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of being aware) as well as the capacity to bounce back after hard times (resilience) could be part of the recipe for preventing burn-out and also for academic success among first year students. The levels of resilience, mindfulness and metacognitive awareness were analysed using quantitative measures performed using SPSS.23 statistical programme. Associations among these variables were analysed and their capacity to influence burn-out was computed. We also took into consideration the participants' status in the labour market (employed/unemployed), besides their student status. The data obtained supported our hypotheses. Hence, we argue for the introduction of training session on field-specific and general metacognition and on mindfulness techniques for reducing stress and enhancing a good learning mood.

Italian University Students Facing the COVID-19 Pandemic: Psychological Experiences During the First and the Second Wave of Contagion

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The COVID-19 pandemic significantly affected the experience of university students worldwide. Italian students were the first in Europe to face the lockdown with the closure of universities and the transition to distance learning. This study aimed to compare the psychological experiences of Italian university students during the first and the second wave of the COVID-19 pandemic, focusing on the perceived health risk related to COVID-19 and the psychological experiences related to the lockdown. 655 Italian university students completed a web-based survey during the first COVID-19 lockdown between April 22 and May 1, 2020. A second survey was completed by 576 students a year later during the second wave of the COVID-19 pandemic. The Italian version of the Risk Perception of Infectious Diseases Questionnaire was used to evaluate the health risk perception related to COVID-19. In addition, the psychological impact of the lockdown was assessed through a scale obtained by adapting the following standardized questionnaires: the Interpersonal Adaptation Questionnaire (IAQ); the Italian version of the Mesure du Stress Psychologique (MSP); and the Metacognitive Skills Scale (MSS). Results show that students' perception of their risk of contracting COVID-19 significantly improved after one year. During the first lockdown, students reported greater feelings of sadness (51.3%), nervousness (64.6%), and irritability (57%) than usual, with increased ruminations (70.9%). Furthermore, difficulty concentrating (55.9%), sleeping (54.5%), eating disorders (73.6%), tachycardia (65%), and a tendency to cry (65%) were also reported. After one year, the score for positive emotions decreased significantly, while the score for negative emotions increased. Female and younger students who lived in areas with a higher contagion rate experienced more negative feelings. These results show that university students are vulnerable to the psychological consequences of the pandemic, and specific interventions are needed to protect their psychological well-being during the different stages of the pandemic.

Psychological Discomfort and Academic Activities of College Students in Times of Pandemic

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The study aims to understand the living conditions of university students during the pandemic, focusing on aspects related to changes in self-perception as a student, the way to cope with the crisis on an emotional and relational level, the ability and/or possibility to ask for help in solving problematic situations. An online survey has been used, concerning aspects of student life (measured by Perception of Academic Stress Scale); frequency of communications; pathological habits and behaviors during the pandemic (Depression Anxiety Stress Scale); search for solutions in problematic situations. The sample is composed of 812 students (63% females), 25% from medical courses, 33% humanistic, 42% scientific. A majority of students (55%, mostly in scientific courses) responded inadequately to the challenges deriving from the pandemic. The less adaptive responses consequent to social isolation are associated with the perception of a negative change in the status of students, usually supported by the possibility of frequenting colleagues and attending lectures and laboratories. In many cases, the crisis of the student's status is also linked to a failure in study activities and greater stress for the evaluation of profit. The worsening of status is perceived more in the students of scientific courses who had to leave their residence in the city of the University (log-linear analysis: $p < .001$). The difficulties related to the pandemic have outcomes on the quality of student life, which cannot be compensated by distance learning. The absence of the usual social contact that facilitates daily life and also the student's performance, provoking psychological discomfort, requires specific support. But the answer to this need, sought independently by the student, is not always appropriate and does not obtain the desired result, so adequate services are needed to support students in difficulty.