## CITATION REPORT List of articles citing



DOI: 10.1017/s1352465805002420 Behavioural and Cognitive Psychotherapy, 2006, 34, 57-78.

Source: https://exaly.com/paper-pdf/39759179/citation-report.pdf

Version: 2024-04-20

This report has been generated based on the citations recorded by exaly.com for the above article. For the latest version of this publication list, visit the link given above.

The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

#	Paper	IF	Citations
187	The Ups and Downs of Cognitive Therapy Training: What Happens to Trainees' Perception of their Competence During a Cognitive Therapy Training Course?. <i>Behavioural and Cognitive Psychotherapy</i> , <b>2007</b> , 35, 61	2.1	37
186	The Use of Questions in Cognitive Behaviour Therapy: Identification of Question Type, Function and Structure. <i>Behavioural and Cognitive Psychotherapy</i> , <b>2007</b> , 35, 507-511	2.1	10
185	Conducting Successful Supervision: Novel Elements Towards an Integrative Approach. <i>Behavioural and Cognitive Psychotherapy</i> , <b>2007</b> , 35, 191	2.1	23
184	Conceptualizing Empathy in Cognitive Behaviour Therapy: Making the Implicit Explicit. <i>Behavioural and Cognitive Psychotherapy</i> , <b>2007</b> , 35,	2.1	32
183	Counselor Training: Empirical Findings and Current Approaches. 2008, 48, 86-100		12
182	Toward the science-informed practice of clinical supervision: The Australian context. <i>Australian Psychologist</i> , <b>2008</b> , 43, 79-87	1.7	29
181	Clinical supervision in cognitive behavioural psychotherapy: development of a model for mental health nursing through grounded theory. <b>2008</b> , 15, 328-39		5
180	Handbook of Behavioral and Cognitive Therapies with Older Adults. 2008,		14
179	The Seven C's of CBT: A Consideration of the Future Challenges for Cognitive Behaviour Therapy. <i>Behavioural and Cognitive Psychotherapy</i> , <b>2008</b> , 36, 641-649	2.1	31
178	The transfer of CBT education from classroom to work setting: getting it right or wasting the opportunities?. <i>The Cognitive Behaviour Therapist</i> , <b>2008</b> , 1, 27-44	2.9	2
177	Microskills of Clinical Supervision: Scaffolding Skills. <b>2008</b> , 22, 29-36		36
176	Using an Evidence-Based Methodology to Identify the Competences Required to Deliver Effective Cognitive and Behavioural Therapy for Depression and Anxiety Disorders. <i>Behavioural and Cognitive Psychotherapy</i> , <b>2008</b> , 36, 129-147	2.1	152
175	Developing Graduate Curricula Faithful to Professional Training and a Christian Worldview. <b>2008</b> , 8, 1-	17	6
174	. 2009,		11
173	Acquiring and refining CBT skills and competencies: which training methods are perceived to be most effective?. <i>Behavioural and Cognitive Psychotherapy</i> , <b>2009</b> , 37, 571-83	2.1	94
172	Training psychologists for cognitive-behavioral therapy in the raw world: a rubric for supervisors. <b>2009</b> , 33, 104-23		22
171	Using Socratic Questioning in Coaching. <b>2009</b> , 27, 249-264		25

