

Je li nam zaista potreban unaprijed uspostavljen odnos licem u lice ili kontakt za učinkovite e-supervizije: prošli previdi, suvremeni kontekst i budući trendovi?

Do We Actually Need In-Person Pre-Established Relationships or Contact for Effective E-Supervision: Past Oversights, Modern Context, and Future Trends?

Ensad Miljković

*Bosansko-Hercegovačko udruženje za kognitivno-biheviornu terapiju, Velika Kladuša, Bosna i Hercegovina
/ Bosnia and Herzegovina Association for Cognitive and Behavioral Therapy, Velika Kladusa, Bosnia and Herzegovina*

ORCID: <https://orcid.org/0000-0001-9491-3959>

Ovaj rad analizira literaturu o elektronskim supervizijama i istražuje važnost prethodnog kontakta ili odnosa za efikasne e-supervizije. Ova studija analizira dosadašnje propuste, suvremeni kontekst i buduće trendove u ovom području. Dodatno se u radu navode određene praktične smjernice za sudionike e-supervizija. Videokonferencijske supervizije treba razlikovati od ostalih oblika e-supervizija kako bi ih se moglo analizirati i o njima raspravljati kao posebnom modalitetu. Dok trenutni podatci možda nisu dovoljni da se definitivno opovrgne nužnost prethodnog kontakta u e-supervizijama, nedavni trendovi i saznanja sugeriraju da prethodni kontakt možda nema taku značajnu ulogu, suprotno prethodnim tvrdnjama. U kontekstu ovog istraživanja nužno je naglasiti da se ne zagovara potpuna supstitucija jednog oblika supervizije drugim. Umjesto toga, ključna poruka jest da se nijednom obliku supervizije ne bi trebalo pridavati inferiorni status, posebice kada je riječ o individualnim supervizijama. Studija naglašava potencijalni uspjeh individualnih videokonferencijskih supervizija bez prethodno uspostavljenih odnosa licem u lice, osobito kada su supervizor i supervizanti digitalni urođenici.

/ This paper examines the literature on electronic supervisions and explores the importance of prior contact or relationships for effective electronic supervision. This study analyzes the past oversights, modern context and future trends in this field. This paper additionally provides specific practical guidelines for participants in e-supervisions. Videoconferencing supervisions need to be differentiated from other types of e-supervision so that they can be analyzed and discussed as a separate modality. While current data might not be sufficient to definitively refute the necessity of prior contact in e-supervision, recent trends and findings suggest that prior contact may not have such a significant role, contrary to previous claims. In the context of this study, it is crucial to emphasize that advocating for the complete substitution of one form of supervision with another is not the intent. Instead, the key message is that no form of supervision should be regarded as inferior to another, especially when it comes to individual supervisions. The study highlights the potential success of individual videoconferencing supervisions without pre-established in-person relationships, especially when supervisors and supervisees are digital natives.

ADRESA ZA DOPISIVANJE /

CORRESPONDENCE:

Ensad Miljković, MA psihol.
Bosansko-hercegovačko udruženje za
kognitivno-biheviornu terapiju
77230 Velika Kladuša, BiH
E-pošta: ensad.elis@gmail.com

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Iako su supervizije na daljinu već neko vrijeme prisutne u psihoterapijskoj edukaciji, pandemija COVID-19 uzrokovala je značajan porast njezine upotrebe, potaknuto neophodnošću i prisilom. Širenje supervizija na daljinu tijekom pandemije i postpandemije predmet je brojnih istraživačkih radova (1-12). Međutim, zabrinjavajuće je što su mnogi praktičari tijekom pandemije prešli na e-supervizije bez odgovarajuće obuke (8). Treba napomenuti da biti učinkovit supervizor uživo ne znači nužno biti učinkovit u elektronskom kontekstu (12). Supervizija je ključna za razvoj sposobnosti praktičara supervizanata (13). Naglašavamo da iako postoje istraživački dokazi koji podržavaju koristi supervizije za supervizante, još uvijek nemamo čvrste dokaze koji potvrđuju poboljšane ishode za klijente i pacijente koji surađuju sa stručnjacima pod supervizijom. Milne je naglasio da supervizija služi nizu svrha kao što su profesionalni razvoj, podrška, upravljanje, razvoj i evaluacija rada kolega od kompetentnih supervizora unutar odgovarajućih terapijskih pravaca (14). Telesupervizije, *online* supervizije ili e-supervizije kao pojam koji će se koristiti u ovom radu definira se kao obrazovni proces koji koristi komunikacijske ili elektroničke informacijske tehnologije za povezivanje pojedina na daljinu (15). Supervizija licem u lice je supervizija kada su supervizor i supervizant u istoj prostoriji. Jednostavno rečeno, e-supervizija se događa kada se supervizor i vježbenik supervizant ne nalaze u istoj prostoriji ili na istoj geografskoj lokaciji. Povijest istraživanja supervizija na daljinu seže u prošlo stoljeće, s ranim studijama usmjerenim na telefonske supervizije (16). Danas su videokonferencijske supervizije s audio i video prijenosom informacija najčešći oblik e-supervizija (17).

E-supervizije su bile u porastu i prije pandemije (18) te se pretpostavlja da će se istraživanja e-supervizija intenzivirati sljedećih godina (19). Iako brojne studije navode da nema zna-

Although remote supervision has been present in psychotherapy education for some time, the COVID-19 pandemic caused a significant increase in its usage, driven by necessity and coercion. The expansion of remote supervisions during the pandemic and in the post-pandemic context has been the subject of numerous research papers (1-12). It is, however, concerning that during the pandemic many practitioners switched to e-supervision without proper training (8). It is worth noting that being an effective in-person supervisor does not necessarily translate to being effective in the electronic context (12). Supervision is crucial for developing practitioner/supervisee competence (13). Notably, even though research evidence supporting the benefits of supervision for supervisees exists, we still lack solid evidence which would confirm the improved outcomes for clients and patients who collaborate with professionals under supervision. Milne emphasized that supervision serves a range of purposes, such as professional development, support, management, development and evaluation of colleagues' work performed by competent supervisors within appropriate therapeutic directions (14). The terms telesupervision, online supervision or e-supervision, as used in this study, are defined as educational processes that use communication or electronic information technologies to connect individuals remotely (15). In-person supervisions represent supervisions during which the supervisor and supervisee are in same room. In simple terms, e-supervision takes place when the supervisor and the trainee/supervisee are not located in the same room or at the same geographical location. The history of remote supervision research dates back to the last century, with early studies focused on telephone supervisions (16). Nowadays, videoconferencing supervisions with audio and video transmission of information represent the most common form of e-supervision (17).

The occurrence of e-supervision was on the rise even before the pandemic (18) and it is assumed

čajne razlike između rada uživo i e-supervizija (11,20-25), rad na daljinu, barem prije pandemije, bio je u inferiornom položaju u odnosu na supervizije kada su supervizor i supervizant u istoj prostoriji (26). Mane supervizija na daljinu, kao što je nedostatak neverbalnih znakova, često su usmjerene na telefonske supervizije, a ne na videokonferencijske supervizije, ali u literaturi se navode kao generalni nedostatak (26). U prilog tome je i činjenica da su neke psihoterapijske udruge (27) ograničile broj sati e-supervizija i zahtijevale sastanak licem u lice prije početka elektronskog rada. U prijevodu to znači da se psihoterapijski program može završiti sa svim supervizijama licem u lice, ali se ne može završiti sa svim e-supervizijama. S obzirom na novi moderni kontekst kako psihoterapije, tako i supervizija, možda bi novi pravilnici psihoterapijskih udruga trebali imati minimalni broj supervizija kako licem u lice, tako i e-supervizija. Tako se supervizanti spremaju za suvremeni kontekst rada. Ranija istraživanja (17,28) preporučivala su kontakt licem u lice i izgradnju saveza prije e-supervizije, međutim, iako ovaj koncept nije ni potvrđen ni jasno opovrgnut, nova istraživanja (8,11,18,29,32) sve više bacaju sumnju na ove stare postulate, posebno uzimajući u obzir masovnu digitalnu pismenost supervizanata vježbenika, terapeuta i supervizora. Dvije relativno nedavne meta-analize e-supervizija (30,31) u svojim su zaključcima dale prednost odnosu licem u lice ili kontaktu prije e-supervizija, iako nijedna od referentnih studija ovih meta-analiza nije eksperimentalno ispitala stvarnu nužnost prethodnog kontakta ili odnosa. Sumirajući, čini se da ovi nalazi navode na pogrešan zaključak. Odgovarajuća meta-analiza ovog pitanja ne može se provesti u ovom trenutku zbog nedostatka studija koje su eksperimentalno testirale glavno pitanje ovog rada. Pored nekoliko studija (8,11,18,29) koje se indirektno suprotstavljaju staroj paradigmati neophodnosti prethodnog kontakta, pronađena je jedna nedavna studija (32) koja je direktno provjerila ovo pitanje, a njeni kvantitativni

