

Table S1. Results of the systematic review on psychological interventions for higher education students

Categories	Year	Authors	Title	Source	Intervention	Results	Country
Counseling and Group Counseling	2019	Maselli, M., Gobbi, E., & Carraro, A.	Effectiveness of individual counseling and activity monitors to promote physical activity among university students	Journal of Sports Medicine and Physical Fitness	Individual counselling sessions (based on the social cognitive theory and the transtheoretical model of behavior change) via videoconferencing calls vs. wearable Physical activity (PA) monitors designed to motivate to PA vs. no intervention	Students in the individual counselling group increased self-reported energy expenditure between T0 and T1, and maintained this improvement at T2. No significant differences were found neither in the group of students who used the PA monitors nor in the control group	Italy
	2019	Østergård, O. K., Fenger, M., & Hougaard, E.	Symptomatic distress and effectiveness of psychological treatments delivered at a nationwide student counseling service	Counselling of Psychology Quarterly	Short-term individual or group counseling focusing on the current problems of the clients	Results showed that the Danish Student Counseling Service was effective in relieving symptomatic distress in highly distressed student clients. Results showed a moderate-to-large pre- to post-intervention (ES = 0.76). In particular, ending counseling by agreement between counselor and client predicted better outcome than ending counseling by client cancellation or failing to appear (n = 64, M gsi = 1.04, p < .001) and referred to or started in another treatment (n = 94, M gsi = 1.15, p < .001).	Denmark
	2020	Esposito, G., Marano, D., & Freda, M. F.	Supportive and interpretative interventions in fostering mentalisation during counselling.	British Journal of Guidance & Counselling	Two group counselling interventions designed to promote mentalization in underachieving university student	Results showed that only one group improved in terms of mentalization and academic performance. In the good-outcome group, there were more defence interpretations, especially during the early sessions, and a deeper level of elaboration	Italy
	2017	Biasi, V., Patrizi, N., Mosca, M., & De Vincenzo, C.	The effectiveness of university counselling for improving academic outcomes and well-being	British Journal of Guidance & Counselling	Counselling treatment aimed at enhancing students' academic success	Results showed a statistically significant decrease in internalizing and externalizing problems, distress symptoms and relationship difficulties. Compared with the control group, students who received counselling exhibited a significant recovery regarding their progress with their studies	Italy

	2016	Strepparava, M., Bani, M., Zorzi, F., Corrias, D., Dolce, R., & Rezzonico, G.	Cognitive counselling intervention: effectiveness in an Italian university centre	British Journal of Guidance & Counselling	Cognitive-relational intervention & focused on the development of reappraisal skills and problem-solving strategies to manage difficult situations	Results showed a significant pre- and post-intervention reduction in self-reported psychopathological symptoms as well as in general levels of distress. Moreover, results showed a significant increase in reappraisal levels	Italy
	2015	Hofmann, F. H., Sperth, M., & Holm-Hadulla, R. M.	Methods and effects of integrative counseling and short-term psychotherapy for students	Mental Health and Prevention	Comprehensive model of counseling integrating practically relevant approaches	The integrative counseling is effective in reducing psychopathology and distress as well as in restoring satisfaction with life and studies	Germany
	2015	McKenzie, K., Murray, R., Murray, A. L., & Richelieu, M.	The effectiveness of university counselling for students with academic issues	Counselling and Psychotherapy Research	Counselling	Results suggested that counselling resulted in reliable clinically significant change for 40% of students reporting academic issues	United Kingdom
	2012	Vassilopoulos, S. P., & Brouzos, A.	A pilot person-centred group counselling for university students: Effects on social anxiety and self-esteem.		Cognitive-behavioral and psychodynamic counselling	At post treatment, all students improved both in terms of well-being and distress, regardless of the type of psychotherapy received. This improvement emerged both by students' self-reported and clinicians' evaluations	Italy
Psychodynamic Interventions	2020	Cerutti, R., Fontana, A., Ghezzi, V., Menozzi, F., Spensieri, V., & Tambelli, R.	Exploring psychopathological distress in Italian university students seeking help: A picture from a university counselling service	Current Psychology	Brief psychodynamic intervention	Results showed an average significant and reliable decrease in all psychopathological syndromes, although the rate of this change was not uniform for all individuals	Italy

	2017	Amodeo, A. L., Picariello, S., Valerio, P., Bochicchio, V., & Scandurra, C.	Group psychodynamic counselling with final-year undergraduates in clinical psychology: A clinical methodology to reinforce academic identity and psychological well-being	Psychodynamic Practice	Group counselling	psychodynamic	Students showed that the intervention made students feel more capable of managing their lives and more open to new experiences. Moreover, it encouraged them to perceive their relationships as more positive and satisfying, to believe that their life was meaningful, and to achieve greater self-acceptance	Italy
	2017	Vescovelli, F., Melani, P., Ruini, C., Ricci Bitti, P. E., & Monti, F.	University Counseling Service for Improving Students' Mental Health	Psychological Services	Individual cognitive-behavioral psychotherapy vs. psychodynamic psychotherapy		At post-treatment, all students improved in terms of both well-being and distress	Italy
	2016	Monti, F., Tonetti, L., & Ricci Bitti, P. E.	Short-term effectiveness of psychotherapy treatments delivered at a university counselling service	British Journal of Guidance & Counselling	Psychodynamic psychotherapy or cognitive-behavioral psychotherapy		Significant improvements were observed both after treatment and at the 6-months follow-up. Furthermore, no significant differences were observed between the end of psychotherapy and the follow-up	Italy
	2014	Monti, F., Tonetti, L., & Ricci Bitti, P. E.	Comparison of cognitive-behavioural therapy and psychodynamic therapy in the treatment of anxiety among university students: an effectiveness study	British Journal of Guidance & Counselling	Cognitive-behavioral (CBT) and psychodynamic (PDT) therapies in the treatment of anxiety		Results showed that both treatments led to a significant decrease in students' anxious symptomatology	Italy
	2013	Monti, F., Tonetti, L., & Ricci Bitti, P. E.	Effectiveness of psychological treatments delivered at a counseling service for students	Psychological Reports	Four sessions of psychological consultation, follow by a psychotherapeutic treatment if needed		Significant improvements were observed after therapy in depression, somatization, and hostility-irritability	Italy
Cognitive-behavioral Interventions	2020	Van der Oord, S., Boyer, B. E., Van Dyck, L., Mackay, K. J., De Meyer, H.,	A Randomized Controlled Study of a Cognitive Behavioral Planning Intervention for College Students With ADHD: An Effectiveness Study in Flanders	Journal of Attention Disorders	of Short (six session) individual cognitive-behavioral planning intervention for college students with attention-deficit/hyperactivity disorder		Results showed a significant interaction on inattention symptoms: students in the treatment condition improved from pre-test to post-test, whereas students in the waitlist did not. Other measures showed large significant time effects (improved skills and reduction of symptoms in both groups) but no interactions	Belgium