## (2011-2009)

170	The evaluation of supervision: construction of brief questionnaires for the supervisor and the supervisee. <i>Psychotherapy Research</i> , <b>2009</b> , 19, 194-204	3.6	16
169	The Systematic Review as an Empirical Approach to Improving CBT Supervision. <b>2010</b> , 3, 278-294		25
168	Competency in conducting cognitive-behavioral therapy: foundational, functional, and supervisory aspects. <b>2010</b> , 47, 12-9		21
167	Persoonsgerichte supervisie in de psychotherapieopleiding. <i>Tijdschrift Voor Psychotherapie</i> , <b>2010</b> , 36, 108-119		2
166	Editorial: Chronic disease self-management: what do we measure?. <b>2010</b> , 2, 251-253		
165	Facilitating practitioner flexibility within an empirically supported intervention: Lessons from a system of parenting support <i>Clinical Psychology: Science and Practice</i> , <b>2010</b> , 17, 238-252	3.7	86
164	Enhancing Self-Practice/Self-Reflection (SP/SR) approach to cognitive behaviour training through the use of reflective blogs. <i>Behavioural and Cognitive Psychotherapy</i> , <b>2010</b> , 38, 473-7	2.1	26
163	Cognitive therapy trainees' self-reflections on their professional learning. <i>Behavioural and Cognitive Psychotherapy</i> , <b>2010</b> , 38, 255-74	2.1	5
162	The science and art of asking questions in cognitive therapy. <i>Behavioural and Cognitive Psychotherapy</i> , <b>2010</b> , 38, 83-93	2.1	20
161	Self-case study as a catalyst for personal development in cognitive therapy training. <i>The Cognitive Behaviour Therapist</i> , <b>2010</b> , 3, 107-116	2.9	7
160	Implementing DBT: selecting, training and supervising a team. <i>The Cognitive Behaviour Therapist</i> , <b>2010</b> , 3, 71-79	2.9	14
159	In the eye of the storm: should I stay or should I go? Reflections on the middle phase of a problem-based learning group. <i>Reflective Practice</i> , <b>2010</b> , 11, 669-680	0.9	5
158	The use of therapist self-disclosure: clinical psychology trainees' experiences. <i>Psychotherapy Research</i> , <b>2010</b> , 20, 165-80	3.6	19
157	Improving the quality of cognitive behaviour therapy case conceptualization: the role of self-practice/self-reflection. <i>Behavioural and Cognitive Psychotherapy</i> , <b>2011</b> , 39, 323-39	2.1	26
156	Teaching Methods to Complement Competencies in Reducing the IJunkyard Curriculum in Clinical Psychology. <i>Australian Psychologist</i> , <b>2011</b> , 46, 90-100	1.7	10
155	Therapist Use-of-Self Orientations Questionnaire: A Reliability and Validity Study. <b>2011</b> , 33, 364-383		5
154	Medical and psychology students' self-assessed communication skills: A pilot study. <b>2011</b> , 83, 152-7		20
153	Pilot study of Mindfulness-Based Cognitive Therapy for trainee clinical psychologists. <i>Behavioural and Cognitive Psychotherapy</i> , <b>2011</b> , 39, 235-41	2.1	69

152	Role transition from mental health nurse to IAPT high intensity psychological therapist. <i>Behavioural and Cognitive Psychotherapy</i> , <b>2012</b> , 40, 351-66	2.1	11
151	Supervision and Mentoring of Clinical Psychology Predoctoral Interns and Postdoctoral Residents. <b>2012</b> , 26, 226-235		4
150	How do supervisee's learn during supervision? A Grounded Theory study of the perceived developmental process. <i>The Cognitive Behaviour Therapist</i> , <b>2012</b> , 5, 1-23	2.9	30
149	Evaluation of a Combined Cognitive Behavioural Therapy and Interpersonal Process Group in the Psychotherapy Training of Clinical Psychologists. <i>Australian Psychologist</i> , <b>2012</b> , 47, 137-146	1.7	12
148	Online Cognitive Behavioural Therapy Training for Therapists: Outcomes, Acceptability, and Impact of Support. <i>Australian Psychologist</i> , <b>2012</b> , 47, 174-182	1.7	18
147	Supervising Cognitive-Behavioral Psychotherapy: Pressing Needs, Impressing Possibilities. <i>Journal of Contemporary Psychotherapy</i> , <b>2012</b> , 42, 161-171	2.3	42
146	Perceptual learning and the development of expertise: a discussion paper. 2013, 33, 83-6		2
145	Focused Dialogues in Training Contexts: A Model for Enhancing Reflection in Therapist® Professional Practice. <b>2013</b> , 35, 599-612		6
144	Sport Psychology Service Delivery Training: The Value of an Interactive, Case-Based Approach to Practitioner Development. <b>2013</b> , 4, 71-85		2
143	Applying What Works: A Case for Deliberate Psychological Education in Undergraduate Business Ethics. <b>2013</b> , 88, 127-135		6
142	A systematic review of the evidence on service user involvement in interpersonal skills training of mental health students. <b>2013</b> , 20, 525-40		38
141	Cognitive Behavioral Therapy Supervision in a University-Based Training Clinic: A Case Study in Bridging the Gap Between Rigor and Relevance. <b>2013</b> , 27, 30-41		6
140	Training Methods in Cognitive Behavioral Therapy: Tradition and Invention. 2013, 27, 19-29		4
139	Cultivating self-care and compassion in psychological therapists in training: The experience of practicing loving-kindness meditation <b>2013</b> , 7, 267-277		46
138	Formulation in cognitive behavior therapy for obsessive dompulsive disorder: Aligning therapists, perceptions and practice <i>Clinical Psychology: Science and Practice</i> , <b>2013</b> , 20, 143-151	3.7	7
137	Exploring the in-session reflective capacity of clinical psychology trainees: An interpersonal process recall study. <i>Clinical Psychologist</i> , <b>2013</b> , 17, 122-130	1.6	19
136	Health care provider communication: an empirical model of therapeutic effectiveness. <b>2013</b> , 119, 1706	-13	33
135	Cognitive Behavioural Coaching in Practice. 2013,		3

