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PROFESSIONAL IDENTITY OF FUTURE PSYCHOLOGISTS IN THE CONTEXT OF READINESS FOR TRAUMA-INFORMED PRACTICE

The article addresses professional identity as a psychological context for the readiness of future psychologists to engage in trauma-informed practice. The relevance of the study is determined by the growing demand for psychological assistance in Ukraine and by the need to prepare specialists who can work safely, ethically, and responsibly with people affected by traumatic experiences. The purpose of the study was to theoretically substantiate and empirically determine the characteristics of professional identity among psychology students and to establish its associations with readiness to apply the principles of psychological safety, trust, collaboration, client agency, professional boundaries, and prevention of retraumatisation. The study employed a cross-sectional comparative-correlational design. The sample comprised 217 psychology students, including 78 fourth-year students at the first (bachelor's) cycle of higher education and 139 students at the second (master's) cycle. The Ukrainian version of the Vocational Identity Status Assessment (VISA-19), the Career Adapt-Abilities Scale–Short Form (CAAS-SF), and the authors' research questionnaire "Readiness of Future Psychologists for Trauma-Informed Practice", supplemented with situational tasks, were used. Master's students demonstrated stronger career commitment making, identification with commitment, exploration in depth, career adaptability, and readiness for trauma-informed practice. Fourth-year bachelor's students reported greater career self-doubt and commitment flexibility. The weakest areas in both groups were professional boundaries and referral, reflective self-regulation, use of supervision, and prevention of secondary traumatic stress. The results of situational tasks revealed a discrepancy between self-reported readiness and the ability to make safe and ethically justified decisions in simulated professional situations. Readiness for trauma-informed practice was positively associated with identification with career commitment, commitment making, career control, career confidence, and overall career adaptability, and negatively associated with career self-doubt. The findings substantiate the need to integrate the development of professional identity with trauma-informed competencies in psychology education and to design a specialised course and practice-oriented training programme.

Keywords: *professional identity, future psychologists, trauma-informed practice, career adaptability, psychological safety, professional training, supervision, secondary traumatic stress.*

Statement of the problem. The prolonged Russian-Ukrainian war has substantially increased the population's need for qualified psychological support. According to the World Health Organization, 72% of adults surveyed in Ukraine reported mental health difficulties during the previous year, including anxiety, depression, or severe stress, whereas only 20% sought professional assistance [7, p. iii]. These figures do not represent the prevalence of clinically diagnosed disorders; however, they indicate the scale of psychological distress and the need to prepare professionals who are able to work competently with the consequences of traumatic experience.

Readiness for trauma-informed practice cannot be reduced to acquiring information about psychological trauma or mastering isolated intervention techniques.

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A trauma-informed approach requires recognition of the effects of trauma, the creation of physical and psychological safety, trustworthiness and transparency, collaboration, support for voice and choice, attention to cultural, historical, and gender-related factors, and active prevention of retraumatisation [14, pp. 9–11]. Its implementation therefore requires a developed professional position, awareness of the limits of one's competence, ethical responsibility, reflexivity, and the ability to select justified forms of psychological assistance. In this context, professional identity is a central psychological formation that supports the development of the future psychologist as an agent of professional activity. It encompasses identification with the professional community, acceptance of its values and standards, understanding of the professional role and boundaries, and coordination of personal meanings with the requirements of psychological practice. Despite the recognised importance of professional identity, its role in preparing psychologists for trauma-informed models of care remains insufficiently conceptualised and empirically examined.

Analysis of recent research and publications. Professional identity is examined in contemporary psychology in relation to professional self-determination, professional self-awareness, acceptance of occupational values, and the capacity to act as a responsible practitioner. It is not limited to knowledge of professional functions; rather, it reflects how a person defines themselves within a profession, integrates the personal self with the image of the psychologist, accepts ethical standards, recognises competence boundaries, and constructs a perspective of professional development. V. Ternovyi conceptualises professional identity as a dynamic phenomenon formed through professionalisation and through the interaction between the images of the self as a person and as a professional [1, pp. 138–142]. This perspective allows professional identity to be interpreted not only as the outcome of career choice but also as an internal basis for professional conduct in complex situations of psychological assistance.