	& Baeyens, D.					
2019	Martín-Pérez, C., Navas, J. F., Perales, J. C., López-Martín, Á., Cordovilla-Guardia, S., Portillo, M., ... Vilar-López, R.	Brief group-delivered motivational interviewing is equally effective as brief group-delivered cognitive-behavioral therapy at reducing alcohol use in risky college drinkers	Plos One	Cognitive-Behavioral Therapy (CBT) and Motivational Interviewing (MI), aimed at reducing alcohol consumption	Alcohol use decreased in both groups at the 3- and 6-months measurement points	Spain
2019	Reiss, N., Warnecke, I., Tibubos, A. N., Tolgou, T., Luka-Krausgrill, U., & Rohrmann, S.	Effects of cognitive-behavioral therapy with relaxation vs. imagery rescripting on psychophysiological stress responses of students with test anxiety in a randomized controlled trial	Psychotherapy Research: journal of the Society for Psychotherapy Research	Group treatment for test anxiety based on cognitive behavioral therapy, including relaxation techniques (CBT + R) or imagery rescripting (CBT + ImRs) vs. a moderated self-help group (SH)	In all treatment groups, self-reported state anxiety in a stressful evaluative situation declined after treatment. No significant reduction of physiological reactivity scores after intervention was found in any of the three groups	Germany
2019	Terp, U., Hjärthag, F., & Bisholt, B.	Effects of a Cognitive Behavioral-Based Stress Management Program on Stress Management Competency, Self-efficacy and Self-esteem Experienced by Nursing Students	Nurse Educator	10-week cognitive-behavioral therapy-based stress management program	Students' perceived stress management competency, self-efficacy, and self-esteem were higher 1 year after the intervention	Sweden
2018	Rozental, A., Forsström, D., Lindner, P., Nilsson, S., Mårtensson, L.,	Treating Procrastination Using Cognitive Behavior Therapy: A Pragmatic Randomized Controlled Trial Comparing Treatment Delivered via the Internet or in Groups	Behavior Therapy	8 weeks self-guided CBT via the Internet (ICBT) vs. group CBT to reduce procrastination	Results showed large within-group effect sizes on procrastination, and small to moderate benefits for depression, anxiety, and well-being. No differences between conditions were observed after the treatment period; however, participants in group CBT continued or maintained their improvement at follow-up, while participants in self-guided	Sweden

	Rizzo, A., ... Carlbring, P.				ICBT showed some signs of deterioration		
2018	Thorisdottir, A. S., Tryggvadóttir, A., Saevarsson, S. T., & Björnsson, A. S.	Brief report: sudden gains in cognitive-behavioral group therapy and group psychotherapy for social anxiety disorder among college students	Cognitive Behaviour Therapy		Cognitive-behavioral group therapy (CBGT) vs. group psychotherapy (GPT; designed to incorporate only non-specific factors) for social anxiety disorder	The 22.2% participants experienced large symptoms improvements between adjacent treatment sessions: improvements appeared at similar rates across both treatments, but were associated with greater improvements at post-treatment and follow-up in GPT group compared to CBGT group	Iceland
2017	Reiss, N., Warnecke, I., Tolgou, T., Krampen, D., Luka-Krausgrill, U., & Rohrmann, S.	Effects of cognitive behavioral therapy with relaxation vs. imagery rescripting on test anxiety: A randomized controlled trial	Journal of Affective Disorders	of Intervention program comprising elements of cognitive-behavioral treatments and skill-focused techniques, additionally supplemented by relaxation techniques		Results showed a significant reduction of test anxiety from baseline to six-month follow-up	Germany
2016	Larsson, A., Hooper, N., Osborne, L. A., Bennett, P., & McHugh, L.	Using Brief Cognitive Restructuring and Cognitive Defusion Techniques to Cope With Negative Thoughts	Behavior Modification		Cognitive restructuring and a cognitive defusion techniques aimed at coping with a personally relevant negative thought	Findings indicated that defusion lowered believability, increased comfort and willingness to have the target thought, and increased positive affect significantly more than the control and cognitive restructuring. Within groups, cognitive restructuring also made significant gains in target thought discomfort, negativity, and "willingness to have" in the same direction as defusion, but the no-instruction control did not. Negative thought frequency was reduced in the defusion group, maintained in the restructuring group, and increased in the no-instruction control group	United Kingdom
2016	Marrero, R. J., Carballeira, M., Martín, S., Mejías,	Effectiveness of a positive psychology intervention combined with cognitive behavioral therapy in university students	Anales Psicología/Annals Psychology	De Positive intervention combined with cognitive-behavioral therapy to enhance subjective and psychological well-being		The intervention group reported greater social support after the intervention period than the waiting-list control group. Within-group differences were found for happiness, self-acceptance,	Spain

