

Concorso pubblico, per titoli ed esami, per la copertura di n. 4 posti a tempo pieno e indeterminato - Area dei Funzionari del settore scientifico-tecnologico, con talune riserve, da assegnare agli ambiti della *Disabilità e delle Risorse Umane* e dei *laboratori didattico-scientifici del Dipartimento di Psicologia* dell'Università degli Studi "G. d'Annunzio" di Chieti-Pescara - CODICE CONCORSO: 2025-4DTEC-PSI

PROVA ORALE – BUSTA 1

- 1) La Legge 28 gennaio 1999, n. 17 integra e modifica la legge quadro 5 febbraio 1992, n. 104, per l'assistenza, l'integrazione sociale e i diritti delle persone handicappate.
Descriva quali specifiche direttive ha introdotto in merito alle attività che gli Atenei italiani devono porre in essere per favorire l'integrazione degli studenti con disabilità durante il loro percorso formativo universitario.
- 2) In base a quanto indicato nello Statuto dell'Ateneo G. d'Annunzio, quali sono le principali funzioni e responsabilità del Rettore?

Soft skills

Si immagini di ricevere una segnalazione relativa ad un comportamento controproducente di uno dei suoi colleghi; nel dettaglio, l'uso del PC di dotazione per navigare sui social in maniera compulsiva. Come si comporterebbe e perché?

Applicazioni informatiche

Adesso le sarà mostrato un file excel che contiene dei dati inerenti a un campione di soggetti. Nelle diverse colonne sono indicati il numero identificativo del soggetto, il genere, l'età, gli anni di istruzione, la data nella quale è stato effettuato il test e il punteggio ottenuto al Test Mini Mental State Examination (MMSE). Calcoli la media del Totale_MMSE sull'intero campione.

Conoscenza lingua inglese

Legga ad alta voce e traduca il brano evidenziato in giallo dell'articolo allegato.

Rectors (CRUI) has prompted the establishment of an Italian network for the university counselling research (Bastianoni et al., 2024).

With regard to the main outcomes, the reviewed literature found evidence that psychological counselling interventions within university services are generally linked to substantial improvements in students' global psychological functioning, as well as to reductions in some specific symptoms. These results align with those of previous reviews, which demonstrated the effectiveness of psychological counselling in other settings and populations, both clinical (Bower et al., 2003) and non-clinical (Cooper, 2013; Hill & Brettler, 2005; McLeod, 2010). Importantly, although follow-up measurements were included only in a limited number of studies (Biasi et al., 2017; Broglia et al., 2019; Cerutti et al., 2022; Ghilardi et al., 2018; Lockard et al., 2019), in all of them improvements appeared to be maintained several months after the end of counselling. These findings are consistent with those of two recent reviews by Caldarelli et al. (2024) and Cerolini et al. (2023), which found that counseling and other types of brief interventions (delivered both in and out of counselling centers) are effective in improving students' well-being and academic performance and reducing distress and psychopathological symptoms.

More specifically, with respect to the improvements found in the global psychological functioning, pre-post reductions were detected on both the CORE-OM and the OQ-45 scales, two outcome assessment tools widely used in routine mental health service settings to detect changes in impairment in functioning. These findings lend support to theoretical models that view counselling as a means to sustain clients' emotional growth and the optimal development of their personal resources, enabling them to live in a more meaningful and satisfactory manner and improve their interpersonal relationships (British Association for Counselling, 1997).

Findings from the systematic review also suggested a significant reduction in clients' symptoms after counselling. Importantly, the evidence seems to be particularly strong for anxiety and depression, although research into other symptoms is still limited. This result is critical considering the clinical profile of university counselling users, which seems to be especially elevated for social anxiety, depression and generalized anxiety, often presenting with moderate severity levels (Broglia, Broglia, Millings, et al., 2021, 2023). This is in line with theories that counselling mainly tackle issues related to the accomplishment of developmental tasks (British Association for Counselling, 1997), rather than focusing on psychopathological symptoms, which typically take longer to change and thus can be properly addressed only in the context of long-term interventions.