134	. 2014,		28
133	Consensus for using an arts-based response in art therapy. <b>2014</b> , 19, 107-113		12
132	Do they practice what we teach? Follow-up evaluation of a Schema Therapy training programme. <i>The Cognitive Behaviour Therapist</i> , <b>2014</b> , 7,	2.9	2
131	Towards a model for student selection in clinical psychology. Clinical Psychologist, <b>2014</b> , 18, 125-132	1.6	3
130	Self-practice and self-reflection in cognitive behaviour therapy training: what factors influence trainees' engagement and experience of benefit?. <i>Behavioural and Cognitive Psychotherapy</i> , <b>2014</b> , 42, 48-64	2.1	51
129	Improving access to psychological therapies in voice disorders: a cognitive behavioural therapy model. <b>2014</b> , 22, 201-5		21
128	Understanding individual differences in response to Self-Practice and Self-Reflection (SP/SR) during CBT training. <i>The Cognitive Behaviour Therapist</i> , <b>2014</b> , 7,	2.9	11
127	The Role of Mindfulness and Loving-Kindness Meditation in Cultivating Self-Compassion and Other-Focused Concern in Health Care Professionals. <b>2014</b> , 5, 129-138		128
126	CBT with Youth: Immodest Proposals for Training the Next Generation. 2014, 32, 110-119		
125	Experiences of self-practice/self-reflection in cognitive behavioural therapy: a meta-synthesis of qualitative studies. <b>2014</b> , 87, 373-92		26
124	Use It or Lose It: Post-workshop Reflection Enhances Learning and Utilization of CBT Skills. <i>Cognitive and Behavioral Practice</i> , <b>2014</b> , 21, 12-19	2.3	26
123	Therapist effects and IAPT Psychological Wellbeing Practitioners (PWPs): a multilevel modelling and mixed methods analysis. <b>2014</b> , 63, 43-54		39
122	Developing Understanding in Clinical Supervision. <b>2014</b> , 342-363		1
121	Effective Training Methods. <b>2014</b> , 10-22		1
120	The Self-Practice of Sport Psychologists: Do They Practice What They Preach?. <b>2014</b> , 28, 198-210		6
119	Processes of theoretical orientation development in CBT trainees: What internal processes do psychotherapists in training undergo as they [htegrate/]. 2014, 24, 223-237		3
118	Knowing our ABCsEself-reflection using cognitive-behavioural formulation of clientEherapist interaction in work with a survivor of torture. <i>The Cognitive Behaviour Therapist</i> , <b>2015</b> , 8,	2.9	О
117	Commentary on Three Articles on Self-practice/Self-reflection in Cognitive-Behavioural Therapy. <i>Australian Psychologist</i> , <b>2015</b> , 50, 335-339	1.7	3