	M., & Hernández, J. A.				positive relations with others, optimism, and self-esteem in the intervention group	
2015	Thorgeirsdottir, M. T., Bjornsson, A. S., & Arnkelsson, G. B.	Group Climate Development in Brief Group Therapies: A Comparison Between Cognitive-Behavioral Group Therapy and Group Psychotherapy for Social Anxiety Disorder	Journal of Group Dynamics-Theory Research and Practice	Brief cognitive-behavioral group therapy (CBGT) vs. brief group psychotherapy (GPT) for students with a primary diagnosis of social anxiety disorder (SAD)	Similar patterns were found in both treatment conditions: engagement increased throughout the sessions, avoidance decreased, and conflict was overall low	Iceland
2014	Bernhardsdottir, J., Champion, J. D., & Skärsäter, I.	The experience of participation in a brief cognitive behavioural group therapy for psychologically distressed female university students	Journal of Psychiatric And Mental Health Nursing	Cognitive-behavioral group therapy for psychological distress in female university students	Participants reported positive outcomes, especially a more balanced thinking, more self-confidence and an improvement in depth reflections skills	Iceland
2013	Bernhardsdottir, J., Vilhjalmsdóttir, R., & Champion, J. D.	Evaluation of a brief Cognitive Behavioral Group Therapy for Psychological Distress among Female Icelandic University Students	Issues in Mental Health Nursing	Four sessions cognitive-behavioral group therapy	Students in the intervention group experienced significantly lower levels of depression and anxiety symptoms compared to the control group post-test	Iceland
2012	Vázquez, F. L., Torres, A., Blanco, V., Díaz, O., Otero, P., & Hermida, E.	Comparison of relaxation training with a cognitive-behavioural intervention for indicated prevention of depression in university students: a randomized controlled trial	Journal of Psychiatric Research	Relaxation training (RT) vs. cognitive-behavioral program (CBT) aimed at preventing depression in students with elevated depressive symptoms	Anxiety symptoms were significantly improved by both interventions at 3-months follow-up and by CBT also at 6-months follow-up. In the medium term (3–6 months), RT produced similar reductions in depressive and anxiety symptoms as a more complex CBT program	Spain
2011	Schuck, K., Keijsers, G. P., & Rinck, M.	The effects of brief cognitive-behaviour therapy for pathological skin picking: A randomized comparison to wait-list control	Behaviour Research and Therapy	Four-sessions cognitive-behavioral treatment for college students suffering from pathological skin picking	Participants in the treatment condition showed a significantly larger reduction on all measured variables in comparison to the waiting-list condition. The obtained effect sizes for the outcome measures were large, ranging from .90 to 1.89. Treatment effects were maintained at follow-up	Netherlands
2010	Koutra, A., Katsiadra mi, A., &	The effect of group psychological counselling in	European Journal of Psychotherapy and Counselling	Eight, two-hour weekly sessions group psychological counselling program based on Cognitive-	Results showed meaningful differences in state and trait anxiety, depression and	Greece

		Diakogian nis, G.	Greek university students' anxiety	Counselling and Health	Behavioral Group Therapy on university students' anxiety, depression, and self-esteem	self-esteem from pre-treatment to post-treatment	
Other Psychological Interventions	2019	Binder, P. E., Dundas, I., Stige, S. H., Hjeltnes, A., Woodfin, V., & Moltu, C.	Becoming Aware of Inner Self-Critique and Kinder Toward Self: A Qualitative Study of Experiences of Outcome After a Brief Self-Compassion Intervention for University Level Students	Frontiers in Psychology	Brief Self-Compassion Intervention	Results showed a decrease in self-judgment and habitual negative self-directed thinking following the intervention. Participants were more aware of how they treated themselves and managed to stay more supportive and friendlier toward themselves	Norway
	2019	Marksteiner, T., Janke, S., & Dickhäuser, O.	Effects of a brief psychological intervention on students' sense of belonging and educational outcomes: The role of students' migration and educational background	Journal of school psychology	Belonging intervention, aimed at reducing social disparities. It consisted in a brief reading-writing-exercise, teaching that worries about belonging are common among freshmen and diminish over time	For students without a migration background, the intervention had lasting positive effects on belonging, while for students with a migration background the positive effect diminished over time. Students with a migration background reported worse grades in the control condition and similar grades in the intervention condition	Germany
	2018	Krispenz, A., & Dickhäuser, O.	Effects of an Inquiry-Based Short Intervention on State Test Anxiety in Comparison to Alternative Coping Strategies	Frontiers in Psychology	Inquiry-based short intervention to reduce students' test anxiety	After the intervention as well as 2 days later, individuals demonstrated significantly lower test anxiety than participants from the pooled control groups	Germany
	2018	McCarthy, B., Trace, A., O'Donovan, M., O'Regan, P., Brady-Nevin, C., O'Shea, M., ... Murphy, M.	Coping with stressful events: A pre-post-test of a psycho-educational intervention for undergraduate nursing and midwifery students	Nurse Education Today	Psycho-educational intervention "Coping with Stressful Events"	Restraint and mental disengagement showed lower post-intervention scores, while use of emotional and instrumental social support showed higher scores	Ireland
	2018	Otermin-Cristeta, S., &	Developing an intervention to overcome procrastination	Journal of Prevention & Intervention in the Community	Six meetings workshop based on behavioral and cognitive techniques, paradox intervention, and	Interventions resulted to be effective in reducing procrastination sustainably	Germany

