Year	Citation	Type of publication (article, book, guideline...)	Key words	PICO Model	Learning Unit	Contribution	Used/not used
1957	Rogers, C.R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology*, 21:95-103.	Theoretical article	Supervision, therapeutic alliance	I	M.O.O.C 2 Learning Unit 3	Description of the therapeutic relation, the empathetic understanding of the client, and the achievement of a minimal unconditional positive regards to him.	used
2000	Scanlon, C. (2000). The place of clinical supervision in the training of Group Analytic Psychotherapists: towards a Group-Dynamic Model for professional education? *Group Analysis,* 33:193-207.	Theoretical article	Reflective practice, supervision, education, training	P	M.O.O.C 2 Learning Unit 3	Description of structural and interpersonal factors that may influence the learning process during supervision. The dynamics of the Reflective practicum and supervision group's are described in their developmental phases.	used
2001	Foy, D.V., Eriksson, C.B., Trice, G.A. (2001). Introduction to group interventions for trauma survivors. *Group Dynamics Theory Research and Practice*, 5(4):246-251	Clinical practice	Group intervention, trauma survivors, psychotherapy	I	M.O.O.C 2 Learning Unit 3	Relevance of group intervention for trauma survivors. Different group approaches and psychological debriefing are described	used
2002	Tsegos, I.K., & Tseberlidou, M. The onirodrama group. The therapeutic and the supervisory process of a dream drama group. In Neri, C., Pines, M., & Friedman, R. (Eds.). (2002). Dreams in group psychotherapy. Theory and technique. Pp. 233-253. Jessica Kingsley Publishers. London and Philadelphia.	Book	Dream in group psychotherapy, theory, technique	I	M.O.O.C 2 Learning Unit 3	Description of the Group Supervision model of the Institute of Group Analysis Athens (I.G.A. A.), vignette of a oneirodrama group and related supervision session	used
2003	Ehlers, A., & Clark, D. M. (2003). Early Psychological Interventions for Adult Survivors of Trauma: a Review. *Biological Psychiatry,* 53(9): 817-826.	Review	PTSD, trauma survivors, psychological intervention	O	M.O.O.C 2 Learning Unit 3	The conclusion of the review refers to a need to give more attention to follow-up, drop-outs and trials from different psychotherapeutic approaches	used
2003	McLeod, J. (2003). *An Introduction to Counselling.* New York: Open University Press.	Book	Trauma, counselling	I	M.O.O.C 2 Learning Unit 3	This book was used for knowledge about 1. theory and practice of group counselling and therapy, 2. the origins of group counselling and 3. different approaches on group counselling and therapy.	used

Year	Citation	Type of publication (article, book, guideline...)	Key words	PICO Model	Learning Unit	Contribution	Used/not used
2005	Giannakopoulou, A. (2005). *Experiencing Trauma: The Use of Counselling*. Dissertation for the Degree of MSc in Counselling Studies. University of Hull, UK.	Dissertation	Trauma, psychological interventions, counselling	I	M.O.O.C 2 Learning Unit 3	This dissertation was used for knowledge about 1. the nature of trauma, 2. counselling for trauma survivors and 3. other models and formats for psychological support on traumatized populations	used
2005	Weinberg, H., Nuttman-Shwartz, O., Gilmore, M. (2005). Trauma Groups: An Overview. *Group Analysis.* 38(2):187-202.	Overview	Review, trauma, trauma group, vicarious traumatisation	I	M.O.O.C 2 Learning Unit 3	Models of group therapy, vicarious traumatisation, and special dynamics of trauma groups are discussed.	used
2005	Yalom, I. D., & Leszcz, M. (2005). *The Theory and Practice of Group Psychotherapy,* (6th ed.). Basic Books.	Book	group psychotherapy, therapeutic factors	I	M.O.O.C 2 Learning Unit 3	This book was used for knowledge about 1. therapeutic factors, and 2. specialized therapy groups (modification of traditional group therapy for specialized clinical situations)	used
2007	Kaslow, N.J., Rubin, N.J., Forrest, L., Elman, N.S., Van Horne, B.A., Jacobs, S.C., Huprich, S.K., Benton, S.A., Pantesco, V.F., Dollinger, S.J., Grus, C. L., Behnke, S.H., Shen Miller, D.S., Shealy, C.N., Mintz, L.B., Schwartz-Mette, R., Van Sickle, K., Thorn, B.E. (2007). Recognizing, Assessing, and Intervening With Problems of Professional Competence. *Professional Psychology: Research and Practice,* 38(5): 479–492.	Theoretical article	supervision, education, training, competence	P	M.O.O.C 2 Learning Unit 3	Criteria for professional competence, communication across various levels of the system; confidentiality, and ethical, regulatory, and legal underpinnings	used
2008	Viney, L. L., Truneckova, D. (2008). Personal construct models of group supervision: Led and peer. *Personal Construct Theory & Practice,* 5:131-138.	Theoretical article	Group supervision, training, reflective practice	I	M.O.O.C 2 Learning Unit 3	Description of the personal construct model and its application to lead and peer group. The model explores the relation between supervisees and supervisor, and the establishment of role relationship.	used