Ukrainian research generally treats the professional identity of future psychologists as a formation that develops progressively during professional education. O. Zaverukha, I. Popovych, Y. Karpenko, O. Kozmenko, O. Stelmakh, O. Borysenko, I. Hulias, and Z. Kovalchuk showed that its successful development occurs through the gradual formation of cognitive, emotional, and behavioural components and is associated with a more conscious educational trajectory and a clearer image of the professional future [8, pp. 139–157]. Thus, professional identity is not an automatic result of enrolment in a psychology programme but the outcome of active reflection on one's relationship to the profession and on the content of future practice.

V. Shakhov and V. Shakhov identified developmental differences in the professional identity of psychology students at different stages of education. Although professional self-image and professional self-awareness tend to develop during university study, advancement to a subsequent year of study does not in itself guarantee mature professional identity. Its development depends on the content of education, practical experience, reflection, motivation, and opportunities to compare personal characteristics with the actual demands of psychological work [2, pp. 208–213]. This conclusion is particularly relevant to preparation for work with trauma because theoretical knowledge that has not been integrated into the student's professional position may not ensure responsible behaviour in complex helping situations.

Research also highlights personal and socio-psychological factors associated with professional identity. H. Domina and O. Sydorenko demonstrated that perfectionistic attitudes may influence motivation, self-evaluation of professional abilities, attitudes towards mistakes, and professional self-confidence. Depending on their form, such attitudes can support self-improvement or intensify fear of error and instability of professional self-esteem [3, pp. 19–24]. V. Uzun and A. Yablonskyi examined the influence of gender stereotypes and social expectations on psychology students' professional values, choice of specialisation, and career orientations [4, pp. 95–99]. These findings indicate that professional identity is shaped by cognitive, motivational, emotional, reflexive, and social factors rather than by training duration alone.

International research similarly defines the professional identity of mental health practitioners as dynamic and context-dependent. The scoping review by S. Schubert, N. Buus, L. V. Monrouxe, and C. Hunt showed that the professional identity of clinical psychologists is closely connected with personal identity, changes throughout education and practice, and extends beyond the accumulation of specialist knowledge and technical skills. It shapes how psychologists understand who they are as professionals and how they should act in the professional role [9, pp. 612–626]. The review also identified conceptual and methodological heterogeneity in this field, which confirms the need for further empirical studies of professional identity in specific educational and practice contexts.

A related research area concerns the competencies required for trauma-related psychological work. J. M. Cook, E. Newman, and V. Simiola proposed a trauma-focused competency framework encompassing knowledge of traumatic stress and interventions as well as professional attitudes, ethics, risk assessment, cultural responsiveness, awareness of personal reactions, recognition of competence limits, and prevention of harm [10, pp. 409–421]. This framework confirms that readiness for trauma-informed practice cannot be equated with knowledge of a single therapeutic approach or a set of techniques.

K. K. Blomquist, S. J. Wenze, C. J. Eubanks Fleming, and S. M. Ernestus reported a gap between the competencies expected by graduate mental health programmes and the actual preparedness of applicants. The competencies considered particularly important included professional values and attitudes, ethical conduct, interpersonal interaction, reflective practice, self-assessment, self-care, cultural responsiveness, and the capacity to connect scientific evidence with practical decisions [11, pp. 1–14]. These components overlap conceptually with professional identity, although they were examined as educational competencies rather than as the student's identification with professional roles and values.

B. Bitanihirwe and M. Imad showed that engagement with trauma-related content in higher education requires a psychologically safe learning environment, accessible support mechanisms, staff training, and gradual engagement with emotionally demanding material. Their study also indicated that trauma-informed principles are less systematically implemented in higher education than in school and service settings [12, pp. 1–11]. At the organisational level, Y. Huo and colleagues found that implementation of trauma-informed care depends on leadership, interagency collaboration, staffing and financial resources, policy flexibility, continuing training, and organisational culture [13, pp. 1–20]. Consequently, the future psychologist's readiness should encompass not only individual techniques but also professional communication, ethical decision-making, supervision, and cooperation within systems of care.

The reviewed literature demonstrates that professional identity and readiness for trauma-informed practice have predominantly developed as separate research areas. Studies of professional identity focus on its structure, development, commitments, exploration, and personal or social determinants, whereas trauma-informed research focuses on competencies, safe interaction, education, and organisational conditions. Insufficient attention has been paid to how professional identity is associated with students' acceptance of trauma-informed principles as part of their own professional position. This gap is especially important in the case of Ukrainian psychology students, whose professional development occurs in wartime and under an increased societal demand for assistance to people affected by traumatic experiences.