that research concerning e-supervisions will intensify in the following years (19). Although numerous studies indicate that there is no significant difference between in-person work and e-supervision (11, 20-25), remote work, at least before the pandemic, was in an inferior position compared to supervisions in which the supervisor and the supervisee were in the same room (26). Concerns about remote supervisions, such as the lack of non-verbal cues, are often directed at telephone supervisions rather than videoconferencing supervisions, however in literature they are still referred to as a general disadvantage (26). This is supported by the fact that some psychotherapy associations (27) have limited the number of hours of e-supervisions and required an in-person meeting before starting online work. Further explained, this means that a psychotherapy program can be completed with all supervisions being in-person, but it cannot be completed with all supervisions being conducted in the form of e-supervisions. Taking into account the new modern context of both psychotherapy and supervisions, perhaps the new regulations of psychotherapy associations should specify a minimum number of supervisions, both for in-person supervisions and e-supervisions. In this way, the supervisees can prepare for the contemporary work context. Earlier studies (17, 28) recommended in-person contact and alliance building before conducting e-supervision, however, although this concept has neither been confirmed nor clearly refuted, new studies (8, 11, 18, 29, 32) increasingly cast doubt on these old postulates, especially taking into account the mass digital literacy of supervisee trainees, therapists and supervisors. In the conclusions of two relatively recent meta-analyses of e-supervisions (30, 31) we could see that the authors favored in-person relationships or contact before e-supervision, even though none of the referenced studies of these meta-analyses had experimentally tested the actual necessity of prior contact or relationship. In summary, these findings appear to be misleading. A proper meta-analysis of this issue cannot be conducted at this moment due to the scarcity of studies that

i kvalitativni rezultati podupiru hipoteze da se učinkovita supervizija i rezultati mogu postići kada supervizor i supervizanti rade isključivo na daljinu bez prethodnog kontakta ili uspostavljenog odnosa.

Ovaj rad ima za cilj analizirati dosadašnja saznanja, ali i potencijalne previde, suvremeni kontekst i buduće trendove, a sve kako bi se pokušalo odgovoriti na pitanje: *Je li nam zaista potreban unaprijed uspostavljen odnos licem u lice ili kontakt za učinkovite e-supervizije?* Mnoga su istraživanja ukazala na važnost istraživanja ovog pitanja te ponudila svoja osobna mišljenja i preporuke za buduća istraživanja. No, osim jedne studije (32) koja je u svoju metodologiju uključila glavno pitanje ove studije, nedostaje opsežna literatura. Međutim budući da svjedočimo ekspanziji e-supervizija i drugih oblika e-terapije, ponuditi odgovor ili barem konkretno ažuriranje smjernica od iznimne su važnosti za buduća istraživanja i e-praksu. Posebna korist može biti u međunacionalnim e-supervizijama ili kada supervizor isključivo radi na daljinu. U tom slučaju supervizanti nemaju priliku da upoznaju supervizora i nikada nemaju mogućnost da rade supervizije licem u lice.

Prije pregleda prošlih previda, suvremenog konteksta i budućih trendova o pitanju je li nam zaista potreban unaprijed uspostavljen odnos licem u lice ili kontakt za učinkovite e-supervizije, važno je definirati sam termin učinkovitosti e-supervizije. Literatura kako klasičnih supervizija, tako i e-supervizija općenito nema konsenzus o ovom pitanju. Većinom se studije fokusiraju na ispitivanje zadovoljstvo supervizijama od supervizanata i supervizorski odnos kao najbolje istraženu varijablu unutar supervizorske literature koja se može promatrati u tri dimenzije: odnos, ciljevi i zadatci unutar supervizija (13). Bernard i Goodyear (13) navode da je zadovoljstvo u supervizijama jedan od alternativnih načina pomoću kojih supervizanti mogu evaluirati kvalitetu svoje supervizije i

have experimentally tested the main question of this paper. In addition to several studies (8, 11, 18, 29) that indirectly challenge the old paradigm of the necessity of prior contact, one recent study (32) was found that directly examined this issue, and its quantitative and qualitative results support the hypotheses that effective supervision and results can be achieved when the supervisor and the supervisees work exclusively remotely without prior contact or established relationship.

The aim of this paper is to analyze previous findings, but also potential oversights, as well as the modern context and future trends, all in order to attempt to answer the following question: *Do we actually need in-person pre-established relationships or contact for effective e-supervision?* Many studies have pointed out the importance of exploring this question and authors offered their personal opinions and recommendations for future studies. However, with the exception of one study (32) the methodology of which also included the main question of this study, extensive literature is absent. Nevertheless, as we are witnessing an expansion of e-supervisions and other forms of e-therapy, the provision of an answer or at least of concrete updated guidelines is of utmost importance for future research and e-practice. A particular benefit can arise in international e-supervisions or when a supervisor works exclusively remotely. In that case, supervisees do not have the opportunity to meet the supervisor and never have the chance to engage in in-person supervisions.

Before reviewing past oversights, the modern context and the future trends regarding whether a pre-established in-person relationship or contact is truly necessary for effective e-supervisions, it is important to define the very term of effectiveness of e-supervision. Literature on both traditional supervision and e-supervision generally lacks consensus on this issue. Most studies primarily focus on examining supervisor satisfaction over supervisions, as well as on the supervisory relationship as the most researched variable within the supervisory literature, which can be viewed through three dimensions: rela-

ocijeniti u kojoj mjeri ta supervizija ispunjava njihova očekivanja i potrebe. Unutar literature e-supervizija pronalazimo svega nekoliko istraživanja koja mjere kompetencije supervizanata što bi trebao biti zlatni standard učinkovitosti supervizija. Dodatno, ne pronalazimo studije koje ispituju promjene kod klijenata pri radu sa supervizantima zbog prisutnosti ili odsutnosti e-supervizija, što bi isto tako trebao biti važan kriterij učinkovitosti supervizija.

PROŠLI PREVIDI LITERATURE KOJA FAVORIZIRA KONTAKT UŽIVO

U literaturi e-supervizija koje favoriziraju prethodni kontakt uživo prije e-supervizija pronalazimo određene previde. Martin i sur. (31) su analizirali 11 studija o e-supervizijama. Zaključili su da u četiri od ovih studija (17,33-35) postoje dokazi koji sugeriraju da prethodno osobno iskustvo između supervizora i supervizanata može pozitivno utjecati na ishod supervizija na daljinu. Ova se meta-studija spominje u nekoliko nedavnih studija (2,8,11,18) kao argument da bi svaka tehnološki potpomognuta supervizija općenito trebala zahtijevati unaprijed uspostavljen odnos licem u lice. Međutim, treba napomenuti da su Martin i sur. (31) naizmjenično koristili izraze “telefonske” i “videokonferencijske” e-supervizije, iako je samo jedna od navedenih studija (17) uključivala videokonferencijske supervizije. Četiri studije na koje se Martin i sur. (31) pozivaju bit će ukratko opisane kako bi se istaknuli potencijalni previdi.

Gammon i njegovi norveški kolege (17) proveli su jednu od pionirskih studija o iskustvu videokonferencijskih supervizija. U ovoj studiji, šest medicinskih psihijatrijskih specijalizanata sudjelovalo je u desetotjednom programu, gdje su se izmjenjivali između individualnih supervizija licem u lice i videokonferencijskih supervizija. Studija je imala za cilj istražiti izvedivost i učin-

tionship, goals and tasks as part of supervision (13). Bernard and Goodyear (13) note that satisfaction when it comes to supervision is one of the alternative ways in which supervisees can evaluate the quality of their supervision and assess the extent to which it meets their expectations and needs. When researching e-supervision literature, we can find only a few studies that measure supervisee competencies, which should be the gold standard for supervision effectiveness. Additionally, we cannot find any studies that investigate changes in clients when working with supervisees due to the presence or absence of e-supervision, which should also be an important criterion for supervision effectiveness.

PAST OVERSIGHTS OF LITERATURE FAVORIZING IN-PERSON CONTACT

We can identify certain oversights in the literature on e-supervision that favors prior in-person contact before conducting e-supervision. Martin et al. (31) conducted an analysis of 11 studies focusing on e-supervision. They concluded that in four of these studies (17, 33-35), there is evidence to suggest that prior in-person experience between supervisors and supervisees can positively impact the outcome of remote supervisions. This meta-study has been referenced in several recent studies (2, 8, 11, 18) as an argument that all technology-assisted supervision should generally require a pre-established in-person relationship. However, it should be noted that Martin et al. (31) used the terms “telephone” and “videoconferencing” e-supervision interchangeably, even though only one of the referenced studies (17) involved videoconferencing supervision. The four studies Martin et al (31) refer to will be briefly described in order to highlight potential oversights.