2009	Mann, K., Gordon, J., & MacLeod, A. (2009). Reflection and reflective practice in health professions education: A systematic review. *Advances in Health Sciences Education*, 14:595–621. http://dx. doi.org/10.1007/ s10459-007-9090-2	Literature review	Reflective practice, supervision, education, training	I	M.O.O.C 2 Learning Unit 3	Description of the existing evidence for reflective practice and their utility in health professional education	used

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2009	Fouad, N.A., Grus, C.L., Hatcher, R.L., Kaslow, N.J., Smith Hutchings, P., Madson, M.B., Collins, F.L.Jr., Crossman, R.E. (2009). Competency Benchmarks: A Model for Understanding and Measuring Competence in Professional Psychology Across Training Levels. *Training and Education in Professional Psychology,* 3(4):S5–S26.	Theoretical article	Education, training, competency model	I	M.O.O.C 2 Learning Unit 3	Competency Benchmark Documents and core competencies, three levels of of professional development: readiness for practicum, readiness for internship, and readiness for entry to practice	used
2010	Hernández, P., Engstrom, D., Gangsei, D. (2010). Exploring the impact of trauma on therapists: Vicarious resilience and related concepts in training. *Journal of Systemic Therapies,* 29(1):67–83. doi: 10.1521/jsyt.2010.29.1.67	Theoretical article	Group intervention, trauma survivors, staff support	P	M.O.O.C 2 Learning Unit 3	Definition of vicarious trauma, vicarious resilience, compassion fatigue, resilience,posttraumatic growth, altruism born of suffering, and reciprocity	used
2010	Miehls, D. (2010). Contemporary Trends in Supervision Theory: A Shift from Parallel Process to Relational and Trauma Theory. *Clinical Social Work Journal,* 38:370–378.	Theoretical article	Group intervention, trauma survivors, staff support	P	M.O.O.C 2 Learning Unit 3	Definition of parallel process in supervision, theory's triadic self victim- victimizer-bystander	used
2011	Mattar, S. (2011). Educating and training the next generations of traumatologists: Development of cultural competencies. *Psychological Trauma: Theory, Research, Practice, and Policy,* 3:258–265. doi:10.1037/a0024477	Theoretical article	Trauma informed intervention, supervision, training	P	M.O.O.C 2 Learning Unit 3	Trauma informed intervention, supervision, training	not used
2011	Harr, C., & Moore, B. (2011). Compassion Fatigue Among Social Work Students in Field Placements. *Journal of Teaching in Social Work,* 31(3):350-363.	Pilot study	Trauma informed intervention, supervision, training	O	M.O.O.C 2 Learning Unit 3	Implementing the Professional Quality of Life Scale's, the authors examined the psychological effect of compassion fatigue and compassion satisfaction on students.	used
2012	Regan, P. (2012). Reflective insights on group clinical supervision; understanding transference in the nursing context. *Reflective Practice: International and Multidisciplinary Perspectives,* DOI:10.1080 /14623943.2012.697880	Theoretical article	Reflective practice, clinical supervision in healthcare supervision	P	M.O.O.C 2 Learning Unit 3	The contribution of Freud, Foulkes, Heidegger and Hawkins, and Shohet are discussed, concluding to a re-conceptualisation of transference hypothesis.	used
2012	DiAnne, Borders L. (2012). Dyadic, triadic, and group models of peer supervision/consultation: What are their components, and is there evidence of their effectiveness? *Clinical Psychologist,* 16:59–71.	Literature review	Group supervision, training, peer supervision	P	M.O.O.C 2 Learning Unit 3	Effectiveness of dyadic, triadic, and group formats.Description of the theoretical basis, leader role, structure, stages in group development	used

Year	Citation	Type of publication (article, book, guideline…)	Key words	PICO Model	Learning Unit	Contribution	Used/not used
2013	Furlonger, B., & Taylor, W. (2013). Supervision and the Management of Vicarious Traumatisation Among Australian Telephone and Online Counsellors. *Australian Journal of Guidance and Counselling.* pp 1-13 doi 10.1017/jgc.2013.3	Survey	Trauma informed intervention, supervision, training, vicarious trauma	O	M.O.O.C 2 Learning Unit 3	The aim of the research was to examine the effect of supervision on vicarious traumatisation of telephone and online counselors. Supervision has a normalizing effect on vicarious traumatisation and increases positive coping styles	used
2013	Schaffer, J.B., Rodolfa, E.R., Hatcher, R.L., Fouad, N.A. (2013). Professional Psychology Competency Initiatives: Reflections, Contrasts, and Recommendations for the Next Steps. *Training and Education in Professional Psychology, 7*(2):92–98.	Commentary	Education, training, competency	I	M.O.O.C 2 Learning Unit 3	Two competency initiatives are described, comment from a regulatory point of view and from educators	used