Another finding worthy of note was that the reviewed interventions showed effectiveness irrespective of modality of delivery. Not only did online counselling appear to be linked to improvements in several outcomes, there was also preliminary evidence that it was almost as effective as face-to-face counselling intervention, yielding benefits on the same dimensions (Ierardi et al., 2022). This finding is consistent with a wide literature showing that Internet-based interventions can be successful in improving mental health and psychological well-being, both in the general population (Norwood et al., 2018; Spijkerman et al., 2016) and among university students (Bolinski et al., 2020; Ferrari et al., 2022; Harrer et al., 2019). Consistent with this, our literature review seems to highlight the potential for online counselling to support the mental health needs of university students' population, but some differences in terms of effects sizes emerged when compared with face-to-

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PROVA ORALE – BUSTA 2

- 1) Descriva le principali iniziative dell'Unione Europea sul tema dell'Istruzione inclusiva.
- 2) In base a quanto indicato nello Statuto di Ateneo, come è composto il Senato Accademico e quali funzioni svolge?

Soft skills

Si immagini di ricevere dal Suo Responsabile il compito di istituire un team per effettuare l'analisi dei fabbisogni formativi all'interno dell'Ateneo. Con quali criteri sceglierebbe i membri del team? Che tipo di formazione adotterebbe per gli stessi?

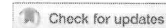
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Trovi il valore massimo del Totale_MMSE.

Conoscenza lingua inglese

Legga ad alta voce e traduca il brano evidenziato in giallo dell'articolo allegato.



Psychological counselling for students in higher education: a systematic review of its effectiveness on mental health and academic functioning

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ABSTRACT

Psychological distress is increasingly prevalent among university student populations and demands for university counselling services have increased over the last decade. The current systematic review was aimed at summarizing the available evidence on the effectiveness of psychological counselling for students in higher education. A systematic search was undertaken in PsycInfo, PubMed and Scopus, resulting in 42 studies identified as eligible. The results provide evidence of the utility of psychological counselling for university students, identifying benefits in terms of global functioning and some symptoms, particularly with reference to depression and anxiety. Importantly, results showed that students who experienced a greater change in psychological functioning over the course of counselling reported greater improvements in academic performance. Improvements in GPAs and academic distress, but not in retention, were also found at post-intervention. Online counselling also proved to be effective, while the data remained inconclusive on whether attending more sessions may lead to more improvement. The methodological quality of the included studies was generally moderate. Finally, research recommendations were discussed.

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KEYWORDS


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psychological counselling;
effectiveness; mental health;
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Introduction

Mental health and well-being of students in higher education (HE) has become a major concern for educational institutions and mental health policymaking worldwide. Recent studies show that emotional difficulties have increased in the student population over the last decade (Campbell et al., 2022; Oswalt et al., 2020), with depressive and anxious symptoms being the most prevalent (Liu et al., 2019).

In a large WHO survey (Karyotaki et al., 2020) the prevalence of different mental disorders among college students was found to range from 13.4% for major depressive disorder to 1.9% for drug use disorder, with a significant dose-response relationship between the amount of stress in different areas of life and the increased likelihood of developing a mental disorder.

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PROVA ORALE – BUSTA 3

- 1) Descriva le Misure educative e didattiche di supporto previste dall'Art. 5 della Legge 8 ottobre 2010, n. 170.
- 2) In base a quanto indicato nello Statuto di Ateneo, in che modo il Consiglio di Amministrazione contribuisce alla governance dell'Ateneo?

Soft skills

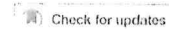
Uno degli obiettivi del piano strategico è quello di incrementare e rendere più efficaci le iniziative di *public engagement*. Come realizzerebbe, nel suo ruolo di collaboratore alla divisione, un tale obiettivo? Per quale tipo di target e con quali strumenti?

Applicazioni informatiche

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PROVA ORALE – BUSTA 4

- 1) Illustri i principali punti di forza di un disegno di ricerca quasi-sperimentale e di uno sperimentale per la valutazione di efficacia di un intervento psicologico.
- 2) Quali sono le finalità generali del Regolamento dell'Ateneo G. d'Annunzio per il sostegno di studentesse e studenti con invalidità, disabilità, disturbi specifici dell'apprendimento e bisogni specifici temporanei?