Gammon and his Norwegian colleagues (17) conducted one of the pioneering studies exploring the experience of videoconferencing supervisions. In this study, six medical psychiatric residents participated in a ten-week program during

kovitost videokonferencijskih supervizija kao potencijalne alternative supervizijama licem u lice. Ova studija (17) s e-supervizijama morala je slijediti određeni skup pravila koje je 1996. postavila Norveška liječnička udruga: „Broj polaznika i supervizijskih sesija trebao bi biti ograničen, supervizori su morali biti dio tima na radnim mjestima polaznika i supervizijski odnosi morali su biti dobro uspostavljeni licem u lice prije početka studije” (36, str. 453). Prema Gammonu i njegovim kolegama (17) videokonferencijske supervizije su se pokazale učinkovitima u održavanju kvalitete i zadovoljstva supervizijama. Međutim, istraživači su također primijetili da su potrebna daljnja istraživanja kako bi se utvrdilo je li potreban unaprijed uspostavljen odnos između supervizora i supervizanata. Konkretno, sugerirali su da su potrebne studije koje uključuju supervizorske dijade bez prethodnih odnosa kako bi se ovo pitanje dalje istražilo. Ova studija (17) nije mogla istražiti e-supervizije bez prethodnog odnosa licem u lice zbog posebnih propisa. U kasnijoj analizi studije, Sorlie i njegovi kolege (36) naglasili su važnost uspostavljenog odnosa licem u lice, posebno za terapeute početnike u ranim fazama njihove obuke. Isti su autori utvrdili da je interakcija licem u lice ključna za identifikaciju supervizanata sa supervizorom i za uspostavljanje snažnog profesionalnog identiteta. Ovaj zaključak je logično izveden za studiju staru četrvt stoljeća, kada je internet bio u razvoju; ali još se uvijek spominje u modernim studijama i možda ju više ne bi trebalo primjenjivati.

U Driscollovoj studiji (33) medicinske sestre koje se prije nisu susrele jedna s drugom, ni sa svojim supervizorom sudjelovale su u šestomjesečnim telefonskim grupnim kliničkim supervizijama. Autor je zaključio da su grupne telefonske supervizije dobra alternativa supervizijama licem u lice. Jedan je sudionik spomenuo da iako možda nisu idealne u usporedbi sa supervizijama licem u lice, supervizija na daljinu je isplativ način za pokretanje grupnih kli-

which they alternated between individual in-person supervisions and videoconferencing supervisions. The aim of this study was to explore the feasibility and effectiveness of videoconferencing supervisions as a potential alternative to in-person supervisions. This study (17) involving e-supervisions had to follow a specific set of rules established by the Norwegian Medical Association in 1996: “The number of trainees and supervision sessions should be limited, the supervisors had to be part of the team at the trainees’ workplaces, and the supervision relationships had to be well established face-to-face before starting the study” (36, p. 453). According to Gammon and his colleagues (17), videoconferencing supervision was found to be effective in maintaining the quality of supervision and satisfaction with supervision. However, the researchers also noted that further studies were necessary in order to determine whether a pre-established relationship between supervisors and supervisees was needed. Specifically, they suggested that it was necessary to conduct studies that would include supervision dyads without previously established relationships for the purpose of exploring this issue further. In the course of this study (17) it was impossible to investigate e-supervision without a pre-existing in-person relationship due to specific regulations. In a subsequent analysis of the study, Sorlie and his colleagues (36) emphasized the importance of a pre-established in-person relationship, particularly for novice therapists in the early stages of their training. The same authors asserted that in-person interaction is critical for the supervisees’ identification with the supervisor and for establishing a strong professional identity. This conclusion was logically deduced for a study that was a quarter of a century old when the Internet was still being developed; however, it is still referenced in modern day studies and should probably not be applicable anymore.

In Driscoll’s study (33), nurses who had not met each other or their supervisor before participated in a six-month group clinical supervision conducted via telephone. The author concluded that telephone group supervisions were a good

ničkih supervizija, kada takav ne postoji. Studija predlaže održavanje prethodnog sastanka licem u lice kako bi se uspostavio dogovor i razjasnile uloge. Međutim, autor postavlja pitanje je li inicijalni sastanak licem u lice uistinu neophodan za telefonske i druge vrste supervizija na daljinu (33). Generalizacija rezultata ove studije na sve oblike e-supervizija, kako su Martin i sur. (31) učinili, treba izbjegavati jer su korištene telefonske umjesto videokonferencijskih supervizija.

Robson i Whelan (34) proveli su studiju u kojoj su nastavili svoj supervizorski odnos preko telefona jedan s drugim. Dok su rezultati pokazali da je odnos održan, autori su priznali da je bilo teško utvrditi je li to bilo zbog snage prethodno postojećeg saveza formiranog licem u lice.

Wright i Griffiths (35) proveli su narativnu studiju dijalogom između dva autora. Autori su izrazili sklonost supervizijama licem u lice, ali su priznali da telefon, Skype i e-pošta mogu biti korisni u nekim okolnostima, ali ne preporučuju ove oblike rada na daljinu neiskusnim terapeutima. Ova mišljenja utemeljena su na osobnom iskustvu, a ne na nalazima osnovanima na istraživanjima. Drugi autor primijetio je da telefonske supervizije mogu biti prihvatljive nakon izgradnje povjerenja putem kontakta licem u lice citirajući Shohetov rad (37) o potrebi da se praktičari osjećaju sigurnima u preuzimanju rizika i navodeći da supervizorski rad na daljinu ne može uspostaviti tako siguran prostor za odnos. Ovo istraživanje nije raspravljalo o videokonferencijskim supervizijama. Meta-analiza koju su proveli Martin i sur. (31) može se smatrati zastarjelom i navodi na pogrešne zaključke, budući da se primarno fokusira na telefonske supervizije i ne uzima u obzir trenutni dominantni oblik rada odnosno videokonferencijske supervizije.

U kvalitativnoj studiji s polustrukturiranim intervjuima koju su proveli Cameron i sur. (38) o videokonferencijskim supervizijama s mlađim

alternativu to in-person supervisions. One participant mentioned that although they may not be ideal compared to in-person supervisions, remote supervisions are a cost-effective way to initiate group clinical supervisions when none exist. The study suggests having an in-person pre-meeting in order to establish an agreement and clarify specific roles. However, the author raises the question of whether an in-person initial meeting is truly necessary for telephone and other types of remote supervisions (33). The generalization of results from this study to all forms of e-supervision, as done by Martin et al. (31), should be avoided, because instead of videoconferencing supervisions they conducted telephone supervisions.

Robson and Whelan (34) conducted a study in which they continued their in-person supervisory relationship over the telephone. While the results indicated that the relationship was maintained, the authors acknowledged that it was difficult to determine whether this was due to the strength of the pre-existing alliance which they had established in-person.

Wright and Griffiths (35) conducted a narrative study by means of a dialogue between the two authors. The authors expressed a preference for in-person supervision, but acknowledged that telephone, Skype and email may be useful in some circumstances, although they did not recommend these types of remote work for inexperienced therapists. These opinions were based on personal experience rather than research-based findings. The second author noted that telephone supervision may be acceptable after trust has been established through in-person contact, citing Shohet's work (37) on the need for practitioners to feel secure in taking risks, and stating that remote supervision cannot enable such a safe space for a relationship to be built. Videoconferencing supervision was not discussed in this study. The meta-analysis conducted by Martin et al. (31) may be considered outdated and misleading, as it primarily focuses on telephone supervisions and does not account for the dominant form of work, i.e. videoconferencing supervisions.

stažistima medicinske onkologije i višim medicinskim službenicima, utvrđeno je da 70 % sudionika preferira imati sastanak licem u lice sa svojim supervizorom prije nego započnu e-supervizije. Iako su sudionici imali pozitivan stav prema supervizijama na daljinu putem videokonferencije, smatrali su da će im susret licem u lice pomoći da utvrde očekivanja i razjasne kako će proces funkcionirati. Glavni razlog za ovu sklonost bio je nedostatak neverbalnih znakova tijekom e-supervizija. Sudionici su također istaknuli prednosti rada na daljinu za pacijente o kojima su skrbrili, posebno za mlade pripravnike koji rade u udaljenim područjima i koji su ovisili o povratnim informacijama starijih kolega. Ovi nalazi nisu dobiveni iz eksperimentalnih postavki i nejasno je odražavaju li odgovori sudionika njihova stvarna iskustva ili osobna mišljenja u vezi s prijašnjim kontaktima i odnosima. U navedenom radu istražuju se preferencije ispitanika koje nisu nužno povezane s učinkovitosti e-supervizija, ali vjerojatno utječu na njihovu spremnost da pristanu na supervizije koje se odvijaju isključivo elektronski od samog početka. Ne ispituje se ni jedan parametar koji bi se mogao dovesti u vezu s efikasnošću e-supervizija poput zadovoljstvo supervizijama, supervizorski odnos ili kompetencije supervizanata, što samim time navodi da data studija ili slične njoj se ne bi trebale navoditi kao studije koje idu u prilog neophodnosti upoznavanja uživo prije rada e-supervizija.