2014	Berger, R., & Quiros, L. (2014). Supervision for trauma-informed practice. *Traumatology,* 20:296–301. doi:10.1037/h0099835	Clinical practice	Trauma-informed approach, supervision	I	M.O.O.C 2 Learning Unit 3	How to apply the principles and strategies of supervision to enhance practitioners use of trauma-informed care. Types of supervision and their fundamental components are described as well as the four core principles of trauma-informed practice.	used
2014	Goodyear, R.K. (2014). Supervision as pedagogy: attending to its essential instructional and learning processes. *The Clinical Supervisor,* 33(1):82-99.	Theoretical article	Trauma-informed approach, supervision, reflective practice	I	M.O.O.C 2 Learning Unit 3	The four learning strategies of modeling, feed-back, direct instruction, and self-directed learning are described. Supervisory relationship facilitates learning processes. Feed-back as a common element in the continuity from direct instruction to self-directed learning.	used
2014	American Psychological Association. (2014). Guidelines for Clinical Supervision in Health Service Psychology. Retrieved from http://apa. org/about/policy/guidelines-supervision.pdf	Guidelines	Clinical supervision, mental health services	I	M.O.O.C 2 Learning Unit 3	The Guidelines on Supervision are organized around seven domains: Supervisor Competence, Diversity, Supervisory Relationship, Professionalism, Assessment/ Evaluation/ Feedback, Problems of Professional Competence, Ethical, Legal, and Regulatory Considerations	used

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2014	Johnson, W.B., Barnett, J.E., Elman, N.S., Forrest, L., Schwartz-Mette, R., . Kaslow, N.J. (2014). Preparing Trainees for Lifelong Competence: Creating a Communitarian Training Culture. *Training and Education in Professional Psychology*, 8(4):211–220.	Theoretical article	Clinical supervision, education, training	P	M.O.O.C 2 Learning Unit 3	Communitarian Training Culture (CTC) model, recommendation for implementation, competence in psychology	used
2014	Ullström, S., Sachs, M.A., Hansson, J., Øvretveit,J., Brommels, M. (2014). Suffering in silence: a qualitative study of second victims of adverse events. *BMJ Quality & Safety,* 23:325-331.	Qualitative analysis	Health care, staff support	O	M.O.O.C 2 Learning Unit 3	Investigation on health care professionals involved in adverse events, individual needs, organisational support, emotional reactions, professional performance and self-confidence	used
2014	Huntley, E., Sparkes, A.M., Gilbourne, D., Cropley, B., Knowles, Z.R. (2014). Reflecting back and forwards: The ebb and flow of peer-reviewed reflective practice research in sport. *Reflective Practice*, 15(6): 863-876. ISSN 1470-1103	Literature review	Supervision, mental health services, reflective practice	P	M.O.O.C 2 Learning Unit 3	Reviewed period 2001-2012. Emerging trends, methodology, implication for future research and practice	used
2015	Conover, K., Sharp, C., Salerno, A. (2015). Integrating Trauma-Informed Care Principles in Behavioral Health Service Organizations. *Psychiatric Services*. 66:1004.	Letter	Trauma-informed approach, trauma care	P	M.O.O.C 2 Learning Unit 3	Description of the initiative started by 32 behavioral health organizations. Two model were used and it was found that the learning community (LC) methodology sustains the trauma-informed care.	used
2015	Senediak, C. (2015). Practical Guidelines for Integrating Reflective Practice in Clinical Supervision for Psychologists. *Australian Clinical Psychologist.* 1 (3):23-30.	Clinicalpractice	Clinical supervision, mental health services, reflective practice	I	M.O.O.C 2 Learning Unit 3	The aim of the author is to describe the framework for applying reflective practice in the supervision for psychologists. Reflective practice supervision reassures independing learning, enhancement of clinical skills, development of self-awareness, insight and ethical awareness.	used
2015	Cartwright, C., Gibson, K. (2015). Reflective Practice: Understanding and Managing Countertransference. *Australian Clinical Psychologist,* 1(3):33-37.	Clinical practice	Clinical supervision, mental health services, reflective practice	I	M.O.O.C 2 Learning Unit 3	Description of a five-step method in reflective practice referring to countertransference. A clinical vignette of this method of supervision is presented.	used

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2015	Bailey, F. (2015). The Impact of Shame on Disclosure in Supervision. *Australian Clinical Psychologist,* 1 (3):19-22.	Overview	Clinical supervision, mental health services, reflective practice	P	M.O.O.C 2 Learning Unit 3	A review on theoretical concepts in the area of supervisee disclosure and the inhibiting role of shame	used