	Hautzinger, M.			psychoeducation, aimed at overcoming general procrastination		
2018	Rose, A., McIntyre, R., & Rimes, K. A.	Compassion-Focused Intervention for Highly Self-Critical Individuals: Pilot Study	Behavioural and Cognitive Psychotherapy	Six-session intervention including different methods, from compassion-focused therapy to reduce self-criticism	There were statistically significant improvements between pre- and post-intervention for self-criticism, functional impairment, mood, self-esteem and maladaptive perfectionism, with medium to large effect sizes at both post-intervention and follow-up. Gains were maintained or increased between post-treatment and 2-month follow-up	United Kingdom
2018	Wood, E., Ohlsen, S., Thompson, J., Hulin, J., & Knowles, L.	The feasibility of brief dog-assisted therapy on university students stress levels: the PAwS study	Journal of Mental Health	Unstructured group interventions with a Guide Dog	Stress showed a statistically significant reduction immediately after the intervention	United Kingdom
2017	Biolcati, R., Agostini, F., & Mancini, G.	Analytical psychodrama with college students suffering from mental health problems: Preliminary outcomes	Research in Psychotherapy-Psychopathology Process And Outcome	Analytical psychodrama	Results showed that analytical psychodrama was a suitable treatment for college students, as it actually reduced young adults' symptoms of depression and anxiety	Italy
2017	Grajfoner, D., Harte, E., Potter, L. M., & McGuigan, N.	The Effect of Dog-Assisted Intervention on Student Well-Being, Mood, and Anxiety	International journal of Environmental Research and Public Health	Short, 20 min, dog-assisted intervention	Results showed that dog presence led to significant improvements in mood, well-being, and anxiety. The presence of a handler alongside the dog appeared to have a negative, and specific, effect on participant mood, with greater positive shifts when participants interacted with the dog alone, than when interacting with both the dog and the handler	UK
2017	Matteucci, M. C.	Attributional retraining and achievement goals: An exploratory study on theoretical and empirical relationship	European Review of Applied Psychology	Attributional Retraining (AR) intervention	Results highlighted the effectiveness of AR treatment in restructuring self-defeating stable attributional explanations	Italy
2017	McClatchey, K., Boyce, M.	Alcohol Brief Intervention in a university setting: A small-scale experimental study	Journal of Health Psychology	Alcohol Brief Intervention (ABI) vs. information leaflet	Results showed no differences between the group that received the Alcohol Brief	United Kingdom

	& Dombrowski, S. U.				Intervention and the group that received an information leaflet	
2017	Victor, P., Teismann, T., & Willutzki, U.	A Pilot Evaluation of a Strengths-Based CBT Intervention Module with College Students	Behavioural and Cognitive Psychotherapy	“Personal Model of Resilience” (PMR) intervention, focused on resilience strategies the person already possesses	Compared with the control group, the PMR group showed significant improvements in distress, protective factors and quality of life with medium to large effect sizes	Germany
2015	Clarke, N. C., Field, M., & Rose, A. K.	Evaluation of a Brief Personalised Intervention for Alcohol Consumption in College Students	Plos One	Alcohol Brief Personalized Intervention (BPI), aimed at encouraging students to lower their drinking levels	RCT results showed a significant main effect of time, $F(1, 101) = 5.7, p = .02, \eta^2 = .05$ , although post hoc t-tests indicated that the RTC increased between baseline and follow-up in the active control group, $t(1, 51) = 2.05, p = .05$ , but not the BPI group, $t(1, 51) = -.97, p = .34$ . However, the main effect of group, $F(1, 101) = 1.38, p = .24$ , and the group x time interaction, $F(1, 101) = 1.06, p = .30$ , were not statistically significant	UK, US
2015	Pinto, J. C., Loureiro, N., & Taveira, M.	Psychological Intervention in Portuguese College Students: Effects of Two Career Self-Management Seminars	Journal of College Student Development	Career Self Management Seminar, Version A, for undergraduate students, and Version B for postgraduate students, aimed at supporting students in career exploration, goal setting, design and implementation of action plans, and decision-making.	Results showed a significant increase in most of the cognitive, behavioral, and affective career exploration dimensions among both groups.	Portugal
2014	Härkäpää, K., Junntila, O., Lindfors, O. & Jarvikoski, A.	Changes in studying abilities as perceived by students attending psychotherapy	British Journal of Guidance & Counselling	Rehabilitative psychotherapy: short-term solution-focused therapy, short-term psychodynamic psychotherapy and long-term psychodynamic psychotherapy with the aim to support the study process	The results of this study showed many kinds of positive changes in the psychological resources and studying ability of students participating in psychotherapy; when psychotherapy is arranged with the aim to support the study process, good connections between psychotherapy, study tutoring and career guidance are needed	Finland
2014	Ouweneel, E., Le Blanc, P.	On Being Grateful and Kind: Results of Two Randomized Controlled Trials on Study-	Journal of Psychology	of Two positive interventions aimed at increasing general happiness, modified for the	The gratitude intervention showed a significant positive effect on daily ds positive emotions only, while the	Netherlan