Rousmaniere i sur. (39) sugerirali su da je za poboljšanje grupne kohezije i formiranje grupe s uravnoteženim skupom vještina važno imati prethodni kontakt licem u lice i povremeno se sastajati licem u lice, posebno za grupe koje rade elektronski. Autori su istaknuli da postoji veći rizik od neusklađenosti između osobnosti članova grupe, interesa pripravnika supervizanata i supervizora, kliničkih žarišta ili ciljeva obuke, ako se grupa formira bez susreta licem u lice. Webber i Deroche (40) predložili su u poglavlju knjige *Korištenje tehnologije za pobolj-*

In a qualitative study which included semi structured interviews conducted by Cameron et al. (38) focusing on videoconferencing supervisions with junior medical oncology interns and senior medical officers, it was established that 70% of the participants preferred having an in-person meeting with their supervisor before starting e-supervisions. Although the participants had a positive attitude towards remote supervision via videoconferencing, they believed that meeting in person first would help them set the expectations and clarify how the process would work. The main reason for this preference was the lack of non-verbal cues during e-supervisions. The participants also highlighted the benefits of remote work for the patients they cared for, particularly when it comes to junior medical interns working in remote areas who depended on feedback from their senior colleagues. These findings were not obtained from experimental settings, and it is unclear whether the participants' responses reflect their actual experiences or personal opinions regarding prior contact and relationships. The subject study explores the participants' preferences that are not necessarily connected with the effectiveness of e-supervisions, but likely influence their willingness to engage in supervisions conducted exclusively electronically from the outset. No parameters relating to the effectiveness of e-supervisions, such as satisfaction with supervisions, the supervisory relationship or supervisee competencies are investigated, which in itself leads to the conclusion that this study or similar studies should not be cited as evidence in favor of the necessity of in-person introductions before engaging in e-supervision.

Rousmaniere et al. (39) suggested that in order to enhance group cohesion and form a group with a balanced skillset, it is important to have prior in-person contact and meet in-person periodically, especially when it comes to groups that meet online. The authors pointed out that there is a greater risk of mismatches between group member personalities, trainee/supervisee and supervisor interests, clinical foci or training goals if a

šanje kliničkih supervizija da bi prvi kontakt u e-supervizijama idealno trebao biti licem u lice kako bi se potaknuo odnos i izgradio snažan radni savez između supervizora i supervizanta. Opet, nije bilo eksperimentalnih studija koje bi potvrdile ni jednu od ovih tvrdnji.

Conn i sur. (41) ispitivali su učinkovitost hibridne (kombinacija licem u lice supervizija i e-supervizije) grupne supervizije u odnosu na superviziju licem u lice. Zanimljivo, rezultati su pokazali da je skupina koja je koristila hibridni model izvijestila o većem zadovoljstvu svojim supervizijama. Iako e-supervizije nisu bile glavni fokus studije, autori su naglasili važnost prethodnog kontakta licem u lice u e-supervizijama. Međutim, važno je napomenuti da se preferencija autora o unaprijed uspostavljenom kontaktu temelji na vlastitom mišljenju, a ne na izravnim odgovorima sudionika. Na ovo mišljenje možda su utjecale prethodne studije o ovoj temi za koje smo već naveli da imaju određene previde.

Chamberlain i Smith (42) proveli su analizu dostupne literature na području radnog saveza u supervizijama na daljinu i usporedili je sa supervizijama licem u lice. Rezultati ukazuju da ni jedan modalitet ne bi trebao zamijeniti drugi, već bi se trebali nadopunjavati kako bi pružili najbolju uslugu supervizantima i klijentima. Pozivajući se na prethodne studije (28,41,43) autori su preporučili uspostavljanje nekog oblika kontakta licem u lice i izgradnju radnog saveza prije prelaska na internetsku platformu. Predložili su da supervizori budu proaktivni u razvoju i uspostavljanju snažnog radnog saveza rano u procesu supervizije. Slično, Nelson i sur. (24) proveli su istraživanje s dvije grupe, od kojih je jedna grupa radila putem interneta, a druga pristupom licem u lice. Obje skupine pokazale su zadovoljstvo supervizijom. Međutim, i profesori i studenti uključeni u ovo istraživanje naveli su da preferiraju da se prvo sastanu licem u lice kako bi uspostavili odnos. Još jednom, ovaj je zaključak donesen kao re-

group is formed without having met in-person. In a chapter of the book *Using Technology to Enhance Clinical Supervision*, Webber and Deroche (40) suggested that the first contact in e-supervision should ideally be in-person, in order to foster rapport and build a strong working alliance between the supervisor and supervisee. Again, there were no experimental studies to confirm any of these claims.

Conn et al. (41) examined the effectiveness of hybrid group supervision (combination of in-person and e-supervisions) versus in-person supervision. Interestingly, the results showed that the group utilizing the hybrid model reported higher satisfaction with their supervisions. While e-supervision was not the main focus of the study, the authors stressed the importance of prior in-person contact when it comes to e-supervision. It should, however, be noted that the authors' preference for pre-established contact was based on their own opinions rather than the direct responses of the participants. These opinions may have been influenced by previous studies on this topic, for which we have already established that they have certain oversights.

Chamberlain and Smith (42) conducted an analysis of the literature available in the field of working alliances in distant supervisions and compared it with in-person supervisions. The results indicated that neither modality should replace the other, but rather should complement each other to provide the best service to supervisees and clients. Referring to previous studies (28, 41, 43), the authors recommended establishing some form of in-person contact and building a working alliance before moving to an online platform. They suggested that supervisors should be proactive in developing and establishing a strong working alliance early in the supervision process. Similarly, Nelson et al. (24) conducted a study with two groups, one of which met online, while the other met in-person. Both groups expressed satisfaction with their supervisions. However, both the professors and the students involved in this study preferred meeting in-person first to establish a relationship. Once again, this conclu-

zultat osobnog mišljenja hipotetičke situacije u postintervjuima, a ne kao rezultat eksperimentalne situacije.

Iako postoje neka ograničenja i propusti u prošlim studijama, osobne preferencije se ne mogu zanemariti. Neki supervizanti i supervizori mogu preferirati jedan način supervizije u odnosu na drugi i možda će trebati raditi na željeni način, bez obzira na njihovu dob, iskustvo ili tehnološku pismenost. Studije citirane u ovom radu spomenule su važnost prethodnog kontakta licem u lice u e-supervizijama, ali njihova metodologija nije bila dovoljna za izvlačenje konačnih rezultata. Na pogrešan zaključak navodi što mnogi autori stavljaju toliki naglasak na potrebu prethodnog kontakta licem u lice u e-supervizijama. Kao što ćemo vidjeti u sljedećem odjeljku, neke su studije testirale ove tvrdnje neizravno ili izravno.

SUVREMENI KONTEKST

U pet relativno nedavnih studija (18,29,32,46,47) primijećena je promjena paradigme. Hibridne metode, koje uključuju kombinaciju supervizija licem u lice i raznih oblika e-supervizija, stekle su popularnost u području supervizija. Ove su metode uspoređivane s tradicionalnim supervizijama licem u lice. Rezultati dosljedno pokazuju da su hibridne metode jednako učinkovite kao i tradicionalna supervizija licem u lice (11,15,21,22,24,41,43). Međutim, važno je napomenuti da se nijedna od ovih studija nije usredotočila isključivo na elektroničke videokonferencijske supervizije bez prethodno uspostavljenog odnosa (20).

Unatoč nepostojanju formalnog eksperimentalnog okruženja Elliot i sur. (47) navode iskustvo e-supervizija bez prethodnog kontakta između supervizora i supervizanta. Supervizant je izrazio visoku razinu ugone i podrške tijekom cijelog procesa unatoč tome što se nikad nije susreo licem u lice sa supervizorom. Prema riječima su-

sion was made as a result of personal opinions referencing a hypothetical situation in post interviews, and not as a result of an experimental situation.

Although previous studies contain some limitations and oversights, personal preferences cannot be ignored. Some supervisees and supervisors may prefer one mode of supervision over another, and may need to work in their preferred mode, regardless of their age, experience or technological literacy. The studies cited in this paper did mention the importance of prior in-person contact when it comes to e-supervision, but their methodology was insufficient to draw conclusive results. The fact that many authors place such emphasis on the need for prior in-person contact in e-supervision is misleading. As will be demonstrated in the next section, some studies have indirectly or directly tested these claims.

MODERN CONTEXT

A paradigm shift was observed in five relatively recent studies (18, 29, 32, 46, 47). Hybrid methods, which involve a combination of in-person supervision and various other forms of e-supervision, have gained popularity in the field of supervision. These methods have been compared to traditional in-person supervisions. The results consistently indicate that hybrid methods are equally effective as traditional in-person supervisions (11, 15, 21, 22, 24, 41, 43). It is, however, important to note that neither of these studies focused solely on electronic videoconferencing supervisions without a pre-established relationship (20).