2015	Hyde, J. (2015). Reflections on the Supervisory Experience. *Australian Clinical Psychologist,* 1(3): 14-17.	Theoretical article	Clinical supervision, mental health services, reflective practice	P	M.O.O.C 2 Learning Unit 3	Trainees response to anxiety deriving from the therapeutic relationship, includes ideals of omnipotence and omniscience. The development of creativity in the therapeutic work leads to the solution of disillusionment, and to a more realistic perspective.	used
2015	Andony L.J., Erceg-Hurn, D.M. (2015). Centre for Clinical Interventions: Integrating Clinical Practice, Research, Training, and Supervision. *Australian Clinical Psychologist,* 1(3):11-13.	Overview	Clinical supervision, mental health services, reflective practice	I	M.O.O.C 2 Learning Unit 3	CCI is an outpatient clinical psychology Clinic in Western Australia. Description of its function referring to evidenve-based psychological treatments and supervision.	used
2015	Hill, H.R.M., Crowe, T.P., Gonsalvez, C.J. (2015). Reflective dialogue in clinical supervision: A pilot study involving collaborative review of supervision videos. *Psychotherapy Research,* DOI: 10.1080 /10503307.2014.996795	Pilot study	Clinical supervision, mental health services, reflective practice	I	M.O.O.C 2 Learning Unit 3	The study refers to a reflective practice discussion based on video recordings of clinical supervision with relatively inexperienced supervisees.	used
2015	Mitchell, T.D., Richard, F.D., Battistoni, R.M., Rost-Banik, C., Netz, R., Zakoske, C. (2015). Reflective Practice that persists: connections between reflection in Service-Learning programs and in current life. *Michigan Journal of Community Service Learning,* (Spring) pp. 49-63.	Mixed method, online survey and phenomenological interview	Clinical supervision, reflective practice, training	O	M.O.O.C 2 Learning Unit 3	The outcomes of the survey and interview research underline the importance of reflective practice during and after graduation, and its effects on professional identity	used
2015	Mira, J.J., Lorenzo, S., Carrillo, I., Ferrús, L., Pérez-Pérez, P., Iglesias, F., Silvestre, C., Olivera, G., Zavala, E., Nuño-Solinís, R., Maderuelo-Fernández, J.A., Vitaller, J., Astier, P. on behalf of the Research Group on Second and Third Victims. (2015). Interventions in health organisations to reduce the impact of adverse events in second and third victims. *BMC Health Services Research,* 15:341. DOI 10.1186 /s12913-015-0994-x	Cross sectional study	Health care, staff hospital, health organisation	O	M.O.O.C 2 Learning Unit 3	Safety culture, health organization crisis management plans for serious adverse events, actions planned to ensure transparencey in communication, support for second victims.	used

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2015	Mira,J.J., Carrillo, I., Lorenzo, S., Ferrús, L., Silvestre, C., Pérez-Pérez, P., Olivera, G., Iglesias, F., Zavala, E., Maderuelo-Fernández, J.A., Vitaller, J., Nuño-Solinís, R., Astier, P. and on behalf of the Research Group on Second and Third Victims. (2015). The aftermath of adverse events in Spanish primary care and hospital health professionals. *BMC Health Services Research,* 15:151. DOI 10.1186 /s12913-015-0790-7	Cross sectional study	Health care, staff hospital, health organisation	O	M.O.O.C 2 Learning Unit 3	Health professionals are involved in an adverse event as second victim at least once in their careers. Adverse events cause guilt, anxiety, and loss of confidence in health professionals.	used
2016	Lang, J.M., Campbell, K., Shanley, P., Crusto, C.A., Connell, C.M. (2016). Building Capacity for Trauma-Informed Care in the Child Welfare System: Initial Results of a Statewide Implementation. *Child Maltreatment,* 21(2):113-124.	Clinical study	Trauma-informed approach, trauma care	I	M.O.O.C 2 Learning Unit 3	Description of the strategy and workforce used to create a child welfare system. Two years follow up outcomes and recommendations for implementation of trauma-informed care	used
2016	Goodman, L. A., Sullivan, C. M., Serrata, J., Perilla, J., Wilson, J. M., Fauci, J. E., & Di Giovanni, C. D. (2016). Development and validation of the Trauma-Informed Practice Scales. *Journal of Community Psychology*, 44:747–764.	Original research	Trauma-informed approach, trauma stress	O	M.O.O.C 2 Learning Unit 3	This study presents the TIP scale that measure the degree to which domestic violence programs are using trauma informed practices from survivors' perspectives. Validity and reliability of the TIP scale.	used
2016	Berger, R., & Quiros, L. (2016). Best practices for training trauma-informed practitioners: Supervisors' voice. *Traumatology,* 22(2):145–154. doi:10.1037 /trm0000076	Qualitative research	Trauma-informed approach, trauma stress, supervision	I	M.O.O.C 2 Learning Unit 3	The perspective of supervisors was studied. Three main factors during supervision were found particularly relevant: trauma-informed practice, challenges in providing it, and perceived effective strategies.	used