Task statement. The purpose of the article is to provide a theoretical justification and an empirical examination of the characteristics of professional identity among future psychologists in the context of their readiness for trauma-informed practice, and to determine the associations between professional identity processes, career adaptability, and the capacity to apply the principles of psychological safety, trust, collaboration, client agency, professional boundaries, and prevention of retraumatisation.

Outline of the main material of the study. Professional identity was operationalised as a dynamic psychological formation reflecting the certainty of professional choice, acceptance of professional values and ethical standards, identification with the professional community, integration of the psychologist's role into the self-concept, and willingness to assume responsibility for professional decisions. Readiness for trauma-informed practice was defined as an integrated professional and psychological characteristic encompassing knowledge of the effects of trauma, the ability to create psychological safety, support client autonomy and agency, recognise competence boundaries, prevent retraumatisation, and use supervision and self-regulatory resources.

The study used a cross-sectional comparative-correlational design. The sample comprised 217 students enrolled in Psychology programmes: 78 fourth-year students at the first (bachelor's) cycle of higher education (35.9% of the sample) and 139 students at the second (master's) cycle (64.1%). Participation was voluntary and anonymous. Respondents were informed about the purpose and procedure of the study, the confidentiality of the data, and their right to discontinue participation at any stage.

The methodological set was selected to assess complementary aspects of professional development: professional identity processes, resources of career adaptability, and readiness for trauma-informed practice. Professional identity was examined using the Ukrainian version of the Vocational Identity Status Assessment (VISA-19), adapted by K. Akkaya and

V. Olefir. The instrument includes six scales: Career Commitment Making, Identification with Career Commitment, Career Exploration in Breadth, Career Exploration in Depth, Career Self-Doubt, and Career Commitment Flexibility. Because VISA-19 does not provide a single total score, each scale was analysed separately [5, pp. 15–24].

Career adaptability was assessed with the Career Adapt-Abilities Scale–Short Form (CAAS-SF) developed by C. Maggiori, J. Rossier, and M. L. Savickas and presented in a Ukrainian adaptation by L. Karamushka, K. Tereshchenko, and M. Tychenko. The 12-item instrument comprises the scales Concern, Control, Curiosity, and Confidence and provides an overall career adaptability score [6, pp. 26–28; 15, pp. 312–325]. Its use made it possible to examine psychosocial resources for planning the professional future, assuming responsibility for career decisions, exploring professional opportunities, and coping with career-related difficulties.

Readiness for trauma-informed practice was assessed using the authors' research questionnaire "Readiness of Future Psychologists for Trauma-Informed Practice". Its content was based on the principles of safety, trustworthiness and transparency, collaboration, voice and choice, and responsiveness to cultural, historical, and gender-related factors [14, pp. 9–11]. The questionnaire comprised 20 statements grouped into five scales: Trauma-Informed Knowledge; Psychological Safety and Stabilisation; Partnership, Choice, and Client Agency; Professional Boundaries, Risk Assessment, and Referral; and Reflective Self-Regulation, Supervision, and Prevention of Secondary Traumatic Stress. Each scale contained four statements rated on a five-point scale. Scores ranged from 4 to 20 for each scale and from 20 to 100 for the total score. The internal consistency coefficient was alpha = .91 for the total score and ranged from alpha = .74 to .85 for the subscales. The questionnaire was used as a research instrument rather than as a standardised psychodiagnostic measure.

To reduce the effect of socially desirable self-reporting, six situational tasks were additionally used. They concerned initial contact with a trauma-exposed person, responses to signs of destabilisation, prevention of retraumatisation, recognition of competence boundaries, referral decisions, and prevention of secondary traumatic stress in the psychologist. Two independent experts scored each response from 0 to 2 points; the maximum total was 12. Inter-rater agreement was ICC = .85. Descriptive statistics were calculated as means and standard deviations. Welch's t-test was used to compare groups of unequal size, Cohen's d to estimate the practical magnitude of between-group differences, and Spearman's rank correlation coefficient to examine associations among the variables. Statistical significance was set at $p < .05$. In the tables, results are presented as M ± SD; Cohen's d is reported as an absolute value, and the direction of each difference is determined from the group means.