Soft skills

Stai redigendo la nuova pagina web della Sua divisione, con la collaborazione di altri due colleghi. Viene a sapere che uno/a di questi è andato a lamentarsi ripetutamente con il Vostro responsabile, accusandoLa di essere il "membro passivo" del gruppo, che va a traino degli altri senza riuscire ad essere propositivo/a. Come si comporterebbe e perché?

Applicazioni informatiche

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Conoscenza lingua inglese

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Additionally, the recent global COVID-19 pandemic has led to an upsurge in mental health problems in the general population (Kumar & Nayar, 2021), and literature documented that college students have been particularly impacted, with social distancing and the transition to remote learning posing further challenges to their mental health (Wang et al., 2020). For example, a Healthy Minds Network survey collecting data from 14 colleges and universities during the COVID pandemic (Martinez & Nguyen, 2020) found that students scored significantly lower on indicators of well-being than in Fall 2019, with a high percentage of respondents reporting that their mental health status negatively impacted their academic performance.

Consistent with the high prevalence of psychological distress among students in HE, universities and college campuses around the world have seen a steady increase in demands for mental health services (Xiao et al., 2017). Indeed, psychological counselling services embedded at university are in a unique position to support the well-being and mental health needs of young adults and can be viewed as first-line service in identifying and treating emotional problems at an early stage (Ghilardi et al., 2017). However, these services are often under-resourced and are currently struggling to keep pace with the increasing demand of the current university student population (Bailey et al., 2022). For this reason, an increasing pressure has been placed on university counselling to demonstrate effectiveness (Randall & Bewick, 2016), and research on the topic has grown rapidly worldwide.

Recently, a systematic review on the functioning of psychological counselling among university students was published (Cerolini et al., 2023), the results of which highlight the increase in psychological symptoms and persistent barriers to help-seeking in this population. While this review has the merit of describing the current state of counselling services worldwide, it provides only a broad overview of the counselling literature without a narrow focus on effectiveness and without distinguishing between individual and group interventions.

To date only a systematic scoping review exists that specifically addresses the effectiveness of students counselling in HE (Connell et al., 2006), but it included work conducted until 2004. Though available studies suffered from strong limitations mainly stemming from the adoption of low methodological designs, such a review concluded that psychological counselling could be considered a promising tool to support students in postsecondary education, in terms of outcomes such as symptom improvement, drop-out rates and client satisfaction. However, the changes intervened in the mental health status of students in HE in the last decades in terms of the increase in their emotional and psychological problems seem to suggest that university counselling services may serve a population that is slightly different from what it was 20 years ago, hence questions arise about whether results from previous review are still valid today. Moreover, although the last years have witnessed an increase in studies on the effectiveness of university counselling, the literature is currently sparse and fragmented. Therefore, a more updated and comprehensive analysis of the effects of psychological counselling interventions offered to university students is highly needed. The aim of this review was to summarize the available evidence on psychological counselling in HE by: (i) identifying the main outcomes that have been reported; (ii) providing a qualitative synthesis on whether the interventions were effective.

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PROVA ORALE – BUSTA 5

- 1) Descriva le differenze principali fra testing e assessment nella diagnosi psicologica.
- 2) Illustri il ruolo del Delegato del Rettore alle attività del servizio per la Disabilità in Ateneo e dei Referenti di Dipartimento come previsto dal Regolamento dell'Ateneo G. d'Annunzio per il sostegno di studentesse e studenti con invalidità, disabilità, disturbi specifici dell'apprendimento e bisogni specifici temporanei.

Soft skills

Si immagini di assistere ad un violento litigio tra due dei suoi colleghi pari grado che si vocifera siano stati legati, in passato, da una relazione extraconiugale di natura sentimentale. Come si comporterebbe e perché?

Applicazioni informatiche

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PROVA ORALE – BUSTA 6

- 1) Cosa prevedono gli artt. 13 (Integrazione scolastica) e 16 (Valutazione del rendimento e prove d'esame) della Legge 5 febbraio 1992, n. 104 e successive modificazioni per gli studenti con disabilità iscritti all'università?
- 2) In base a quanto indicato nello Statuto di Ateneo, quali sono le principali differenze tra Senato Accademico e Consiglio di Amministrazione?