116	Invited Response to Commentaries: Self-Practice/Self-Reflection (SP/SR): Contexts, Challenges and Ways Forward. <i>Australian Psychologist</i> , <b>2015</b> , 50, 344-349	1.7	3
115	Self-Practice and Self-Reflection in Training of Psychological Interventions and Therapist Skills Development: A Qualitative Meta-Synthesis Review. <i>Australian Psychologist</i> , <b>2015</b> , 50, 434-444	1.7	12
114	Developing Metacompetence in Low Intensity Cognitive-Behavioural Therapy (CBT) Interventions: Evaluating a Self-Practice/Self-Reflection Programme for Experienced Low Intensity CBT Practitioners. <i>Australian Psychologist</i> , <b>2015</b> , 50, 311-321	1.7	7
113	A measurable impact of a self-practice/self-reflection programme on the therapeutic skills of experienced cognitive-behavioural therapists. <i>Clinical Psychology and Psychotherapy</i> , <b>2015</b> , 22, 176-84	2.9	24
112	What Are the Conditions Needed to Facilitate Online Self-Reflection for Cognitive Behaviour Therapy Trainees?. <i>Australian Psychologist</i> , <b>2015</b> , 50, 232-240	1.7	5
111	Therapeutic Identity among Clinical Psychology Professionals in India. <b>2015</b> , 60, 402-406		1
110	CBT TRAINING AND SUPERVISION: An Overview. <b>2016</b> , 1-24		
109	GRADUATE TRAINING. <b>2016</b> , 133-144		
108	CORE COMPETENCIES IN COGNITIVE BEHAVIORAL THERAPY TRAINING. <b>2016</b> , 25-36		1
107	Expert Insight into the Assessment of Competence in Cognitive-Behavioural Therapy: A Qualitative Exploration of Experts' Experiences, Opinions and Recommendations. <i>Clinical Psychology and Psychotherapy</i> , <b>2016</b> , 23, 246-59	2.9	7
106	Does a therapist's reflective ability predict the accuracy of their self-evaluation of competence in cognitive behavioural therapy?. <i>The Cognitive Behaviour Therapist</i> , <b>2016</b> , 9,	2.9	10
105	How can video recordings best contribute to clinical supervisor training?. <i>The Cognitive Behaviour Therapist</i> , <b>2016</b> , 9,	2.9	1
104	Has Motivational Interviewing Fallen into its Own Premature Focus Trap?. <i>International Journal for the Advancement of Counselling</i> , <b>2016</b> , 38, 145-158	1.1	7
103	The SELF: a Supervisory Tool for Enhancing Residents' Self-Reflective Learning in CBT with Youth. <b>2016</b> , 40, 172-6		2
102	What Did They Learn? Effects of a Brief Cognitive Behavioral Therapy Workshop on Community Therapists' Knowledge. <b>2016</b> , 52, 998-1003		11
101	Reported positive and negative outcomes associated with a self-practice/self-reflection cognitive-behavioural therapy exercise for CBT trainees. <i>Psychotherapy Research</i> , <b>2016</b> , 26, 602-11	3.6	5
100	How to Train Experienced Therapists in a New Method: A Qualitative Study into Therapists' Views. <i>Clinical Psychology and Psychotherapy</i> , <b>2017</b> , 24, 359-372	2.9	5
99	A Qualitative Study into Egyptian Patients' Satisfaction with Physiotherapy Management of Low Back Pain. <b>2017</b> , 22, e1647		8