Despite the absence of a formal experimental setting, Elliot et al. (47) recounted an e-supervision experience where there had been no prior contact between the supervisor and supervisee. The supervisee expressed a high level of comfort and support throughout the process, despite never having met the supervisor in-person. According to the supervisee, the use of videoconference

pervizanta, korištenje videokonferencije tijekom supervizijske sesije stvorilo je osjećaj blizine, kao da je supervizor fizički prisutan. Nadalje, supervizant nije naveo probleme ili izazove vezane uz korištenje videokonferencije u vezi s procesom supervizije ili uspostavljenjem odnosa.

Bernhard i Camins (29) proveli su kvalitativne analize dvoje polaznika koji su prošli šestomjesečnu superviziju licem u lice nakon koje je uslijedilo šest mjeseci videokonferencijske supervizije. Prvi supervizant je imao istog supervizora u obim fazama, dok je drugi supervizant radio s različitim supervizorima. Unatoč izazovima, prednosti e-supervizija nadmašile su nedostatke, jer je uspostavljen i održavan snažan savez sa supervizorom u jasnoj agendi i strukturiranim sastancima. Naime, jedan se sudionik nije složio s tvrdnjom da je prije e-supervizija neophodan sastanak licem u lice. Ova osoba je navela da se jedno od njihovih najkorisnijih supervizijskih iskustava dogodilo sa supervizorom kojeg nikada nisu sreli licem u lice.

Brandoff i Lombardij (46) zaključuju da je uspješna e-supervizija moguća u području art terapije korištenjem različitih načina e-supervizija. Međutim, preporučuju da se pojedinci koji sudjeluju u supervizijama na daljinu pokušaju sastati licem u lice barem jednom ako je to moguće. Obje studije koje su proveli Bernhard i Camins (29) te Brandoff i Lombardi (46) daju snažne indikacije da supervizanti nisu imali nikakav prethodni kontakt sa supervizorima niti su se s njima susreli licem u lice. Inman i sur. (30) također su prepoznali važnost istraživanja Brandoffa i Lombardija (46), ali su predložili daljnja istraživanja zbog ograničene veličine uzorka. Ograničenje obih studija koje su proveli Bernhard i Camins (29) te Brandoff i Lombardi (46) je uključivanje samo po jednog sudionika.

Jordan i Shearer (18) proveli su nedavno istraživanje koje je vrijedno pažnje jer je pokazalo pozitivne rezultate za videokonferencijske e-supervizije. Njihovo istraživanje koristilo je pristup mješovitih metoda koji je uključivao

during the supervision session created a sense of proximity, as if the supervisor were physically present. Furthermore, the supervisee reported no issues or challenges when it came to the use of videoconference in relation to the supervision process or the established relationship.

Bernhard and Camins (29) conducted qualitative analyses of two trainees who underwent six months of in-person supervisions followed by six months of videoconferencing supervisions. The first supervisee had the same supervisor during both phases, while the second supervisee worked with different supervisors. Despite some challenges, the advantages of e-supervisions outweighed the drawbacks, as a strong alliance with the supervisor was established and maintained through clear agendas and structured sessions. Notably, one participant disagreed with the notion that an in-person meeting is necessary prior to e-supervision. This individual stated that one of their most beneficial supervision experiences took place while working with a supervisor they had never met in person.

In their study, Brandoff and Lombardi (46) concluded that successful e-supervision is possible in the field of art therapy by using different methods of e-supervision. However, they recommend that individuals taking part in remote supervisions should make an effort to meet in person at least once if possible. Both studies conducted by Bernhard and Camins (29) and Brandoff and Lombardi (46) provide strong indications that the supervisees had no prior contact with the supervisors, and did not meet them in person. Inman et al. (30) also recognized the importance of the study conducted by Brandoff and Lombardi (46), but suggested that further research is necessary due to the limited size of the sample. A limitation of both studies conducted by Bernhard and Camins (29) and Brandoff and Lombardi (46) is that they included only one participant each.

Jordan and Shearer (18) conducted a recent study worth noting due to the fact that it yielded positive results concerning videoconferencing e-su-

12 psiholoških pripravnika koji su pružali terapiju pacijentima ratnim veteranima tijekom razdoblja od 12 mjeseci. Naime, studija nije precizirala jesu li polaznici prije studije imali kontakt sa svojim supervizorima. Međutim, na temelju dostupnih informacija može se zaključiti da nisu imali prethodnu interakciju. Slično drugim studijama, korišten je hibridni model u kojem su polaznici imali različite supervizore za supervizije licem u lice i za e-supervizije. Nalazi su pokazali da je većina pripravnika imala pozitivno iskustvo i razvila snažnu vezu sa svojim supervizorom. Većina supervizanata izvijestila je da nije bilo zamjetne razlike u učinkovitosti tih dvaju modaliteta, a neki su čak smatrali da e-supervizije potiču jače odnose i omogućuje veće samootkrivanje. Kao rezultat toga autori su predložili da se buduća istraživanja trebaju usredotočiti na istraživanje utjecaja prethodnih sastanaka licem u lice na proces supervizije.

E-supervizija je pokazala uspješnu implementaciju u kontekstu međunarodnih psihodinamskih pristupa o čemu svjedoči studija koju su proveli Fishkin i sur. (44). U ovoj studiji Fishkin je podučavao kineske studente procesu psihodinamičke analize tijekom dvogodišnjeg razdoblja. Većina supervizijskih sesija učinkovito je provedena putem videokonferencije uz prilagodbe koje su napravljene kako bi se odredila tradicionalna analiza. Na primjer, napravljene su prilagodbe položaja kamere kako bi se supervizantima omogućilo da leže na kauču i budu vidljivi supervizoru na ekranu, odražavajući postavke tradicionalne analize.

U drugoj međunarodnoj studiji koju su proveli Duan i sur. (45) ispitan je dvogodišnji međunarodni grupni metasupervizijski program. Autori su zaključili da je, unatoč izazovima kao što su vremenske razlike, kulturološke razlike i nedostatak vizualnih znakova, većina supervizanata pokazala poboljšane kompetencije u superviziji. Ovo je istraživanje istaknulo da međunarodna suradnja ne samo da je poboljšala znanje i vještine kineskih supervizanata, već

supervizion. Their study employed a mixed methods approach which involved 12 psychological trainees who provided therapy to war veteran patients over a period of 12 months. Notably, the study did not specify whether the trainees had any contact with their supervisors prior to the study. However, based on the available information, it can be inferred that they had no prior interaction. Similar to other studies, a hybrid model was used in which the trainees had different supervisors for in-person supervisions and e-supervisions. The findings indicated that most trainees had a positive experience and developed strong bonds with their supervisors. Most of the supervisees reported that there was no discernible difference in the effectiveness of these two modalities, and some even felt that e-supervisions fostered stronger relationships and facilitated greater self-disclosure. As a result, the authors suggested that future research should focus on exploring the impact of in-person meetings on the process of supervision.

E-supervision was successfully implemented in the context of international psychodynamic approaches, as evidenced by the study conducted by Fishkin et al. (44). In this study, Fishkin taught Chinese students the process of psychodynamic analysis over a two-year period. The majority of the supervision sessions were effectively conducted via video conferencing, with adjustments made in order to replicate the traditional analysis setting. For instance, adjustments were made to the camera positioning so as to allow the supervisees to lie on the couch and be visible to the supervisor on the screen, mirroring the setup of a traditional analysis.

In another international study conducted by Duan et al. (45), a two-year international group meta-supervision program was examined. The authors concluded that despite the challenges such as time differences, cultural differences and the absence of visual cues, the majority of supervisees demonstrated improved competence during supervision. This study highlighted the fact that international collaboration not only enhanced the knowledge and skills of Chinese

je također pružila priliku za rast i jedinstvene trenutke učenja za međunarodne supervizore (45). Slične studije također su raspravljale o važnosti izgradnje međunarodnih veza supervizijom predstavljajući prilike za pozitivna iskustva, rast i razvoj (1,37). E-supervizije mogu posebno doprijeti područjima s ograničenim resursima ili onih pogođenih katastrofama, gdje u blizini možda nedostaje profesionalna podrška (1). U tim međunarodnim okolnostima, vjerojatno je da se uključene strane nikad nisu srele licem u lice. Međutim, metodologija i rezultati istraživanja nisu eksplicitno razjasnili jesu li se supervizori i supervizanti susreli prije nego što su se uključili u e-supervizije.