	M., & Schaufeli, W. B.	Related Emotions and Academic Engagement		academic context. These interventions focused on thoughts of gratitude and acts of kindness, respectively	kindness intervention showed a positive influence on both positive emotions and academic engagement, though not in the long run. Results showed no effects on negative emotions in either of the two interventions		
2013	Ciucur, D.	A Transactional Analysis Group Psychotherapy Programme for Improving the Qualities and Abilities of Future Psychologists	Procedia Social and Behavioral Sciences	Transactional Analysis Group Psychotherapy Programme, aimed at improving psychology students' abilities connected to their profession	The implementation of the Programme contributed to increase psychology students' qualities and abilities necessary for working as psychologists. Statistically significant differences were also found within other psychological traits, which were not initially included among the specific qualities and abilities of the profession of psychologist: Self Acceptance ( $z=-2.062$ , $p=.05$ , $p=.039$ ) and Creativity ( $z=-2.355$ , $p=.05$ , $p=.019$ )	Romania	
2012	Ostafin, B. D., & Palfai, T. P.	When wanting to change is not enough: automatic appetitive processes moderate the effects of a brief alcohol intervention in hazardous-drinking college students	Addiction Science & Clinical Practice	Single-session intervention designed to increase motivation to reduce alcohol consumption	Compared with the control group, those in the intervention condition showed higher readiness to change drinking at the end of the baseline session but did not show decreased drinking quantity at follow-up. Automatic alcohol-approach associations moderated the effects of the intervention on change in drinking quantity. Among participants in the intervention group, those with weak automatic alcohol-approach associations showed greater reductions in the amount of alcohol consumed per occasion at follow-up compared with those with strong automatic alcohol-approach associations	Netherlands	
Mindfulness	2020	Shuai, R., Bakou, A. E., Hardy, L., & Hogarth, L.	Ultra-brief breath counting (mindfulness) training promotes recovery from stress-induced alcohol-seeking in student drinkers	Addictive Behaviors	Brief training of one component of mindfulness (i.e., breath counting) to reduce drinkers' sensitivity to the effect of noise stress on subjective mood and alcohol-seeking behavior	Results showed that the breath counting versus control intervention improved subjective mood relative to baseline, attenuated the worsening of subjective mood produced by stress induction, and accelerated recovery from a stress induced increase in alcohol-seeking behavior	United Kingdom

2019	Recabarren, R. E., Gaillard, C., Guillod, M., & Martin-Soelch, C.	Short-Term Effects of a Multidimensional Stress Prevention Program on Quality of Life, Well-Being and Psychological Resources. A Randomized Controlled Trial	Frontiers in Psychiatry	in	Multidimensional stress prevention program, integrating mindfulness-based activities, cognitive and behavioral strategies, social skills, and emotional regulation exercises	Results showed a significant reduction of psychological symptoms, including anxiety, interpersonal problems, and symptoms of pain; and a significant increase in quality of life, sense of coherence, and self-compassion in students who participated in the intervention program compared to the control group	Switzerland
2018	Galante, J., Dufour, G., Vainre, M., Wagner, A. P., Stochl, J., Benton, A., ... Jones, P. B.	A mindfulness-based intervention to increase resilience to stress in university students (the Mindful Student Study): a pragmatic randomised controlled trial	Lancet Health	Public	8 weeks mindfulness courses, the "Mindfulness Skills for Students" aimed at improving students' resilience to stress	The mindfulness course reduced distress scores during the examination period compared with support as usual	United Kingdom
2018	Haukaas, R. B., Gjerde, I. B., Varting, G., Hallan, H. E., & Solem, S.	A Randomized Controlled Trial Comparing the Attention Training Technique and Mindful Self-Compassion for Students With Symptoms of Depression and Anxiety	Frontiers in Psychology	in	Attention Training Technique (ATT) vs. Mindful Self-Compassion (MSC). ATT is a 12-minutes auditory exercise designed to strengthen attentional control and promote external focus of attention, while MSC uses guided meditation and exercises designed to promote self-compassion	Participants in both groups showed significant reductions in symptoms of anxiety and depression, accompanied by significant increases in mindfulness, self-compassion, and attention flexibility post-intervention. These results were maintained at 6-month follow-up	Norway
2018	Lynch, S., Gander, M., Nahar, A., Kohls, N., & Walach, H.	Mindfulness-Based Coping With University Life: A Randomized Wait-List Controlled Study	Sage Open		8-week program of Mindfulness-Based Coping With University Life (MBCUL), aimed at helping students bring mindful awareness to their academic work, stress management, approach to communication and relationships, and health	A significant decrease in anxiety, depression, and perceived stress was found in the MBCUL group compared with controls	United Kingdom
2018	Ștefan, A., Căpraru, C., & Szilágyi, M.	Investigating effects and mechanisms of a mindfulness-based stress reduction intervention in a sample of college students at risk for social anxiety	Mindfulness		6-week mindfulness-based stress reduction (MBSR) program in students at risk for social anxiety	MBSR participation led to significant reductions in social anxiety and perceived stress. Significant post-intervention differences in favor of the MBSR group compared to the wait list control group were found for self-	Romania