2016	Frey, L. L., Beesley, D., Abbott, D., & Kendrick, E. (2016). Vicarious Resilience in Sexual Assault and Domestic Violence Advocates. *Psychological Trauma: Theory, Research, Practice, and Policy*. Advance online publication. http://dx.doi.org/10. 1037/tra0000159	Observational study	Trauma-informed approach, trauma stress, resilience	O	M.O.O.C 2 Learning Unit 3	Investigation of vicarious resilience, vicarious posttraumatic growth and compassion satisfaction components. Personal trauma experiences and peer relational health predict compassion satisfaction and vicarious posttraumatic growth.	used

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2016	Curtis, D.F., Elkins, S.R., Duran, P., Venta, A.C. (2016). Promoting a Climate of Reflective Practice and Clinician Self-Efficacy in Vertical Supervision. *Training and Education in Professional Psychology,* 10(3):133–140.	Theoretical article	Clinical supervision, reflective practice, training	I	M.O.O.C 2 Learning Unit 3	Strategy to incorporate reflective practice in a vertical model of supervision, implication for clinicians' self-efficacy	used
2016	Van Gerven E, Bruyneel L, Panella M, Euwema, M., Sermeus, W., Vanhaecht, K. (2016). Psychological impact and recovery after involvement in a patient safety incident: a repeated measures analysis. *BMJ Open*, 6:e011403. doi:10.1136/bmjopen-2016-011403	Cross-sectional retrospective survey	Health care, staff hospital, health organisation	O	M.O.O.C 2 Learning Unit 3	Factors associated with psychological distress in hospital staff, individual, situational and organisational factors	used
2016	Edrees, H., Connors, C., Paine, L., Norvell, M., Taylor, H., Wu, A.W. Implementing the RISE second victim support programme at the Johns Hopkins Hospital: a case study. *BMJ Open*, 2016;6:e011708. doi:10.1136/bmjopen-2016-011708	Mixed-methods research	Health care, staff hospital, health organisation	O	M.O.O.C 2 Learning Unit 3	Development of the RISE (Resilience In Stressful Events) programme, the need for a multidisciplinary peer support programme for second victims	used
2016	Quillivan, R.R., Burlison, J.D.,. Browne, E.K., Susan D. Scott, S.D., Hoffman, J.M. (2016). Patient safety culture and the second victim phenomenon: connecting culture to staff distress in nurses. *The Joint Commission Journal of Quality and Patient Safety.* 42(8): 377–386.	Cross-sectional survey	Health care, staff hospital, health organisation	O	M.O.O.C 2 Learning Unit 3	To manage the severity of second victims experiences, strategies such as reducing punitive response to error, encouraging supportive coworker, supervision may be useful	used
2016	Valentino, A.L., LeBlanc, L.A., Sellers, T.P. (2016) The benefits of group supervision and a recommended structure for implementation. *Behavior Analysis in Practice*, 9:320–328. DOI 10.1007/s40617-016-0138-8	Theoreticaal article	Group supervision, training, supervisees-supervisor relation	I	M.O.O.C 2 Learning Unit 3	Characteristics and benefits of group supervision, suggestions for using a structured and scheduled format, peer feedback, observational learning, development of empathy	used
2017	Berger, R., Quiros, L., Benavidez-Hatzis, J.R. (2017): The intersection of identities in supervision for trauma-informed practice: Challenges and strategies, *The Clinical Supervisor*. DOI: 10.1080/07325223. 2017.1376299	Theoretical article	Trauma-informed approach, supervision	I	M.O.O.C 2 Learning Unit 3	In this article, the intersection of supervisors' and supervisees' social identities in a supervision for trauma- informed practice are described. Race, ethnicity, gender, social class can be addressed within the supervision setting. A clinical example is presented.	used

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2017	Bassuk, E.L., Latta, R.E., Sember, R., Raja, S. Richard, M. (2017). Universal Design for Underserved Populations: Person- Centered, Recovery- Oriented and Trauma Informed. *Journal of Health Care for the Poor and Underserved*. 28:896–914.	Guidelines	Trauma-informed approach, trauma stress	I	M.O.O.C 2 Learning Unit 3	Three models: person-centered care, recovery- oriented care and trauma- informed care, construct a basis for a universal approach to health care. A consensus of experts a set of basic principles, practices, recommendations for implementation	used
2017	Branson, C.E., Baetz, C.L., McCue Horwitz, S., Eaton Hoagwood, K. (2017). Trauma-informed juvenile justice systems: A systematic review of definitions and core components. *Psychological Trauma*. 9(6): 635–646. doi:10.1037/tra0000255.	Systematic review	Trauma-informed approach, trauma stress	I	M.O.O.C 2 Learning Unit 3	Definition and core components for a trauma-informed juvenile justice system	used