Soft skills

Si immagini, arrivando al Campus di Chieti, di imbattersi in uno studente/una studentessa che si sta incatenando alla barra di accesso del parcheggio dipendenti, di fatto impedendone l'accesso. Come si comporterebbe e perché?

Applicazioni informatiche

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NON ESTATA

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PROVA ORALE – BUSTA 7

- 1) Descriva le differenze principali fra strumenti di assessment di personalità di tipo *self-report* e di *performance*.
- 2) In base allo Statuto di Ateneo, qual è il ruolo del Nucleo di Valutazione e come si inserisce nel sistema di qualità di Ateneo?

Soft skills

Le viene proposta un'attività di *budding* per facilitare la socializzazione organizzativa per una neo assunta che scopre essere la ex fidanzata di Suo fratello. Come si comporterebbe e perché?

Applicazioni informatiche

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PROVA ORALE – BUSTA 8

- 1) Descriva un progetto di ricerca per la valutazione dell'efficacia di un intervento per disagio psicologico di tipo quasi-sperimentale.
- 2) In base allo Statuto di Ateneo, in che modo il Collegio di Disciplina garantisce la correttezza dei comportamenti e il rispetto dei doveri accademici?

Soft skills

Insieme ad altri colleghi e colleghe della Sua divisione ha iniziato una formazione finalizzata al trasferimento delle nuove direttive in merito della privacy dei dati sensibili e della trasparenza nella PA per la quale vi viene richiesta la frequenza obbligatoria ad almeno 2/3 delle lezioni. Una collega, appena rientrata dalla maternità, Le chiede la cortesia di firmare il foglio presenze al posto suo. Come si comporterebbe e perché?

Applicazioni informatiche

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Conoscenza lingua inglese

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PROVA ORALE – BUSTA 9

- 1) Descriva un progetto di ricerca per valutare l'efficacia di un intervento di counseling in presenza paragonato a un intervento online per il disagio psicologico in studenti universitari.
- 2) Facendo riferimento allo Statuto di Ateneo, come è organizzato il sistema dei Dipartimenti e quali funzioni svolgono rispetto alla ricerca, alla didattica e al personale?

Soft skills

Le capita spesso di lavorare anche da casa ed anche in orario extralavorativo. Oggi, avendo una scadenza prossima, si è deciso/a a lavorare perfino in bus; bus con il quale sta viaggiando per raggiungere la sua famiglia di origine per partecipare alla festa dei 100 anni di Sua nonna. Arrivato/a a destinazione si rende conto di aver lasciato nella cappelliera del bus un blocco di documenti relativi alla Sua divisione con dati sensibili. Come si comporterebbe e perché?

Applicazioni informatiche

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Conoscenza lingua inglese

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PROVA ORALE – BUSTA 10

- 1) Si esponga la teoria delle àncore di Edgar Schein.
- 2) Descriva il ruolo del Presidio di Qualità come indicato nello Statuto di Ateneo.

Soft skills

È appena stato/a assunto/a e viene assegnato/a, per la socializzazione organizzativa, ad un dipendente senior, indubbiamente molto qualificato, che si lascia andare spesso a battute e ad atteggiamenti non appropriati con Lei. Come si comporterebbe e perché?

Applicazioni informatiche

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Conoscenza lingua inglese

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PROVA ORALE – BUSTA 11

- 1) Esponga il concetto di "person specification" nella selezione del personale.
- 2) Qual è la funzione del Comitato Unico di Garanzia, come previsto dallo Statuto di Ateneo, e quali ambiti di azione copre in relazione al benessere organizzativo, alle pari opportunità e alla prevenzione delle discriminazioni?

Soft skills

Viene convocato dall'ufficio legale per una segnalazione di appropriazione indebita di cancelleria arrivata a Suo carico attraverso la piattaforma del whistleblowing. Come si comporterebbe e perché?

Applicazioni informatiche

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Conoscenza lingua inglese

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PROVA ORALE – BUSTA 12

- 1) Esponga il ruolo delle variabili disposizionali nella genesi dello stress al lavoro.
- 2) Nel Regolamento dell'Ateneo G. d'Annunzio per il sostegno di studentesse e studenti con invalidità, disabilità, disturbi specifici dell'apprendimento e bisogni specifici temporanei quali tipi di interventi e servizi sono previsti per studenti e studentesse con invalidità, disabilità, DSA e bisogni specifici temporanei?