						compassion and acceptance, but not for positive reinterpretation	
	2015	Gallego, J., Aguilar-Parra, J. M., Cangas, A. J., Langer, Á. I., & Mañas, I.	Effect of a mindfulness program on stress, anxiety and depression in university students	The Spanish Journal of Psychology	Spanish Mindfulness training vs. physical education vs. no intervention	Students in the mindfulness group showed higher reduction of depression, anxiety and stress, than students in the physical education group and in the control group	Spain
	2015	Halland, E., De Vibe, M., Solhaug, I., Friborg, O., Rosenvinge, J. H., Tyssen, R., ... Bjørndal, A.	Mindfulness training improves problem-focused coping in psychology and medical students: Results from a randomized controlled trial	College Student Journal	7-week mindfulness-based stress reduction (MBSR) program	Students receiving mindfulness training increased their use of problem-focused coping, compared to the control group. In addition, students with high scores on neuroticism benefitted from the intervention in terms of reduced avoidance-focused coping, and an increase in seeking social support, compared to the control group	Norway
Online Interventions	2020	Turner, L., Galante, J., Vainre, M., Stochl, J., Dufour, G., & Jones, P. B.	Immune dysregulation among students exposed to exam stress and its mitigation by mindfulness training: findings from an exploratory randomized trial	Scientific reports	8-week mindfulness course vs. support as usual, aimed at studying immune dysregulation in students who were exposed to progressively greater stress as the exam period approached	Results found no evidence that mindfulness training was able to buffer the effects of psychological distress on healthy participants' immune system	United Kingdom
	2019	Bruijninks, S., Sijbrandij, M., & Huibers, M.	The effects of retrieval versus rehearsal of online problem-solving therapy sessions on recall, problem-solving skills and distress in distressed individuals: An experimental study	Journal of Behavior Therapy and Experimental Psychiatry	Four weekly sessions of online Problem-Solving Therapy (PST) aimed at improving memory for the content of therapy sessions	Retrieval led to overall higher recall, but this difference disappeared when controlling for the time spent on retrieval versus rehearsal. Retrieval did not lead to better problem-solving skills or less distress, compared to rehearsal.	Netherlands
	2019	Cook, L., Mostazir, M., & Watkins, E.	Reducing Stress and Preventing Depression (RESPOND): Randomized Controlled Trial of Web-Based Rumination-Focused Cognitive Behavioral	Journal of medical Internet research	Web-based Rumination-focused Cognitive Behavioral Therapy (i-RFCBT) aimed at preventing the incidence of major depression vs. usual care	Guided i-RFCBT reduced the risk of depression by 34% compared to usual care. Participants with higher levels of baseline stress benefited most from the intervention. Significant improvements in rumination, worry, and depressive	United Kingdom

		Therapy for High-Ruminating University Students			symptoms were found in the short-to-medium term	
2019	Kählke, F., Berger, T., Schulz, A., Baumeister, H., Berking, M., Auerbach, R. P., ... Ebert, D. D.	Efficacy of an unguided internet-based self-help intervention for social anxiety disorder in university students: A randomized controlled trial	International journal of methods in psychiatric research	Internet- and mobile-based interventions (IMIs) “StudiCare in SAD” waiting list for social anxiety disorder (SAD)	Results showed moderate to large effect sizes in favor of StudiCare compared with waiting list for SAD symptoms. Effects on all secondary outcomes (depression, quality of life, fear of positive evaluation, general psychopathology, and interpersonal problems) were significant and in favor of the intervention group	Germany, Austria and Switzerland
2018	Norman, P., Cameron, D., Epton, T., Webb, T. L., Harris, P. R., Millings, A., & Sheeran, P.	A randomized controlled trial of a brief online intervention to reduce alcohol consumption in new university students: Combining self-affirmation, theory of planned behaviour messages, and implementation intentions	British Journal of Health Psychology	Participants were randomly assigned to 3 different conditions: a two session of self-affirmation intervention; two sessions of Theory of Planned Behavior (TPB)-based messages; or two session focused on intention implementation	Participants who received the TPB messages had significantly less favorable cognitions about binge drinking (except perceived control), consumed fewer units of alcohol, engaged in binge drinking less frequently, and had less harmful patterns of alcohol consumption during their first 6 months at university.	United Kingdom
2018	Salah, D., Camart, N., Sbeira, F., & Romo, L.	Can we learn to manage stress? A randomized controlled trial carried out on university students	Plos One	4-sessions internet-based cognitive-behavioral program	Self-esteem scores of the control group were significantly higher than those of the experimental group at the pre-intervention stage, but this difference disappeared at the post-intervention and follow-up stages. Effects were observed in the experimental group at both the post-intervention and follow-up stages for self-esteem, perceived stress, satisfaction in studies, and in the somatic symptoms, anxiety and insomnia and severe depression. No effects were observed in the control group	France
2018	Tello, N., Bocage-Barthélemy, Y.,	Evaluative conditioning: A brief computer-delivered intervention to reduce college student drinking	Addictive Behaviors	Brief computer-delivered intervention based on evaluative conditioning (EC)	Results showed that EC did not change the implicit evaluation of alcohol, $d = .01$ , 95% CI [-.35, .35]. However, the EC reduced drinking behavior, $d = .37$ , 95	France

	Dandaba, M., Jaafari, N., & Chatard, A.						%CI [.01, 0.72]. This effect was independent of hazardous drinking behavior, but it was especially pronounced among participants with the most positive implicit evaluation of alcohol before the intervention	
2016	Kvillemo, P., Brandberg, Y., & Bränström, R.	Feasibility and Outcomes of an Internet-Based Mindfulness Training Program: A Pilot Randomized Controlled Trial	Jmir Health	Mental	8-week mindfulness training program vs Internet-based 4-week expressive writing program	Internet-based	There was no statistically significant intervention effect for the mindfulness intervention compared to the active control intervention	Sweden
2016	Räsänen, P., Lappalainen, P., Muotka, J., Tolvanen, A., & Lappalainen, R.	An online guided ACT intervention for enhancing the psychological wellbeing of university students: A randomized controlled clinical trial	Behaviour Research and Therapy	and	Online Acceptance and Commitment intervention (iACT)	Therapy	The iACT participants showed significantly higher gains in wellbeing, life satisfaction, and mindfulness skills. Moreover, iACT participants' self-reported stress and depression were significantly reduced compared to the participants in the control group. These benefits were maintained over a 12-months follow-up period	Finland
2016	Richards, D., Timulak, L., Rashleigh, C., McLoughlin, O., Colla, A., Joyce, C., ... Anderson-Gibbons, M.	Effectiveness of an internet-delivered intervention for generalized anxiety disorder in routine care: A randomised controlled trial in a student population	Internet interventions		Internet-delivered intervention, Calming Anxiety	CBT	Both treatment and waiting list conditions displayed significant decreases in anxiety symptoms post-treatment, but there was no significant between-group effect	Irish
2015	Cameron, D., Epton, T., Norman, P., Sheeran, P., Harris,	A theory-based online health behaviour intervention for new university students (U@Uni:LifeGuide): results from a repeat randomized controlled trial	Trials		The intervention consisted of a self-affirmation manipulation, health messages based on the theory of planned behaviour and implementation intention tasks. Participants were followed-up 1 and 6 months after starting		Intention-to-treat analyses indicated that the intervention had a non-significant effect on the primary outcomes, although the effect of the intervention on fruit and vegetable intake was significant in the per-protocol analyses	United Kingdom