Na kraju je važno spomenuti jednu jedinu studiju (32) koja je uključila u svoju metodologiju pitanje je li prethodni kontakt i odnos zapravo neophodan za uspješnu e-superviziju. Ovo je istraživanje imalo za cilj ispitati kako početni kontakt licem u lice i pisane povratne informacije utječu na učinkovitost RE&KBT e-supervizija. Ova studija je navela po kojem psihoterapijskom i supervizorskom modalitetu je radila, što je rijetkost, ali i istovremeno mana većine istraživanja u ovoj oblasti. Istraživanje je uključivalo dvije skupine: kontrolnu koja je na početku imala jedan uvodni sastanak licem u lice i eksperimentalnu skupinu koja je cijeli proces supervizije provodila elektronski. Ukupno pet supervizanata završilo je deset sesija e-supervizije tijekom šest mjeseci. Obje su skupine postigle iznadprosječne rezultate na inventaru supervizorskog radnog saveza i na upitniku o zadovoljstvu supervizija. Osim toga, studija pokazuje da jedan kontakt licem u lice ne utječe značajno na zadovoljstvo e-supervizija ili radni savez. Vrijedno je napomenuti da trenutno postoji nedostatak validiranih modela e-supervizija, te je stoga ova studija koristila eksperimentalni model nazvan Suportativni model elektronskih supervizija (SMeS). Iako je model SMeS obećavajući, potrebno je daljnje testiranje s većim uzorkom i jasnije definiranim postupcima.

supervisees, but also provided opportunities for growth and unique learning moments for international supervisors (45). Similar studies have also discussed the importance of building international connections through supervision, presenting opportunities for positive experiences, growth and development (1, 37). E-supervision can effectively reach areas with limited resources or those affected by disasters, where nearby professional support may not be available (1). In these international settings, it is likely that the involved parties have never met in person. However, the methodology and results of the studies did not explicitly clarify whether the supervisors and supervisees had met before engaging in e-supervision.

Finally, it is important to mention the one and only study (32) the methodology of which included the question of whether previous contact and relationship is actually necessary for successful e-supervision. The aim of this study was to examine how initial in-person contact and written feedback affect the effectiveness of RE&CBT e-supervisions. The psychotherapeutic and supervisory modalities that were employed were specified in this study, which is rare, but is also a shortcoming of most studies within this field. The study involved two groups: a control group that had one in-person meeting at the beginning, and an experimental group that conducted the entire supervision process online. A total of five supervisees completed ten e-supervision sessions over a period of six months. Both groups scored above average on the Supervisory Working Alliance Inventory and on the Supervisor Satisfaction Questionnaire. Additionally, the study indicates that a single in-person contact does not significantly affect e-supervision satisfaction or the working alliance. It is worth noting that there is currently a lack of validated e-supervision models, and this study utilized an experimental model called the Supportive Model of Electronic Supervision (SMeS). While the SMeS model showed promise, further testing with a larger sample and more clearly defined procedures is necessary.

Iako autori mogu imati svoje preferencije u vezi s prethodnim odnosima ili kontaktima u e-supervizijama, nekoliko prethodnih studija (17,21,33,34,36,43,48) kao i više nedavnih studija (8,11,18,29,30,32,42) naglasile su važnost istraživanja ovog neodgovorenog pitanja u budućim studijama.

Tarlow i sur. (11) su koristeći nacрте za studije slučaja s različitim vremenskim točkama uvođenja tretmana demonstrirali učinkovitost telefonskih i videokonferencijskih supervizija u usporedbi sa supervizijama licem u lice. Ova je studija poput pionirskog rada Gammona i sur. (17) već imala kontakt licem u lice prije e-supervizija. U svjetlu ovih otkrića Tarlow i sur. (11) identificirali su potrebu da buduća istraživanja e-supervizija ponude prioritet ispitivanju učinkovitosti supervizija bez početnih kontakata licem u lice.

U svojoj studiji Reese i sur. (43) uspoređivali su skupine koje su bile podvrgnute naizmjeničnoj superviziji licem u lice i videokonferencijskoj grupnoj superviziji te su zaključili da su zadovoljstvo supervizijom i supervizijski odnos slični u oba modaliteta. Ovi su nalazi dodatno potkrijepljeni kvalitativnim podacima iz prethodnih studija (17,24), koji su ukazali da su potrebe polaznika adekvatno riješene i u videokonferencijskim supervizijama. Međutim, Reese i sur. (43) priznaju da određeni aspekti e-supervizija ostaju neistraženi. Konkretno, primijetili su izazov generaliziranja i naveli da buduća istraživanja trebaju odgovoriti na pitanje kako bi se početnici ili novi stručnjaci osjećali kada bi imali supervizije koje se pretežno ili u potpunosti temelje na videokonferencijskim supervizijama.

Phillips i sur. (8) sugeriraju da bi buduća istraživanja trebala ne samo istraživati utjecaj unaprijed uspostavljenih odnosa licem u lice na e-superviziju, već i istražiti razlike između terapeuta početnika i naprednijih starijih terapeuta u edukaciji. Slično, Deane i sur. (49) istaknuli su

Even though authors may have their preferences when it comes to prior relationships or contact in e-supervision, several previous studies (17, 21, 33, 34, 36, 43, 48), as well as multiple recent studies (8, 11, 18, 29, 30, 32, 42) have emphasized the importance of exploring this unanswered question in future studies.

Using multiple baseline case study designs, Tarlow et al. (11) demonstrated the effectiveness of telephone and videoconferencing supervisions compared to in-person supervisions. In this study, like in the pioneering work of Gammon et al. (17), there was pre-existing in-person contact before e-supervision. In light of these findings, Tarlow et al. (11) identified the need for future e-supervision research to prioritize examining the effectiveness of supervisions without any initial in-person contacts.

In their study, Reese et al. (43) compared groups that underwent alternating in-person and videoconferencing group supervisions, and they concluded that satisfaction with supervision and the supervisory relationship were similar in both modes. These findings were further supported by qualitative data from previous studies (17, 24), which indicated that trainees' needs were adequately addressed in videoconferencing supervisions as well. Reese et al. (43), however, acknowledge that certain aspects of e-supervision remain unexplored. In particular, they noted the challenge of generalizability and stated that future research should address the question of how novices or new professionals would feel if they had supervisions that were predominantly or entirely based on videoconference supervisions.

Phillips et al. (8) suggest that future research should not only investigate the impact of pre-established in-person relationships on e-supervision, but should also explore the differences between novice therapists and more advanced senior therapists in training. Similarly, Deane et al. (49) highlighted the rarity of studies that exclusively focus on e-supervision without any in-person contact. Additionally, Chapman et al.

rijetkost studija koje se isključivo fokusiraju na e-supervizije bez ikakvog kontakta licem u lice. Dodatno, Chapman i sur. (21) postavili su isto pitanje: Koje su implikacije kada supervizoru nedostaje prethodno iskustvo sa supervizijom licem u lice?

Narativni izvještaji ili meta-studije često su izvori koji podržavaju sklonost odnosima lice u lice ili kontaktima prije e-supervizija, a ne izvorni eksperimenti. Kao što smo ranije zaključili meta-studije često izjednačavaju telefonske i videokonferencijske supervizije, što može navoditi na pogrešne zaključke. Nekoliko studija savjetovanja (17,24,43,46) koje su provodile kontrolirane eksperimente videokonferencijske e-supervizije i još uvijek zagovarale kontakt licem u lice nisu uključile prisutnost ili odsutnost kontakta kao nezavisnu varijablu u svojim nacrtima. Tim eksperimentima nedostajale su informacije o e-supervizijama koje se provode isključivo putem interneta. Međutim, autori poput Phillipsa i sur. (8) priznali su postojanje obje strane priče i prepoznali potencijalne nedosljednosti naglašavajući potrebu za daljnjim istraživanjem prije donošenja čvrstih zaključaka.

Irvin Yalom (50) također je priznao da je bio zabrinut, pa je imao čak i odbojnost prema elektronskom radu, no nakon što je dobio priliku, saznao je da e-psihoterapija i e-supervizija za neke klijente i supervizante može biti iznimno korisna: "S njezinim licem koje je ispunjavalo zaslon mog računala počeo sam osjećati njezinu blizinu i u vrlo kratkom vremenu činilo se da su tisuće milja koje su nas dijelile nestale" (str. 249).

PRAKTIČNE SMJERNICE ZA e-SUPERVIZIJE

Nakon sumiranja dosadašnje literature važno je ponuditi određene dodatne praktične smjernice za sve stručnjake koji sudjeluju u e-supervizijama, pogotovo ako se isključivo radi elektronski, bez upoznavanja licem u lice tijekom

(21) raised the same question: What are the implications of a situation when the supervisor lacks prior experience with in-person supervision?

Narrative reports or meta-studies are often the sources supporting the preference for in-person relationships or contact prior to e-supervision, rather than original experiments. As we concluded earlier, meta-studies often equate telephone supervisions and videoconferencing supervisions, which may be misleading. Several counseling studies (17, 24, 43, 46) that conducted controlled videoconferencing e-supervision experiments and still advocated for in-person contact did not include the presence or absence of contact as an independent variable in their designs. These experiments lacked information on e-supervisions conducted exclusively online. However, authors like Phillips et al. (8) acknowledged the existence of both sides of the story and recognized potential inconsistencies, emphasizing the need for further research before drawing firm conclusions.