2017	Becker-Blease, K. A. (2017). As the world becomes trauma-informed, work to do. *Journal of Trauma & Dissociation*. 18:131–138. doi:10.1080/15299732. 2017.1253401	Theoretical article	Trauma-informed approach, supervision	P	M.O.O.C 2 Learning Unit 3	History of trauma-informed approach and model, new challenges for training and clinical practice	used
2017	Schwartze, D., Barkowski, S., Strauss, B., Knaevelsrud, C., Rosendahl, J. (2017). Efficacy of group psychotherapy for posttraumatic stress disorder: Systematic review and meta-analysis of randomized controlled trials. *Psychotherapy Research*. PMID: 29179647 DOI: 10.1080/10503307.2017.1405168	Meta-analysis	Group psychotherapy, Trauma victims, PTSD	O	M.O.O.C 2 Learning Unit 3	The present meta-analysis evaluates the efficacy of group psychotherapy for PTSD in adults directly compared to no treatment or alternative treatments.	used
2017	Molnar, B.E., Sprang, G., Killian, K.D., Gottfried, R., Emery, V., Bride, B.E. (2017).Advancing Science and Practice for Vicarious Traumatization/Secondary Traumatic Stress: A Research Agenda. *Traumatology,* 23(2):129–142. http://dx.doi.org/10. 1037/trm0000122	Review	Vicarious trauma, traumatic stress, first responders	P	M.O.O.C 2 Learning Unit 3	Definition and description of vicarious trauma, risk and protective factors, negative outcomes and interventions	used
2017	Sullivan, C. M., Goodman, L. A., Virden, T., Strom, J., Ramirez, R. (2017). Evaluation of the effects of receiving trauma-informed practices on domestic violence shelter residents. *American Journal of Orthopsychiatry*, 88(5):563–570.	Clinical practice	Supervision, trauma-informed supervision	O	M.O.O.C 2 Learning Unit 3	Trauma-informed practice for domestic violence victims during shelter residence. Outcomes and victims' experiences.	used

Year	Citation	Type of publication (article, book, guideline...)	Key words	PICO Model	Learning Unit	Contribution	Used/not used
2017	Crunk, A.E., & Barden, S.M. (2017). The Common Factors Discrimination Model: An Integrated Approach to Counselor Supervision. *The Professional Counselor,* 7(1):62–75.	Clinical practice	Supervision, trauma-informed supervision	I	M.O.O.C 2 Learning Unit 3	The Common Factors Discrimination Model (CFDM) of clinical supervision is presented. This model integrates factors of Bernard's discrimination model. Supervisors' role, strategies, and recommendations are discussed.	used
2017	Peled-Avram, M. (2017). The Role of Relational-Oriented Supervision and Personal and Work-Related Factors in the Development of Vicarious Traumatization. *Clinical Social Work Journal.* 45:22–32.	Original research	Supervision, trauma-informed supervision	O	M.O.O.C 2 Learning Unit 3	Aim of the research was to identify personal and work-related risk factors for vicarious trauma. Factors that mitigate the consequences of trauma exposure are the contribution of relational-oriented supervision, and the level of exposure.	used
2017	Scanlon, C. (2017). Working with disappointment in difficult places: Group-Analytic perspectives on Reflective Practice and Team Development (RPTD) in organisations. *Group-Analytic Society International – Contexts.* Issue no. 75.	Newsletter	Clinical supervision, mental health services, reflective practice	I	M.O.O.C 2 Learning Unit 3	History of the notion of Reflective Practice, theory and praxis. The aim of RP groups, the dynamics involved, and the context for this type of work are discussed.	used
2017	Cooper, L. D., Wieckowski, A. T. (2017). A Structured Approach to Reflective Practice Training in a Clinical Practicum. *Training and Education in Professional Psychology*. Advance online publication. http://dx.doi.org/10.1037/tep0000170	Research article	Clinical supervision, mental health services, reflective practice	O	M.O.O.C 2 Learning Unit 3	The aim of the research is the evaluation of the feasibility and acceptability of a reflective practice structured approach in a clinical practicum setting. The results show that the structured reflective practice is an important part of clinical practice training.	used
2017	Priddis, L., & Rogers, S.L. (2017): Development of the reflective practice questionnaire: preliminary findings. *Reflective Practice,* DOI: 10.1080 /14623943.2017	Research article	Clinical supervision, reflective practice	P	M.O.O.C 2 Learning Unit 3	Preliminary evaluation of the Reflective Practice Questionnaire (RPQ). It includes the evaluation of reflective-in-action, reflective-on-action, reflective with others self-appraisal, confidence, desire for improvement, uncertainty, job satisfaction, and stress interacting with clients.	used