	P. R., Webb, T. L., ... Shah, I.			university. Also see the intervention at the following link		
2015	Canale, N., Vieno, A., Santinello, M., Chieco, F., & Andriolo, S.	The efficacy of computerized alcohol intervention tailored to drinking motives among college students: a quasi-experimental pilot study	The American Journal of Drug Abuse	Computer-delivered intervention aimed at preventing alcohol abuse and its adverse consequences	Results showed a significant interaction between intervention condition and hazardous drinkers at baseline. For hazardous drinkers at baseline, the alcohol intervention results showed a significant decrease in frequency and quantity of alcohol use at follow-up, while no differences were observed between intervention conditions for non-hazardous drinkers at baseline.	Italy
2014	Epton, T., Norman, P., Dadzie, A. S., Harris, P. R., Webb, T. L., Sheeran, P., ... Shah, I.	A theory-based online health behaviour intervention for new university students (U@Uni): results from a randomised controlled trial	Bmc Public Health	Theory-based online health behavior intervention, based on self-affirmation theory, Theory of Planned Behaviour and implementation intentions	The intervention had a statistically significant effect on smoking status at 6-month follow-up, with fewer smokers in the intervention arm (8.7%) than in the control arm (13.0%)	United Kingdom
2013	Bewick, B. M., West, R. M., Barkham, M., Mulhern, B., Marlow, R., Traviss, G., & Hill, A. J.	The effectiveness of a Web-based personalized feedback and social norms alcohol intervention on United Kingdom university students: randomized controlled trial	Journal of Medical Internet Research	Web-based intervention, providing instant personalized feedback on alcohol consumption	Participants who completed assessments showed a reduced alcohol consumption. Further reductions were found for those allocated to receive the intervention, and additional reductions were predicted as the number of visits to the intervention website increased	UK
2013	Horgan, A., McCarthy, G., & Sweeney, J.	An evaluation of an online peer support forum for university students with depressive symptoms	Archives of Psychiatric Nursing	Depression peer-support Web site	Results showed no statistical significance between pre-/post-test	Ireland
2013	Sharry, J., Davidson,	A Service-Based Evaluation of a Therapist-Supported	Journal of Medical Internet Research	Online, therapist-supported, cognitive-behavioral program for	Results showed a statistically significant (p < .001) decrease in self-reported	Ireland

	R., McLoughlin, O., & Doherty, G.	Online Cognitive Behavioral Therapy Program for Depression		depression. The program was specifically designed to address engagement issues, most notably by integrating online therapist support and communication within the platform	depressive symptomatology from pre-intervention (BDI-II mean = 25.47) to post-intervention (BDI-II mean = 15.53) with a large effect size (d=1.17)		
	2011	Lindenbergh, K., Moessner, M., Harney, J., McLaughlin, O., & Bauer, S.	E-health for individualized prevention of eating disorders	Clinical Practice and Epidemiology in Mental Health	Internet-based program aimed at preventing eating disorders (ED) in college students	Results showed that support could be matched to individual requirements by providing Internet-delivered stepped-care modules that encouraged the user to seek support according to their personal preferences and needs	Ireland
	2010	Bewick, B., West, R., Gill, J., O'May, F., Mulhern, B., Barkham, M., & Hill, A. J.	Providing web-based feedback and social norms information to reduce student alcohol intake: a multisite investigation	Journal of Medical Internet Research	Web-based intervention for student alcohol use	Results showed an effect of assessment across time, as students who completed at least 2 assessments more likely reduced their drinking. Moreover, being assigned to an intervention arm showed an effect that increased across time. Being male or being assigned to an intervention arm increased the odds of not completing all assessments. The number of units of alcohol consumed over the last week at registration, age, university educational institution, and readiness to change were not predictive of completion	UK
App and Mobile Interventions	2020	Bendtsen, M., Müssener, U., Linderoth, C., & Thomas, K.	A Mobile Health Intervention for Mental Health Promotion Among University Students: Randomized Controlled Trial	Jmir Mhealth and Uhealth	Fully automated Mobile health (mHealth) intervention on positive mental health, and anxiety and depression symptomology	At follow-up, positive mental health was significantly higher in the intervention group compared with the control group (IRR = 1.067, 95% CI 1.024-1.112, p = .002). For both depression and anxiety symptomatology, the intervention group showed significantly lower scores at follow-up compared with the control group. Follow-up rates were lower than expected	Sweden
	2020	Ponzo, S., Morelli, D., Kawadler,	Efficacy of the Digital Therapeutic Mobile App BioBase to Reduce Stress and Improve Mental Well-Being	Jmir Mhealth and Uhealth	Mobile app (BioBase) and paired wearable device (BioBeam) vs. waitlist control group, aimed at reducing anxiety and well-being	4-week intervention with the BioBase program significantly reduced anxiety and increased perceived well-being, with sustained effects at a 2-week follow-up.	United Kingdom