The results for professional identity processes are presented in Table 1.

Master's students obtained higher scores for Career Commitment Making than fourth-year bachelor's students. The effect size (d = 0.55) indicated a medium difference, suggesting greater certainty of professional choice, clearer professional goals, and a more consistent orientation towards their implementation among master's students. The largest between-group difference was found for Identification with Career Commitment (d = 0.73). Thus, master's students were more likely to perceive the profession of psychologist as consistent with their values, abilities, and life intentions, and the professional role was more strongly integrated into their self-concept.

No statistically significant difference was found for Career Exploration in Breadth. Students in both groups continued to consider specialisations and

Table 1

Comparative indicators of professional identity processes among future psychologists according to VISA-19

Indicator	Fourth-year bachelor's students (n = 78), M ± SD	Master's students (n = 139), M ± SD	p	Cohen's d
Career Commitment Making	13.64 ± 2.48	14.92 ± 2.24	< .001	0.55
Identification with Career Commitment	9.96 ± 1.95	11.28 ± 1.74	< .001	0.73
Career Exploration in Breadth	11.10 ± 1.62	11.37 ± 1.53	.231	0.17
Career Exploration in Depth	10.14 ± 1.80	10.95 ± 1.65	.001	0.48
Career Self-Doubt	9.24 ± 2.04	8.19 ± 1.86	< .001	0.55
Career Commitment Flexibility	8.76 ± 1.92	7.83 ± 1.77	.001	0.51

Note. M = arithmetic mean; SD = standard deviation; p = statistical significance level; Cohen's d = absolute effect-size magnitude.

possible pathways of professional realisation. In contrast, master's students scored higher on Career Exploration in Depth, indicating more systematic reflection on the already selected professional pathway and its correspondence to their personal resources and experience. Fourth-year bachelor's students reported higher Career Self-Doubt and Career Commitment Flexibility. Openness to revising professional decisions is not inherently negative because it may reflect responsiveness to new experience. However, its combination with stronger self-doubt and lower identification with career commitment indicates a less consolidated professional position among part of the bachelor's group.

The results for career adaptability are presented in Table 2.

Master's students scored higher on all components of career adaptability. Higher Concern reflected a stronger orientation towards the professional future and greater readiness to plan further development. Higher Control indicated greater independence in professional decision-making and a stronger willingness to take responsibility for one's career trajectory. The smallest difference was found for Curiosity, which is consistent with the VISA-19 finding for Exploration in Breadth and shows that the search for professional opportunities remains relevant to both groups.

The largest difference among the separate CAAS-SF components was found for Confidence (d = 0.54). Master's students rated their ability to acquire professional skills, solve complex tasks, and overcome obstacles more highly. The overall career adaptability score was also higher in the master's group (d = 0.58). Nevertheless, according to the interpretive ranges presented for the Ukrainian version, the mean scores of both groups fell within the medium range, indicating that these resources were present but still required further development [6, p. 28].

The results for readiness for trauma-informed practice are presented in Table 3.

Master's students demonstrated higher results across all components of readiness for trauma-informed practice. The difference in Trauma-Informed Knowledge was of medium magnitude, indicating that master's students had a better understanding of the potential influence of trauma on emotional, cognitive, behavioural, and interpersonal functioning. However, the means in both groups remained below the upper limit of the scale and therefore indicated that this knowledge was not fully systematised.

Psychological Safety and Stabilisation showed one of the most pronounced between-group differences (d = 0.60). Master's students demonstrated a better

Table 2

Comparative indicators of career adaptability among future psychologists according to CAAS-SF

Indicator	Fourth-year bachelor's students (n = 78), M ± SD	Master's students (n = 139), M ± SD	p	Cohen's d
Concern	10.45 ± 2.05	11.35 ± 1.90	.002	0.46
Control	10.62 ± 1.92	11.50 ± 1.78	.001	0.48
Curiosity	10.38 ± 1.88	11.05 ± 1.76	.011	0.37
Confidence	10.15 ± 2.02	11.18 ± 1.84	< .001	0.54
Overall Career Adaptability	41.60 ± 6.35	45.08 ± 5.76	< .001	0.58

Table 3

Comparative indicators of future psychologists' readiness for trauma-informed practice