Soft skills

Nella rilevazione annuale sui fabbisogni formativi, per l'ennesima volta richiede la possibilità di frequentare un corso sul *problem solving* e per l'ennesima volta la Sua richiesta viene ignorata. Come si comporterebbe e perché?

Applicazioni informatiche

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PROVA ORALE – BUSTA 13

- 1) Esponga il ruolo del genere nello stress al lavoro.
- 2) Secondo il Regolamento dell'Ateneo G. d'Annunzio per il sostegno di studentesse e studenti con invalidità, disabilità, disturbi specifici dell'apprendimento e bisogni specifici temporanei in che modo la Commissione di Ateneo per la disabilità e i DSA coordina le politiche di inclusione e monitora i servizi offerti?

Soft skills

Nella rilevazione annuale sui fabbisogni formativi all'interno della Sua divisione, richiede al Settore Risorse Umane l'attivazione di un corso sulla leadership partecipata. Il Suo Responsabile, molto offeso, Le chiede di ritirare tale suggerimento, che indubbiamente lo mette in cattiva luce. Come si comporterebbe e perché?

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Conoscenza lingua inglese

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With regard to the main outcomes, the reviewed literature found evidence that psychological counselling interventions within university services are generally linked to substantial improvements in students' global psychological functioning, as well as to reductions in some specific symptoms. These results align with those of previous reviews, which demonstrated the effectiveness of psychological counselling in other settings and populations, both clinical (Bower et al., 2003) and non-clinical (Cooper, 2013; Hill & Brettelle, 2005; McLeod, 2010). Importantly, although follow-up measurements were included only in a limited number of studies (Biasi et al., 2017; Broglia et al., 2019; Cerutti et al., 2022; Ghilardi et al., 2018; Lockard et al., 2019), in all of them improvements appeared to be maintained several months after the end of counselling. These findings are consistent with those of two recent reviews by Caldarelli et al. (2024) and Cerolini et al. (2023), which found that counseling and other types of brief interventions (delivered both in and out of counselling centers) are effective in improving students' well-being and academic performance and reducing distress and psychopathological symptoms.

More specifically, with respect to the improvements found in the global psychological functioning, pre-post reductions were detected on both the CORE-OM and the OQ-45 scales, two outcome assessment tools widely used in routine mental health service settings to detect changes in impairment in functioning. These findings lend support to theoretical models that view counselling as a means to sustain clients' emotional growth and the optimal development of their personal resources, enabling them to live in a more meaningful and satisfactory manner and improve their interpersonal relationships (British Association for Counselling, 1997).

Findings from the systematic review also suggested a significant reduction in clients' symptoms after counselling. Importantly, the evidence seems to be particularly strong for anxiety and depression, although research into other symptoms is still limited. This result is critical considering the clinical profile of university counselling users, which seems to be especially elevated for social anxiety, depression and generalized anxiety, often presenting with moderate severity levels (Broglia, Broglia, Millings, et al., 2021, 2023). This is in line with theories that counselling mainly tackle issues related to the accomplishment of developmental tasks (British Association for Counselling, 1997), rather than focusing on psychopathological symptoms, which typically take longer to change and thus can be properly addressed only in the context of long-term interventions.

Another finding worthy of note was that the reviewed interventions showed effectiveness irrespective of modality of delivery. Not only did online counselling appear to be linked to improvements in several outcomes, there was also preliminary evidence that it was almost as effective as face-to-face counselling intervention, yielding benefits on the same dimensions (Ierardi et al., 2022). This finding is consistent with a wide literature showing that Internet-based interventions can be successful in improving mental health and psychological well-being, both in the general population (Norwood et al., 2018; Spijkerman et al., 2016) and among university students (Bolinski et al., 2020; Ferrari et al., 2022; Harrer et al., 2019). Consistent with this, our literature review seems to highlight the potential for online counselling to support the mental health needs of university students' population, but some differences in terms of effects sizes emerged when compared with face-to-