## (2018-2017)

98	Building an Evidence Base for Effective Supervision Practices: An Analogue Experiment of Supervision to Increase EBT Fidelity. <i>Administration and Policy in Mental Health and Mental Health Services Research</i> , <b>2017</b> , 44, 293-307	3.1	62
97	Psychotherapy and Cognitive Behavioral Therapy Supervision in Danish Psychiatry: Training the Next Generation of Psychiatrists. <b>2017</b> , 41, 4-9		2
96	The Self-focused Practice Questionnaire (SfPQ): Preliminary Psychometric Properties of a Measure of Therapist Self-focused Practice. <i>Behavioural and Cognitive Psychotherapy</i> , <b>2017</b> , 45, 497-509	2.1	2
95	Develop yourself, develop others? How coaches and clients benefit from train-the-coach courses. <b>2017</b> , 10, 125-139		6
94	Guiding Principles behind Our CBT Supervision Manual. <b>2017</b> , 14-31		
93	Facilitating Learning in CBT Supervision. <b>2017</b> , 128-152		
92	Creativity in Teaching Case Conceptualization Skills: Role-play to Show the Interconnectedness of Domains. <b>2017</b> , 12, 388-401		7
91	Are Perfectionist Therapists Perfect? The Relationship between Therapist Perfectionism and Client Outcomes in Cognitive Behavioural Therapy. <i>Behavioural and Cognitive Psychotherapy</i> , <b>2017</b> , 45, 225-2	.37 <sup>2.1</sup>	3
90	Training the Next Generation of School Psychologists to Deliver Evidence-Based Mental Health Practices: Current Challenges and Future Directions. <b>2017</b> , 46, 219-232		17
89	. 2017,		10
89 88	. 2017,  Motivational interviewing in respiratory therapy: What do clinicians need to make it part of routine care? A qualitative study. <i>PLoS ONE</i> , 2017, 12, e0187335	3.7	10
	Motivational interviewing in respiratory therapy: What do clinicians need to make it part of routine	3.7	
88	Motivational interviewing in respiratory therapy: What do clinicians need to make it part of routine care? A qualitative study. <i>PLoS ONE</i> , <b>2017</b> , 12, e0187335  Trainees Experience of cognitive behavioural therapy training: a mixed methods systematic review.		6
88	Motivational interviewing in respiratory therapy: What do clinicians need to make it part of routine care? A qualitative study. <i>PLoS ONE</i> , <b>2017</b> , 12, e0187335  Traineeslexperience of cognitive behavioural therapy training: a mixed methods systematic review. <i>The Cognitive Behaviour Therapist</i> , <b>2018</b> , 11,  The role of personal practice in therapist skill development: a model to guide therapists, educators,	2.9	6
88 87 86	Motivational interviewing in respiratory therapy: What do clinicians need to make it part of routine care? A qualitative study. <i>PLoS ONE</i> , <b>2017</b> , 12, e0187335  Trainees Experience of cognitive behavioural therapy training: a mixed methods systematic review. <i>The Cognitive Behaviour Therapist</i> , <b>2018</b> , 11,  The role of personal practice in therapist skill development: a model to guide therapists, educators, supervisors and researchers. <i>Cognitive Behaviour Therapy</i> , <b>2018</b> , 47, 185-205  Influences that count: professional development of psychotherapists and counsellors in India. <i>Asia</i>	2.9 4·4	6
88 87 86 85	Motivational interviewing in respiratory therapy: What do clinicians need to make it part of routine care? A qualitative study. <i>PLoS ONE</i> , <b>2017</b> , 12, e0187335  Traineeslexperience of cognitive behavioural therapy training: a mixed methods systematic review. <i>The Cognitive Behaviour Therapist</i> , <b>2018</b> , 11,  The role of personal practice in therapist skill development: a model to guide therapists, educators, supervisors and researchers. <i>Cognitive Behaviour Therapy</i> , <b>2018</b> , 47, 185-205  Influences that count: professional development of psychotherapists and counsellors in India. <i>Asia Pacific Journal of Counselling and Psychotherapy</i> , <b>2018</b> , 9, 86-106  Years of Clinical Experience and Therapist Professional Development: A Literature Review. <i>Journal</i>	2.9 4.4 0.4	6 2 21 4
88 87 86 85 84	Motivational interviewing in respiratory therapy: What do clinicians need to make it part of routine care? A qualitative study. <i>PLoS ONE</i> , <b>2017</b> , 12, e0187335  Traineeslexperience of cognitive behavioural therapy training: a mixed methods systematic review. <i>The Cognitive Behaviour Therapist</i> , <b>2018</b> , 11,  The role of personal practice in therapist skill development: a model to guide therapists, educators, supervisors and researchers. <i>Cognitive Behaviour Therapy</i> , <b>2018</b> , 47, 185-205  Influences that count: professional development of psychotherapists and counsellors in India. <i>Asia Pacific Journal of Counselling and Psychotherapy</i> , <b>2018</b> , 9, 86-106  Years of Clinical Experience and Therapist Professional Development: A Literature Review. <i>Journal of Contemporary Psychotherapy</i> , <b>2018</b> , 48, 89-97  Clinical Supervision of Mental Health Professionals Serving Youth: Format and Microskills.	2.9 4.4 0.4	6 2 21 4