Irvin Yalom (50) also admitted that he had concerns, and even felt an aversion toward online work, but after he gave it a chance, he learned that e-psychotherapy and e-supervision can be extremely beneficial for some clients and supervisees: "With her face filling my computer screen, I began to feel close to her, and within a very short time, the thousands of miles separating us seemed to evaporate" (p. 249).

PRACTICAL GUIDELINES FOR e-SUPERVISION

After summarizing the existing literature, it is important to offer additional practical guidelines for all professionals participating in e-supervision, especially if the work is conducted exclusively online and without any in-person interaction during any part of the supervisory process. It is crucial to emphasize that this paper does not advocate for one form of supervision to completely replace another. A more important message would be that no form of supervision should be considered inferior to another, at least with regard to individual

bilo kojeg segmenta supervizorskog procesa. Iznimno je važno naglasiti da ovaj rad ne zagovara da i jedan oblik supervizija potpuno zamijeni drugi oblik rada. Važnija bi poruka bila da se ni jedan oblik rada jedan pored drugog ne bi trebao smatrati inferiornim, barem što se tiče individualnih supervizija. Svaki oblik rada treba prepoznati kao jedinstven, ali opet s brojnim sličnostima poput dva brata blizanca i koristiti u skladu s kontekstom i uzajamnih potreba uključenih strana u supervizorski proces. Prvo je potrebno educirati trenutne supervizore o svim prednostima, ali i nedostacima elektronskog rada. Ne treba pretpostavljati da se radi o identičnom kontekstu rada. Isti ti supervizori bi tijekom procesa psihoedukacije supervizirana unutar odgovarajućih modaliteta trebali u obavezni program uključiti edukaciju kako o e-psihoterapiji, tako i o e-supervizijama.

U supervizorskom procesu supervizant se većinom mora prilagođavati obliku rada supervizora. Supervizori većinom imaju unaprijed definiran oblik rada i uklapaju supervizante u dati kalup, bez obzira radi li se o supervizijama licem u lice ili e-supervizijama. Tako supervizori mogu preferirati djelomično preslušavanje seanse bez prilike za potpuno preslušavanje ili isključivo grupne supervizije bez individualnih supervizija. Na taj način supervizanti ostaju uskraćeni za određeno iskustvo i veće su šanse da mogu napraviti određene greške i možda čak potencijalno indirektno nauditi klijentima ili barem ne pružiti najbolju moguću uslugu. Vjerujemo da zbog izlaganja različitim oblicima rada tijekom edukacije može doći do transfera vještina iz supervizorskog procesa u terapijski. Supervizor bi trebao stvoriti dovoljno siguran prostor u supervizijama da se supervizant osjeća sigurnim iznijeti svoje ideje, mišljenje i potencijalne kritike te ih u skladu s mogućnostima edukacije primijeniti. Neposredno nakon završetka svake supervizije supervizant bi trebao ocijeniti rad supervizora na osnovi nekoliko stavki, na primjer ukupni dojam i stupanj zadovoljstva s datom supervizijom, izraženost

supervisions. Each form of work should be recognized as unique, but with numerous similarities, like two fraternal twins, and should be used in accordance with the context and mutual needs of the parties involved in the supervisory process. First, current supervisors should be educated about all the advantages and disadvantages of electronic work. It should not be assumed that it is an identical work context. In the course of the psychoeducation process of supervisees within appropriate modalities, these same supervisors should include education on both e-psychotherapy and e-supervision into the mandatory programs.

In the supervisory process, supervisees must typically adapt to the supervisors' working styles. Supervisors usually have a pre-defined way of working and fit supervisees into that mold, whether this concerns in-person supervision or e-supervision. As a result, supervisors may prefer partial listening of a session without the opportunity for complete listening, or exclusively group supervisions without individual supervisions. In this way, supervisees are deprived of certain experiences, and there is a greater chance that they might make certain mistakes or potentially indirectly harm clients or at least not provide the best possible service. We believe that skills can be transferred from the supervisory process to therapy due to exposure to different work modalities during training. The supervisor should create a safe enough space during supervision for the supervisees to feel comfortable expressing their ideas, opinions and potential criticisms, and apply them in accordance with educational opportunities. Immediately after each supervision, the supervisee should assess the supervisor's work based on several items, such as overall impression and degree of satisfaction with the subject supervision, the extent to which it focused on the supervisee's goals, suggestions for future supervision, and similar. We believe that assessments can be more honest in an electronic context by using pre-prepared evaluation sheets, because they can be completed literally a few minutes after completing e-supervision, as opposed

koliko se radilo na supervizantovim ciljevima, prijedlog za sljedeće supervizije i slično. Smatramo da ocjenjivanje može biti iskrenije u elektronskom kontekstu pomoću unaprijed pripremljenih evaluacijskih listova, jer se može ocijeniti doslovno nekoliko minuta nakon završene e-supervizije, za razliku od supervizije licem u lice gdje bi se supervizant trebao izložiti pisanju evaluacije ili popuniti elektronsku evaluaciju nakon što ima pristup internetu.

Pandemija je natjerala i najveće skeptike da se izlože radu na daljinu. Izlaganjem dolazi do promjene stava, mogli bismo čak reći i predrasuda prema e-supervizijama. Predlažemo da tijekom psihoterapijske edukacije unutar odgovarajućih modaliteta supervizanti imaju minimalan broj kako supervizija licem u lice, tako i e-supervizija. Na ovaj način supervizanti se mogu efikasnije spremati za suvremeni kontekst rada u psihoterapiji. Dodatno imaju priliku da iskustveno testiraju svoja uvjerenja i formiraju stav u skladu sa svojim iskustvom. To isto može vrijediti za terapeute koji i nakon klasične psihoedukacije pohađaju supervizije, bilo za potrebe reakreditacije unutar odgovarajuće udruge bilo u kontekstu radne organizacije. Minimalnim brojem kako licem u lice supervizija, tako i e-supervizija u odgovarajućem razdoblju uz otvoreni poziv za razgovor o ovoj temi, supervizanti, ali i certificirani praktičari, imaju priliku osvijestiti i unaprijediti cjelokupno supervizorsko iskustvo. Isto kao što bi trebao biti minimalni broj sati supervizija kako licem u lice, tako i elektronski, smatramo da je važno postaviti minimalnu kvotu psihoterapijskih sati koje supervizant treba odraditi kako licem u lice s klijentom, tako i u elektronskom kontekstu, ne nužno s istim klijentom te uz suglasnost klijenata. Supervizanti trebaju biti svestrani i imati barem minimalno iskustvo u raznim oblicima rada, a to jedino mogu postati, ako su i njihovi supervizori svestrani i fleksibilni. Na taj se način supervizanti mogu efikasnije adaptirati i pripremiti za suvremeni kontekst rada. Tijekom supervizija bi se raspravljalo o različitim kontekstima rada.

to in-person supervision where the supervisee would need to provide a written evaluation or fill out an electronic evaluation once they have access to the Internet.

The pandemic has forced even the most skeptical individuals to open themselves up to remote work. Such exposure leads to a change in attitude, and we could even say a change in bias, towards e-supervision. We propose that during psychotherapy education within appropriate modalities, supervisees should have a minimum number of both in-person supervisions and e-supervisions. This way, supervisees can prepare more efficiently for the modern work context in psychotherapy. Additionally, they have the opportunity to experientially test their beliefs and form their attitudes in line with their experience. This can also apply to therapists who continue to attend supervisions even after standard psychoeducation, either for reaccreditation purposes within the appropriate association or in the context of work organization. With a minimum number of both in-person supervisions and e-supervisions over an appropriate period, and with an open invitation to discuss this topic, the supervisees, as well as certified practitioners, have the opportunity to reflect on and improve their overall supervisory experience. Just as there should be a minimum number of hours of supervision, both in-person and electronic, we believe it is important to set a minimum quota of psychotherapy hours that a supervisee should conduct, both in-person with clients and in an electronic context - not necessarily with the same clients, and with client consent. Supervisees need to be versatile and have at least minimal experience in various forms of work, which they can only gain if their supervisors are versatile and flexible. This way, supervisees can adapt more effectively and can prepare for the modern work context. During supervisions, various work contexts should be discussed.