Indicator	Fourth-year bachelor's students (n = 78), M ± SD	Master's students (n = 139), M ± SD	p	Cohen's d
Trauma-Informed Knowledge	13.10 ± 2.24	14.26 ± 2.10	< .001	0.54
Psychological Safety and Stabilisation	12.08 ± 2.32	13.42 ± 2.18	< .001	0.60
Partnership, Choice, and Client Agency	13.20 ± 2.16	14.02 ± 2.04	.007	0.39
Professional Boundaries, Risk Assessment, and Referral	11.36 ± 2.44	12.58 ± 2.30	< .001	0.52
Reflective Self-Regulation, Supervision, and Prevention of Secondary Traumatic Stress	10.44 ± 2.52	11.58 ± 2.36	.001	0.47
Overall Readiness	60.18 ± 8.75	65.86 ± 8.12	< .001	0.68
Situational Tasks (0–12 points)	5.90 ± 1.70	7.10 ± 1.60	< .001	0.73

understanding of the need to assess the client's current state, create predictable interaction, and apply stabilisation strategies before addressing traumatic material. The highest scores in both groups were observed for Partnership, Choice, and Client Agency, reflecting general acceptance of respect for client autonomy and participation in decision-making.

Lower results were obtained for Professional Boundaries, Risk Assessment, and Referral. Part of the sample did not demonstrate sufficient certainty in recognising competence limits or situations requiring the involvement of other professionals. The lowest scores in both groups were found for Reflective Self-Regulation, Supervision, and Prevention of Secondary Traumatic Stress. This finding indicates insufficient readiness to recognise personal reactions to trauma-related material, use supervision systematically, and employ professional self-protection strategies.

The overall readiness score was higher among master's students, with a practically meaningful effect size of d = 0.68. Nevertheless, their mean total corresponded to 3.29 points per item on the five-point response scale, which does not support interpreting readiness as fully developed. The situational tasks also differentiated the groups (d = 0.73) and demonstrated a discrepancy between self-reported readiness and the ability to apply trauma-informed principles in simulated professional situations.

Content analysis of the situational responses showed that 102 participants (47.0%) prompted a client to provide a detailed account of the traumatic event prematurely, without first assessing the person's current state and readiness to discuss the experience. A total of 113 respondents (52.1%) had difficulty identifying competence boundaries and referral criteria, while 138 participants (63.6%) did not propose an adequately justified plan for supervision and prevention of secondary traumatic stress. Thus, general awareness of trauma did not invariably translate into safe and professionally justified decisions.

Spearman correlation analysis was conducted to identify associations between professional identity, career adaptability, and readiness for trauma-informed practice. The most substantively relevant associations are presented in Table 4.

The strongest positive association among the professional identity processes was observed between readiness for trauma-informed practice and Identification with Career Commitment (rs = 0.49). Students who perceived the profession of psychologist as personally meaningful and consistent with their values also demonstrated greater readiness to maintain psychological safety, support client agency, and observe professional boundaries. The positive association with Career Commitment Making confirmed the relevance of clear professional goals and acceptance of professional choice. Career Self-Doubt was negatively associated with readiness, indicating that uncertainty in one's professional position may accompany difficulties in assuming responsibility and evaluating competence boundaries.

Table 4

Principal associations of the study variables with readiness for trauma-informed practice

Indicator	Overall readiness, Spearman's rs
Identification with Career Commitment	0.49***
Career Commitment Making	0.41***
Career Self-Doubt	-0.37***
Overall Career Adaptability	0.40***
Career Control	0.34***
Career Confidence	0.39***
Situational Task Score	0.56***

Note. *** p < .001.

Readiness was positively associated with overall career adaptability, Career Control, and Career Confidence. Therefore, readiness to work with traumatic experiences was linked not only to specialist knowledge but also to the ability to take responsibility for professional development, acquire necessary skills, and act under conditions of complexity and uncertainty. The highest correlation in Table 4 was observed between the questionnaire total and situational task performance (rs = 0.56). This association supports convergence between self-reported and practice-oriented components of readiness, while its moderate strength cautions against equating subjective confidence with the capacity to make professionally justified decisions.

The findings indicate that readiness for trauma-informed practice is associated with certainty of professional choice, identification with the psychologist's role, and career adaptability. The most relevant variables were identification with career commitment, responsibility for professional development, and confidence in solving complex professional tasks. Because the study was cross-sectional and correlational, the results do not establish a causal influence of professional identity on readiness for trauma-informed practice.