80	The Self-Reflective Writing Scale (SRWS): a new measure to assess self-reflection following self-experiential cognitive behaviour therapy training. <i>Reflective Practice</i> , <b>2018</b> , 19, 505-521	0.9	3
79	Proposing a Mechanistic Model of Clinician Training and Consultation. <i>Clinical Psychology: Science and Practice</i> , <b>2018</b> , 25,	3.7	17
78	International Psychology Students Use Multiple Strengths to Enhance Their Learning and Performance on Work Placements. <i>Australian Psychologist</i> , <b>2018</b> , 53, 505-516	1.7	1
77	The effectiveness of consultation for clinicians learning to deliver motivational interviewing with fidelity. <i>Journal of Evidence-informed Social Work</i> , <b>2018</b> , 15, 510-533		7
76	Writing the BelfInto self-practice/self-reflection (SP/SR) in CBT: learning from autoethnography. <i>The Cognitive Behaviour Therapist</i> , <b>2019</b> , 12,	2.9	1
75	Intervention training using peer role-play and standardised patients in psychodynamic psychotherapy trainees. <i>Counselling and Psychotherapy Research</i> , <b>2019</b> , 19, 508-522	1.3	8
74	Service user involvement in cognitive behavioural therapy training: an interpretive phenomenological analysis. <i>Journal of Mental Health Training, Education and Practice</i> , <b>2019</b> , 14, 186-198	0.9	
73	Self-Regulation Approach to Training Child and Family Practitioners. <i>Clinical Child and Family Psychology Review</i> , <b>2019</b> , 22, 129-145	6.9	4
72	Lourses for Horses Edesigning, adapting and implementing self practice/self-reflection programmes. <i>The Cognitive Behaviour Therapist</i> , <b>2019</b> , 12,	2.9	1
71	The Supervision Guide: Informed by Theory, Ready for Practice. <i>International Journal for the Advancement of Counselling</i> , <b>2019</b> , 41, 240-251	1.1	1
70	Self-practice/self-reflection as an alternative to personal training-therapy in cognitive behavioural therapy training: A qualitative analysis. <i>Clinical Psychology and Psychotherapy</i> , <b>2019</b> , 26, 74-83	2.9	6
69	Pilot evaluation of the impacts of a personal practice informed undergraduate psychotherapy curriculum on student learning and wellbeing. <i>Australian Psychologist</i> , <b>2019</b> , 54, 55-67	1.7	1
68	Why therapists should walk the talk: The theoretical and empirical case for personal practice in therapist training and professional development. <i>Journal of Behavior Therapy and Experimental Psychiatry</i> , <b>2019</b> , 62, 133-145	2.6	36
67	A Conceptual Framework for the Development of Debriefing Skills: A Journey of Discovery, Growth, and Maturity. <i>Simulation in Healthcare</i> , <b>2020</b> , 15, 55-60	2.8	20
66	Remote delivery of CBT training, clinical supervision and services: in times of crisis or business as usual. <i>The Cognitive Behaviour Therapist</i> , <b>2020</b> , 13, e33	2.9	4
65	Mechanisms of Motivational Interviewing: a Conceptual Framework to Guide Practice and Research. <i>Prevention Science</i> , <b>2021</b> , 22, 689-700	4	11
64	Therapist Self-Efficacy in Delivering Cognitive Processing Therapy in a Randomized Controlled Implementation Trial. <i>Cognitive and Behavioral Practice</i> , <b>2020</b> , 28, 327-327	2.3	2
63	Are you sitting (un)comfortably? Action-based supervision and supervisory drift. <i>The Cognitive Behaviour Therapist</i> , <b>2020</b> , 13,	2.9	2

## (2020-2020)

62	Standardized patients in psychotherapy training and clinical supervision: study protocol for a randomized controlled trial. <i>Trials</i> , <b>2020</b> , 21, 276	2.8	4
61	Graduate school training in CBT supervision to develop knowledge and competencies. <i>Clinical Supervisor, The</i> , <b>2020</b> , 39, 66-84	1.3	2
60	The agency supervisor model: developing supervisors who facilitate therapist transfer of training in community behavioral health service organizations. <i>Clinical Supervisor, The</i> , <b>2020</b> , 39, 45-65	1.3	2
59	Should personal practice be part of cognitive behaviour therapy training? Results from two self-practice/self-reflection cohort control pilot studies. <i>Clinical Psychology and Psychotherapy</i> , <b>2021</b> , 28, 150-158	2.9	3
58	Psychotherapeutische Kompetenzen. <b>2021</b> , 3-29		1
57	Practical guidance on the use of motivational interviewing to support behaviour change. <b>2021</b> , 56-75		2
56	FEderung persElicher Kompetenzen in der psychotherapeutischen Aus- und Weiterbildung. <b>2021</b> , 31-55		
55	An investigation of the competencies involved in the facilitation of CBT-based group psychoeducational interventions. <i>Behavioural and Cognitive Psychotherapy</i> , <b>2021</b> , 1-13	2.1	1
54	It Starts with a Conversation: The Importance of Values as Building Blocks of Engagement Strategies in Community-Centered Public Health Research. <i>International Journal of Environmental Research and Public Health</i> , <b>2021</b> , 18,	4.6	O
53	The competence development of German psychotherapy trainees: A naturalistic, longitudinal and multidimensional outcome study. <i>Psychotherapy Research</i> , <b>2021</b> , 1-15	3.6	1
52	Design and Implementation of a Novel Peer-to-Peer Coaching Program to Support Digital Mental Health (Preprint).		2
51	Reflective writing: a tool to support continuous learning and improved effectiveness in implementation facilitators. <i>Implementation Science Communications</i> , <b>2021</b> , 2, 98	2.2	О
50	The utility of threshold concepts for clinical psychology education programmes. <i>Clinical Psychologist</i> , 1-13	1.6	
49	Decider Life Skills training as a method of promoting resilience with mental health student nurses on clinical placement. <i>Nurse Education in Practice</i> , <b>2021</b> , 56, 103222	3.2	О
48	Reflective practice in action: an account of psychotherapists experiences in group-work training. <i>Reflective Practice</i> , 1-14	0.9	
47	Competĥcias Essenciais ao Terapeuta Cognitivo-Comportamental. <i>Psico-USF</i> , <b>2021</b> , 26, 141-152	0.3	
46	Training of Geriatric Mental Health Providers in CBT Interventions for Older Adults. 2008, 295-308		1
45	Quantifying efficacy of investigation during a simulated psychiatric interview. <i>L&amp;ncephale</i> , <b>2020</b> , 46, 96-101	2.9	1