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2017	Burlison, J.D., Scott, S.D., Browne, E.K., Thompson, S.G., Hoffman, J.M. (2017). The second victim experience and support tool (SVEST): Validation of an organizational resource for assessing second victim effects and the quality of support resources. *Journal of Patient Safety,* 13(2): 93–102. doi:10.1097/PTS. 0000000000000129.	Survey	Well-being health care providers	O	M.O.O.C 2 Learning Unit 3	Evaluation of second victim/staff experience, quality of existing support resources, SVEST questionnaire development	used
2017	Harrison, R., Wu, A. (2017). Critical Incident Stress Debriefing after adverse patient safety events. *The American Journal of Managed Care.* 23(5):310-312.	Commentary	CISD, traumatic and stress events, healthcare workers	I	M.O.O.C 2 Learning Unit 3	CISD may be a useful strategy for healthcare worker who experience adverse events.	used
2017	Mira, J.J., Lorenzo, S., Carrillo, I., Ferrús, L., Silvestre, C., Astier, P., Iglesias-Alonso, F., Maderuelo, J.A., Pérez-Pérez, P., Torijano, M.L., Zavala, E., Scott, S.D. and on behalf of the Research Group on Second and Third Victims. (2017). Lesson learned for reducing the negative impact of adverse events on patients, health professionals and healthcare organizations. *International Journal for Quality in Health Care,* 29(4):450–460.	Review	Traumatic and stress events, healthcare workers	I	M.O.O.C 2 Learning Unit 3	Recommendation set to reduce the negative impact of adverse events in patients, health professionals and organizations	used
2017	Reflective Group Clinical Supervision Strategic Manual. (2017). South Western Sydney Centre for Education & Workforce Development. https://www.swslhd.health.nsw.gov.au/cewd/reflective.html	Manual	Guidelines, reflective practice, supervision	I	M.O.O.C 2 Learning Unit 3	Reflective group clinical supervision's definition, implementation, learning outcome	used
2017	Barron, I.G., Abdallah, G., Heltne, U. (2017). Case Study Quasi-Qualitative Analysis of Peer Group Supervision of a Child Trauma Recovery Program in Occupied Palestine. *Journal of Child and Adolescent Trauma,* 10:417–426. DOI 10.1007/s40653-016-0127-7	Quasi-Qualitative analysis	Peer supervision, group supervision, trauma	I	M.O.O.C 2 Learning Unit 3	Evaluation and description of a peer group supervision for school counselors delivering a CBT group-based trauma recovery program to adolescents. Results show gain in understanding and skills, increased confidence, reduced stress, improved communication with parents.	used
2018	Knight, C., DiAnne Borders, L. (2018). Trauma-informed Supervision: Core Components and Unique Dynamics in Varied Practice Contexts. Introduction to the Special Issue. *The Clinical Supervisor.* http://www.tandfonline.com/10.1080/07325223.2018.1440680	Overview	Supervision, trauma-informed supervision	I	M.O.O.C 2 Learning Unit 3	After a brief historical introduction of trauma-informed care, supervision in different trauma events and settings are described	used

Year	Citation	Type of publication (article, book, guideline...)	Key words	PICO Model	Learning Unit	Contribution	Used/not used
2018	Knight, C. (2018). Trauma-informed supervision: Historical antecedents, current practice, and future directions. *The Clinical Supervisor*. 37(1):7–37. doi: 10.1080/07325223.2017.1413607	Theoretical article	Supervision, trauma-informed supervision	I	M.O.O.C 2 Learning Unit 3	Historical development of trauma-informed practice. Application and future development of trauma-informed supervision.	used
2018	Sweeney, A., Filson, B., Kennedy, A., Collinson, L., Gillard, S. (2018). A paradigm shift: relationships in trauma-informed mental health services. *British Journal of Psychiatry Advances*, 24:319–333. doi: 10.1192/bja.2018.29	Clinical practice	Supervision, trauma-informed supervision	I	M.O.O.C 2 Learning Unit 3	Description of trauma-informed mental health care and service. How to improve services for trauma survivors and impede staff vicarious trauma	used
2018	Varghese, R., Quiros, L., Berger, R. (2018) Reflective Practices for engaging in Trauma-Informed culturally competent supervision. *Social Work*. 88(2):135-151.	Theoretical article	Reflective Practice, supervision	I	M.O.O.C 2 Learning Unit 3	Review of major theories about supervision relationship. Reflective Practice for building trauma-informed culture to train practitioners in mental health field	used
2018	Koddebusch, C. & Hermann, C. (2018). A proposed conceptualization of therapeutic competence: the three level model. *Research in Psychotherapy: Psychopathology, Process and Outcome,* 21:286.	Theoretical article	Supervision, competency, training	P	M.O.O.C 2 Learning Unit 3	Description of the three level model of Therapeutic Competence, and the distinction between Disposition, Basic and Specific competences	used