	J. M., Hemmings, N. R., Bird, G., & Plans, D.	Among University Students: Randomized Controlled Trial		in university students with elevated levels of anxiety and stress	Furthermore, a significant reduction in depression levels was found following the 4-week usage of BioBase	
2019	Brogliá, E., Millings, A., & Barkham, M.	Counseling with Guided Use of a Mobile Well-Being App for Students Experiencing Anxiety or Depression: Clinical Outcomes of a Feasibility Trial Embedded in a Student Counseling Service	Jmir Mhealth and Uhealth	Mobile phone well-being app, offered as an adjunct to face-to-face counseling	At the 6-months follow-up, treatment as usual clients' anxiety increased whereas intervention clients' anxiety decreased, and this group difference was statistically significant	United Kingdom
2018	Harrer, M., Adam, S. H., Fleischmann, R. J., Baumeister, H., Auerbach, R., Bruffaerts, R., ... Ebert, D. D.	Effectiveness of an internet- and app-based intervention for college students with elevated stress: Randomized controlled trial	Journal of Medical Internet Research	Internet- and mobile-based stress intervention with feedback on demand vs. waitlist	Results indicated significant effects of the intervention for stress, anxiety, depression, college-related productivity, academic work impairment and other outcomes after 7 weeks (post-treatment). Response rates for stress symptoms were significantly higher for the intervention group compared with the waitlist control group at post-test (7 weeks). Effects were sustained at 3-month follow-up, and similar findings emerged in students with symptoms of depression	Germany
2018	Noone, C., & Hogan, M. J.	A randomised active-controlled trial to examine the effects of an online mindfulness intervention on executive control, critical thinking and key thinking dispositions in a university student sample	BMC Psychology	Mindfulness meditation vs. sham meditation. The intervention content for both groups (experimental and control groups) was delivered through the Headspace online application, an application which provides guided meditations to users	Results showed significant increases in mindfulness dispositions and critical thinking scores were observed in both the mindfulness meditation and sham meditation groups. However, no significant effects of group allocation were observed for either primary or secondary measures	Ireland
2018	Pérez-Jorge, D., Barragán-Medero, F., Gutiérrez-Barroso, J.,	A synchronous tool for innovation and improvement of university communication, counseling and tutoring: The WhatsApp experience	Eurasia Journal of Mathematics, Science and Technology Education	Mobile-learning (learning across multiple contexts, through social and content interactions, using personal electronic devices) in academic monitoring, counseling and tutoring of university students	Results showed important improvements in those competences related to time efficiency, planning and organization, active learning, decision making and motivation	Spain

	& Castro-León, F.						
2017	Gajecki, M., Andersson, C., Rosendahl, I., Sinadinovic, K., Fredriksson, M., & Berman, A. H.	Skills training via smartphone app for university students with excessive alcohol consumption: A randomized controlled trial.	International Journal of Behavioral Medicine	of	Web-based app consisting of a main menu with two parts: (a) registration of alcohol consumption in standard glasses for each day of the past week, resulting in brief feedback and information on guidelines for hazardous drinking, and (b) a relapse prevention skills training menu offering two options: "say no to alcohol" or "feel better without alcohol"	The proportion of participants with excessive alcohol consumption decreased in both the intervention and the waitlist groups, compared to controls, at first and second follow-ups. Secondary analyses showed reductions for the intervention group in quantity of drinking at first follow-up and in frequency of drinking at both follow-ups	Sweden
2016	Müssener, U., Bendtsen, M., Karlsson, N., White, I. R., McCambridge, J., & Bendtsen, P.	Effectiveness of Short Message Service Text-Based Smoking Cessation Intervention Among University Students A Randomized Clinical Trial	Jama Internal Medicine		NEXit core program, comprising a 1- to 4-weeks motivational phase during which participants can choose to set a stop date. The intervention group then received 157 text messages based on components of effective smoking cessation interventions for 12 weeks. The control group received 1 text every 2 weeks thanking them for participating in the study, with delayed access to the intervention	Primary outcome data were available for 783 (94.7%) of the intervention group and 719 (94.2%) of the control group. At baseline, participants were smoking a median (range) of 63 (1-238) and 70 (2-280) cigarettes per week, respectively. Eight-week prolonged abstinence was reported by 203 participants (25.9%) in the intervention group and 105 (14.6%) in the control group; 4-week point prevalence of complete cessation was reported by 161 (20.6%) and 102 (14.2%) participants, respectively, a mean (SD) of 3.9 (0.37) months after the quit date. The adjusted odds ratios (95% CIs) for these findings were 2.05 (1.57-2.67) and 1.56 (1.19-2.05), respectively	Sweden
2014	Bendtsen, M., & Bendtsen, P.	Feasibility and User Perception of a Fully Automated Push-Based Multiple-Session Alcohol Intervention for University Students: Randomized Controlled Trial	Jmir Mhealth And Uhealth		Fully automated, push-based, multiple-sessions alcohol intervention delivered either by SMS or by email	Approximately 15% in both the SMS (19/136) and email groups (15/104) would have preferred the other mode of delivery. On the other hand, more students in the SMS group (46/229, 20.1%) stopped participating in the intervention during the 4-week period compared with the email group (10/193, 5.2%). In addition, 83.1% (113/136) in the SMS group stated that they read all or	Sweden

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					almost all the messages, compared with only 63.5% (66/104) in the email group	
2012	Richards, D., Timulak, L., & Hevey, D.	A comparison of two online cognitive-behavioural interventions for symptoms of depression in a student population: The role of therapist responsiveness	Counselling and Psychotherapy Research	8-weekly sessions of a self-administered online cognitive-behavioral treatment (cCBT; n = 51) and a therapist-assisted email cognitive-behavioral treatment for student with symptoms of depression. Psychological evaluation was completed at weeks 2, 4, and 6	For both groups, pre-post within group effect sizes reported were large for depression and clinical outcomes, and these were maintained at follow-up. Perception of working alliance was similar in each group, but bond was significantly stronger for the eCBT condition. Working alliance correlated more positively with the outcome on depression for those in the eCBT condition than the cCBT condition, but not significantly	Ireland

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