This cooperation can act like a model for similar organizations for 1. Psychotherapeutic training and 2. student's counselling centres and educational institutes
- Future goal: collection of hard data in 3 years for further investigation and development of a step by step psychotherapeutic model for students

References

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Table 9. Multiple response analysis of student's request

REQUEST	N	%
Mood difficulties	22	39.3
Anxiety and phobias	22	39.3
Family problems	14	25.0
Difficulties in studies	13	23.2
Difficulties with friends	11	19.6
Difficulties with sexual relationships	9	16.1
Problems with self	9	16.1
Traumatic events	4	7.1
Eating difficulties	2	3.6
TOTAL	106	189.3

Table 10. Multiple response analysis of students' diagnoses by trainees based on DSM-IV (N=34)

DIAGNOSES	N	%
Personality disorders	14	41.2
Anxiety disorders	7	20.6
Mood disorders	5	14.7
Anxiety symptoms	4	11.8
Mood symptoms	3	8.8
Traits of personality disorders	6	17.6
Else diagnosis	6	17.6
Not enough facts for diagnosis	3	8.8
TOTAL	48	141.2