2018	Moghadam, A.J., Nabavi, F.H., Behboudifar, A., Mazlom, S.R., Heydarian, F. (2018). Impact of Group Clinical Supervision on Patient Education Process: A Comprehensive Assessment of Patients, Staff, and Organization Dimensions. *Evidence Based Care Journal*, 8 (1):17-26.	Quasi-experimental study	Supervision, competency, training	I	M.O.O.C 2 Learning Unit 3	The aim of the study is to examine the patient-, nursing staff- and organization-related outcomes of a clinical group supervision program. The program ameliorate professional development, quality of education and staff performance	used
2019	Dill, K. (2019). Trauma-Informed Field Instruction and Models of Practice. *Field Finds*. 9(2). fieldeducator.simmons.edu	Review	Trauma-informed supervision, supervision	I	M.O.O.C 2 Learning Unit 3	Description trauma-informed approach, practice and supervision in different setting	used
2019	Henning, J., Brand, B.L. (2019). Implications of the American Psychological Association's posttraumatic stress disorder treatment guideline for trauma education and training. Psychotherapy *Theory Research Practice Training*, 56(3):422–430.	Clinical practice	Trauma-informed supervision, supervision	I	M.O.O.C 2 Learning Unit 3	Clinical and professional practice guidelines are discussed. A core set of trauma competences must developed for a trauma- informed service but also should be integrated in supervision.	used
2019	Knight, C. (2019). Trauma Informed Practice and Care: Implications for Field Instruction. *Clinical Social Work Journal*, 47:79–89. https://doi.org/10.1007/s10615-018-0661-x	Clinical practice	Trauma-informed supervision, supervision	I	M.O.O.C 2 Learning Unit 3	Methods and skills for field instruction with a trauma-informed approach	used

Year	Citation	Type of publication (article, book, guideline…)	Key words	PICO Model	Learning Unit	Contribution	Used/not used
2019	Smith, M. (2019). Through a glass darkly: using a reflecting team approach in the development of supervisory practice. *Group Analysis*. 52(3):297-312.	Theoretical article	Reflective Practice, group supervision	I	M.O.O.C 2 Learning Unit 3	S.H. Foulkes considered countertransference and parallel process central to group supervision. Developmental stages of the group analytic group supervision are described in connection with a reflective practice approach. Vignettes are also presented.	used
2019	Bledin, K. (2019).Support for staff support groups: A role for group analysts. *Group Analysis,* 52(3):339-349.	Survey	Staff support group, teaching and training	I	M.O.O.C 2 Learning Unit 3	A survey of psychologists' self-reported experiences of facilitating staff support groups	used
2019	Basa, V. (2019). 'Peer Supervision in the Therapeutic Field'. *European Journal of Counselling Theory, Research and Practice*, 3, 4, 1-10. Retrieved from: http://www.europeancounselling.eu/volumes/volume-3-2019/volume-3-article-4/	Overview	Group supervision, training, peer supervision	I	M.O.O.C 2 Learning Unit 3	Overview of peer supervision, models, format, processes, and support for peer supervision.	used
2020	Posluns, K., & Gall, T.L. (2020). Dear Mental Health Practitioners, Take Care of Yourselves: a Literature Review on Self-Care. *International Journal for the Advancement of Counselling*, 42:1–20.	Literature review	Reflective Practice, supervision, burnout, stress	O	M.O.O.C 2 Learning Unit 3	Literature review on specific domains of self-care practice (awareness, balance, flexibility, spirituality, physical health, social support). Results underline the importance of a proactive approach to self-care and its integration into clinical training programs for mental health practitioners	used
2020	Billings, J., Greene, T., Kember, T., Grey, N., El-Leithy, S., Lee, D., Kennerly, H., Albert, I., Robertson, M., Brewin, C.R., Bloomfield, M.A.P. (2020). Supporting Hospital Staff During COVID-19: Early Interventions. *Occupational Medicine,* doi: 10.1093/occmed/kqaa098	Editorial	Covid-19, staff support	P	M.O.O.C 2 Learning Unit 3	Social and peer support, team cohesion, enhance support, provide opportunities to share experiences, are some suggestions for intervention during Covid-19 pandemic	used
2020	Jonker, B.E., Graupner, L.I., Rossouw, L. (2020) An Intervention Framework to Facilitate Psychological Trauma Management in High-Risk Occupations. *Frontiers in Psychology*, 11:530. doi: 10.3389/fpsyg. 2020.00530	Qualitative research	managing trauma, workplace, psychological intervention	I	M.O.O.C 2 Learning Unit 3	High risk occupation, intervention framework	used

Year	Citation	Type of publication (article, book, guideline…)	Key words	PICO Model	Learning Unit	Contribution	Used/not used
2020	Konya, J., Perôt, C., Pitt, K., Johnson, E., Gregory, A., Brown, E., Feder, G., Campbell, J. (2020). Peer-led groups for survivors of sexual abuse and assault: a systematic review, *Journal of Mental Health.* DOI: 10.1080/09638237.2020.1770206	Systematic review	Peer group, trauma group, psychological intervention	I	M.O.O.C 2 Learning Unit 3	Review of case study articles concerning the peer-led groups in the care of survivors and the outcomes of such groups	used