Conclusions. Theoretical analysis and empirical findings demonstrate that professional identity constitutes a significant psychological context for the development of future psychologists' readiness for trauma-informed practice. Compared with fourth-year bachelor's students, master's students showed more consolidated professional commitments, stronger identification with the professional role, greater career adaptability, and higher readiness to apply the principles of psychological safety, stabilisation, partnership, and client agency. At the same time, both groups displayed insufficiently developed skills in recognising competence boundaries, assessing risk, making referral decisions, using supervision, and preventing secondary traumatic stress. Positive associations of readiness with career commitment, identification with commitment, career control, confidence, and overall career adaptability confirm that responsible work with traumatic experience requires not only specialist knowledge and techniques but also acceptance of professional values, awareness of one's role, and willingness to assume professional responsibility. The negative association with career self-doubt highlights the importance of systematic support for students' professional self-determination. These findings substantiate the development of a specialised educational course and a skills-based training programme integrating professional identity development with trauma-informed competencies. Further research should assess the effectiveness of these educational interventions in a formative design and examine changes in professional identity and trauma-informed readiness across different stages of psychology education.

Information on the use of artificial intelligence. While preparing this article, artificial intelligence tools were used exclusively for language editing, grammar checking, translation, or other auxiliary tasks, without using the content they generated as the results of academic work.

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Варіна Г.Б., Ковальова О.В. ПРОФЕСІЙНА ІДЕНТИЧНІСТЬ МАЙБУТНІХ ПСИХОЛОГІВ У КОНТЕКСТІ ГОТОВНОСТІ ДО ТРАВМА-ІНФОРМОВАНОЇ ПРАКТИКИ

Статтю присвячено дослідженню професійної ідентичності як психологічного контексту готовності майбутніх психологів до травма-інформованої практики. Актуальність проблеми зумовлена зростанням суспільної потреби у кваліфікованій психологічній допомозі та необхідністю підготовки фахівців, здатних безпечно, етично й відповідально працювати з особами, які мають травматичний досвід. Метою дослідження було теоретично обґрунтувати та емпірично визначити особливості професійної ідентичності здобувачів психологічної освіти, а також установити її взаємозв'язки з готовністю застосовувати принципи психологічної безпеки, довіри, співпраці, підтримки суб'єктності клієнта, дотримання професійних меж і запобігання ретравматизації. Дослідження мало поперечний порівняльно-кореляційний дизайн. Вибірку становили 217 здобувачів вищої освіти за спеціальністю «Психологія»: 78 здобувачів 4-го курсу першого (бакалаврського) рівня та 139 здобувачів другого (магістерського) рівня. Використано україномовну версію опитувальника «Оцінка статусів професійної ідентичності» VISA-19, коротку форму Шкали здатності до кар'єрної адаптивності CAAS-SF та авторську дослідницьку анкету «Готовність майбутніх психологів до травма-інформованої практики», доповнену ситуаційними завданнями. Здобувачі магістерського рівня продемонстрували вищі показники формування та прийняття професійної прихильності, поглибленого дослідження професійного шляху, кар'єрної адаптивності й готовності до травма-інформованої практики. У здобувачів 4-го курсу були більш вираженими професійні сумніви та гнучкість прихильності. Найменш сформованими компонентами в обох групах виявилися дотримання професійних меж і перенаправлення, рефлексивна саморегуляція, використання супервізії та профілактика вторинного травматичного стресу. Результати ситуаційних завдань засвідчили розбіжність між самооцінкою готовності та здатністю приймати безпечні й етично обґрунтовані рішення у змодельованих професійних ситуаціях. Готовність до травма-інформованої практики позитивно пов'язана з ідентифікацією з професійною прихильністю, визначеністю професійного вибору, кар'єрним контролем, упевненістю та загальною кар'єрною адаптивністю і негативно – з професійними сумнівами. Отримані результати обґрунтовують необхідність інтеграції розвитку професійної ідентичності з формуванням травма-інформованих компетентностей у процесі професійної підготовки психологів та розроблення спеціального навчального курсу і практико-орієнтованої тренінгової програми.

Ключові слова: *професійна ідентичність, майбутні психологи, травма-інформована практика, кар'єрна адаптивність, психологічна безпека, професійна підготовка, супервізія, вторинний травматичний стрес.*

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