44	Crafting the Dialogue: Meta-Therapy in Transgender Voice and Communication Training. <i>Perspectives of the ASHA Special Interest Groups</i> , <b>2017</b> , 2, 83-91	0.9	8
43	Training the Next Generation of School Psychologists to Deliver Evidence-Based Mental Health Practices: Current Challenges and Future Directions. <b>2017</b> , 46, 219-232		5
42	Self-reflection in cognitive behavioural therapy and supervision. <i>Biomedical Papers of the Medical Faculty of the University Palacky&amp;#x0301;, Olomouc, Czechoslovakia,</i> <b>2012</b> , 156, 377-84	1.7	5
41	Scaffolding the Online Peer-support Experience: Novice Supporters' Strategies and Challenges. <i>Proceedings of the ACM on Human-Computer Interaction</i> , <b>2021</b> , 5, 1-30	3.4	1
40	Bibliography. <b>2013</b> , 259-273		
39	Motivational Report Disclosure. <b>2013</b> , 103-116		
38	Effective Supervisory Practices in an Interdisciplinary Clinical Setting. <i>Perspectives on Administration and Supervision</i> , <b>2013</b> , 23, 145-149		1
37	Supervisß em Terapias Cognitivo-Comportamentais: Trilhando outros Caminhos Alm do Serviß-Escola. <i>Psico-USF</i> , <b>2015</b> , 20, 461-470	0.3	1
36	Attitudes to Group Assessments: Prospective Psychotherapists Experiences of Being Assessed by Fellow Students. <i>Open Journal of Medical Psychology</i> , <b>2017</b> , 06, 179-196	0.4	3
35	References. 301-334		
34	Evaluaciñ de la Competencia Terapûtica: Consistencia Interna y Acuerdo Inter-Jueces de la Escala de Terapia Cognitiva (CTS). <i>Informes Psicològicos</i> , <b>2019</b> , 19, 95-107	0.2	
33	The Importance of Reflection: An Exploratory Analysis on How Prospective Psychotherapists Learn Self-Determination. <i>Open Psychology Journal</i> , <b>2019</b> , 12, 197-204	0.5	
32	Personal practice in counselling and CBT trainees: the self-perceived impact of personal therapy and self-practice/self-reflection on personal and professional development. <i>Cognitive Behaviour Therapy</i> , <b>2021</b> , 50, 422-438	4.4	2
31	Persoonsgerichte supervisie in de psychotherapieopleiding. <i>Tijdschrift Voor Psychotherapie</i> , <b>2010</b> , 2010, 108-119		
30	Understanding Stoic and Epicurean Ethical <b>T</b> raining <b>I</b> In Light of the DPR Model. <i>Ancient Philosophy Today</i> , <b>2020</b> , 2, 145-170	0.2	
29	A Novel Peer-to-Peer Coaching Program to Support Digital Mental Health: Design and Implementation <i>JMIR Mental Health</i> , <b>2022</b> , 9, e32430	6	2
28	Conceptualising and managing supervisory drift. The Cognitive Behaviour Therapist, 2021, 14,	2.9	0
27	How can psychotherapists improve their practice with service users from minoritised ethnicities? An application of the Declarative-Procedural-Reflective (DPR) model of clinical skill development. <i>The Cognitive Behaviour Therapist</i> , <b>2022</b> , 15,	2.9	O

26	Virtual patient simulation to improve nurses' relational skills in a continuing education context: a convergent mixed methods study <i>BMC Nursing</i> , <b>2022</b> , 21, 1	3.2	2
25	The cloverleaf model of cognitive behaviour therapy as experiential learning: implications for case formulation, therapeutic practice and practitioner development. <i>The Cognitive Behaviour Therapist</i> , <b>2022</b> , 15,	2.9	
24	Best practices for CBT treatment of taboo and unacceptable thoughts in OCD. <i>The Cognitive Behaviour Therapist</i> , <b>2022</b> , 15,	2.9	
23	Reflective Skills, Empathy, Wellbeing, and Resilience in Cognitive-Behavior Therapy Trainees Participating in Mindfulness-Based Self-Practice/Self-Reflection <i>Psychological Reports</i> , <b>2022</b> , 33294122	1694	482
22	Building reflective capability to enhance coaching practice. <b>2022</b> , 85-96		O
21	Ist der Einsatz simulierter Patient_innen zum Erwerb psychotherapeutischer Fertigkeiten praktikabel?. Zeitschrift F\(0\) Klinische Psychologie Und Psychotherapie, 2021, 50, 179-196	0.4	O
20	It was like the unicorn of the therapeutic world ICBT trainee experiences of acquiring skills in guided discovery. <i>The Cognitive Behaviour Therapist</i> , <b>2022</b> , 15,	2.9	О
19	A mixed methods expert opinion study on the optimal content and format for an occupational therapy intervention to improve sleep in schizophrenia spectrum disorders. <i>PLoS ONE</i> , <b>2022</b> , 17, e02694	I <b>3</b> 3	
18	Psychotherapists Lexperience of the transition to telepsychotherapy amidst COVID-19 in India. <i>Counselling Psychology Quarterly</i> , 1-24	2.5	
17	Paraprofessionals delivering brief psychological interventions: Qualitative accounts of training and supervision. <i>Counselling and Psychotherapy Research</i> ,	1.3	
16	Therapists' experiences of a brief case formulation and alliance focused pre-treatment training session (CALL). Counselling and Psychotherapy Research,	1.3	
15	Managing Transference and Countertransference in Cognitive Behavioral Supervision: Theoretical Framework and Clinical Application. Volume 15, 2129-2155		1
14	Stress, resilience and coping in psychological wellbeing practitioner trainees: a mixed-methods study. <b>2022</b> , 15,		О
13	Symbiose oder Rivalitt? Das komplizierte Geschwisterverhltnis zwischen psychosozialer Beratung und Psychotherapie. <b>2022</b> , 123-136		О
12	What characterizes helpful personal practice in psychotherapy training? Results of an online survey. 1-13	3	О
11	Learning to Become a Volunteer Counselor: Lessons from a Peer-to-Peer Mental Health Community. <b>2022</b> , 6, 1-24		О
10	Maladaptive therapist schemas in CBT practice, training and supervision: A scoping review.		О
9	Formulating psychosis: a thematic analysis of CBTp traineeslexperiences. 2022, 15,		О

8	The why, what, when, who and how of assessing CBT competence to support lifelong learning. <b>2022</b> , 15,	0
7	An evaluation of classroom-based cognitive behaviour therapy teaching for first-year clinical psychology trainees. <b>2018</b> , 1, 32-37	O
6	References. <b>2023</b> , 253-354	0
5	Development of competence in cognitive behavioural therapy and the role of metacognition among clinical psychology and psychotherapy students. 1-14	O
4	Systematic review of training in cognitive-behavioral therapy: Summarizing effects, costs and techniques. <b>2023</b> , 101, 102266	O
3	Clinical supervisor training: a ten-year scoping review across counseling, psychology, and social work. <b>2023</b> , 42, 164-212	O
2	Reliability of the Reflective Essay Marking Scale (REMS): a scale for marking of students[reflective essays. <b>2023</b> , 16,	O
1	Facilitating Counselor Reflective Learning with a Real-time Annotation tool. 2023,	O