When discussing supervision, it is important to emphasize the difference between individual and group supervisions. We believe that individual supervisions can be successfully transformed into e-supervisions with appropriate education,

Prilikom razgovora o supervizijama važno je naglasiti razliku između individualnih i grupnih supervizija. Smatramo da se individualne supervizije mogu veoma uspješno transformirati u e-supervizije uz odgovarajuću edukaciju, bilo osnovnim programom edukacije ili tijekom uvodne supervizije i razgovora u okviru supervizorskog ugovora. Individualne e-supervizije omogućavaju tijekom cijelog razgovora fokus na jednom supervizantu. Vjerujemo da grupne e-supervizije traže dodatni fokus kako supervizora tako i supervizanta. Veličina grupe je važna za bilo koji oblik grupne supervizije, ali pogotovo u elektronskom kontekstu. Svakim novim supervizantom u grupnim e-supervizijama proporcionalno može biti teže održavati pažnju sudionika. Supervizor bi trebao ohrabriti supervizante da drže uključenu kameru tijekom cijele supervizije. Na taj se način može smanjiti mogućnost za distrakciju i povećati fokus supervizanata. Supervizanti koji iznose studije slučaja u grupnim e-supervizijama mogu izgubiti pojam o vremenu i važno je da supervizor relativno ograniči vrijeme izlaganja kako bi uključio što veći broj supervizanata. Supervizanti koji su introvertirane prirode mogu biti manje spremni da se bore za riječ sa svojim ekstrovertnim kolegama u elektronskom kontekstu. Perceptivni supervizor bi trebao osjetiti grupnu dinamiku i uključiti sve članove grupe barem jednom tijekom grupne e-supervizije. Upravo se manjim brojem sudionika ovaj cilj može i ostvariti. Smatramo da bi se grupne e-supervizije trebale kombinirati s bilo kojim oblikom individualnih supervizija, pogotovo zbog introvertiranih supervizanata s ciljem jačanja supervizorskog odnosa.

Supervizori bi trebali iskoristiti sve mogućnosti elektronskog rada. U početku supervizantima može trebati veći nadzor tako da potpuno preslušavanje seanse uz pisane komentare i dodatni sastanak može pružiti širinu i bolje ih spremi za psihoterapijsku seansu. U nastavku se može prijeći na djelomično preslušavanje, jer

whether through a basic educational program or during the introductory supervision and discussions as part of the supervisory contract. Individual e-supervisions allow for a continuous focus on one supervisee throughout the session. We believe that group e-supervisions require additional focus both from the supervisor and the supervisees. The size of the group is crucial for any form of group supervision, especially in the electronic context. With each new supervisee in group e-supervision, it can proportionally become more challenging to maintain participants' attention. Supervisors should encourage supervisees to keep their cameras on during the entire supervision session. This can reduce the possibility of distraction and enhance the focus of supervisees. Supervisees presenting case studies in group e-supervisions can lose track of time, therefore it is important for the supervisor to relatively limit the time to include as many supervisees as possible. Introverted supervisees may be less inclined to speak up in an electronic context, particularly when competing with their extroverted peers. A perceptive supervisor should sense the group dynamics and involve all group members at least once during group e-supervision. This goal can be achieved more effectively with a smaller number of participants. We believe that group e-supervisions should be combined with any form of individual supervision, especially for introverted supervisees in order to strengthen the supervisory relationship.

Supervisors should make the most of all of the opportunities offered by electronic work. Initially, supervisees may require more supervision, so a complete review of the session with written comments and additional meetings can provide depth and better prepare them for the psychotherapeutic session. As the process continues, partial reviewing may be implemented, as we believe that excessive control can also be counterproductive to the development of supervisees. Finally, in the later stages and after experiencing various forms of individual e-supervisions, supervisees should have the option to choose the type of supervision they need in accordance

smatramo da previše kontrole isto tako može biti kontraproduktivno za razvoj supervizanta. Konačno, u daljem radu, nakon što su iskusili razne oblike individualnih e-supervizija, supervizanti bi trebali imati mogućnost biranja koji oblik supervizije im je potreban u skladu s problematikom koju donose na superviziju. Na ovaj način se može postizati veća nezavisnost supervizanta i potencijalno jačati supervizorski odnos i općenito njihovo samopouzdanje, ali i terapijsku efikasnost. U okviru klasičnih supervizija postoje slučajevi kada supervizanti rade s direktnim instrukcijama supervizora koji ih većinom promatra preko jednostranog stakla i daje instrukcije putem bubice u uho. Uz suglasnost klijenta, pri e-supervizijama ovaj proces može biti još efikasniji, gdje supervizor može doslovno ponuditi određena tekstualna pitanja koje supervizant može upitati klijenta. Tijekom e-supervizija, uz prethodnu suglasnost klijenta, može se pregledavati i video snimku s klijentom što može ponuditi dodatne informacije o govoru tijela klijenta i supervizanta.

Neki autori (42,51) su predložili da je u e-supervizijama potrebno obratiti dodatnu pažnju izgradnji snažnijeg supervizorskog odnosa, pogotovo jer pregledni radovi (30,31) o toj temi naglašavaju da i dalje nešto nedostaje e-supervizijama, ali nisu sigurni što je to točno. Smatramo da upravo kada ne postoji nikakav kontakt licem u lice, odnos dolazi do posebnog izražaja i zaslužuje posebnu pažnju.

Pregledna literatura supervizorskog odnosa (42) navodi da kvantitativno nema razlike što se tiče skorova odnosa kada se usporede supervizije licem u lice i e-supervizije, ali vodeći se opažanjem da supervizanti navode da postoji određena nedefinirana razlika, smatramo da je iznimno važno staviti dodatni akcent na odnos od prve uvodne e-supervizije, pogotovo ako će odnos ostati isključivo elektronski. Odnos se može jačati na različite načine. Novija literatura supervizija naglašava važnost određenih konstrukata kao što su poniznost (52,53) i su-

with the issues they bring into supervision. This way, greater independence can be achieved for the supervisee, potentially strengthening the supervisory relationship, their self-confidence, and overall therapeutic effectiveness. In traditional supervisions, there are cases where supervisees work with direct instructions from the supervisor, who primarily observes them through a one-way mirror and provides instructions through an earpiece. With the client's consent, this process can be even more efficient in e-supervision, where the supervisor can literally offer specific textual questions that the supervisee can ask the client. During e-supervision, with prior consent from the clients, video recordings with the client can later be reviewed, providing additional information about the body language of both the client and the supervisee.

Some authors (42, 51) have suggested that during e-supervisions additional attention should be paid to building a stronger supervisory relationship, especially since review papers (30, 31) on this topic emphasize the fact that something is still missing in e-supervisions, but they are not sure what exactly it is. We believe that, especially when there is no in-person contact, the relationship takes on special significance and deserves special attention.

Review literature focusing on the supervisory relationship (42) indicates that there is no quantitative difference in relationship scores when comparing in-person supervisions and e-supervisions. However, considering that supervisees report a certain undefined difference, we believe that it is extremely important to put additional emphasis on the relationship from the first introductory e-supervision, especially if the relationship will remain exclusively electronic. The relationship can be strengthened in various ways. Recent supervision literature emphasizes the importance of certain constructs such as humility (52, 53) and compassion (54, 55) in supervision, which can have a beneficial effect on the supervisory relationship. Cultural, relational and intellectual humility of the supervisor should represent the cornerstones of the super-

osjećanje (54,55) u supervizijama koji se mogu dovesti u pozitivan odnos sa supervizorskim odnosom. Kulturološke, relacijske i intelektualne poniznosti supervizora trebale bi biti stupovi supervizorskog procesa (52,53). Važno je naglasiti da pri radu na internetu može doći do pojave *online* dezinhibicije (56) što omogućuje sudionicima da se iskrenije i otvorenije izraze. Supervizije su upravo većinom namijenjene novijim generacijama odnosno digitalnim urođenicima koji već preferiraju takav stil komunikacije. Emocionalne i ponašajne kočnice postaju manje restriktivne. Supervizijske dijade koje vrednuju emocionalni i podržavajući aspekt supervizije mogu iskoristiti ovu dinamiku kako bi ojačali svoj supervizorski odnos. S druge strane, supervizori koji teže strogo formalnom i profesionalnom načinu komunikacije mogu naići na izazove u vezi s ovom vrstom komunikacije, jer e-supervizija može oslabiti hijerarhijsku strukturu, odnosno odnos između nadređenog i podređenog (57). Smatramo da ravnopravniji i otvoreniji odnos između supervizora i supervizanta, uz poštivanje profesionalnih granica može potaknuti nove teme za razgovor.

Osim obaveznog razgovora o elektronskom kontekstu rada već od uvodne e-supervizije, supervizori bi dodatno trebali pružiti jednu dozu fleksibilnosti, na primjer pri ugovaranju termina navesti nekoliko slobodnih termina u koje se supervizant može uklopiti. Osnovna funkcija supervizija jest edukacija, ali to ne znači da restorativne faktore treba zanemariti. Efikasna e-supervizija nije slučajnost već u velikoj mjeri ovisi o snažnom odnosu koji služi kao temelj. Ključna komponenta uspjeha leži u tome koliko je supervizor svjestan i perceptivan te kako na vrijeme prepoznaje potrebe supervizanta reagirajući na njih na odgovarajući način prije nego što mogu negativno utjecati na supervizorski proces i ishod terapije s klijentima. Bez ulaznje u oblast terapije, smatramo da bi supervizor u elektronskom kontekstu trebao obraćati dodatnu pažnju mislima i emocijama koje se

visory process (54, 55). It is important to note that when working online, online disinhibition (56) can occur, allowing participants to express themselves more honestly and openly. Supervision is mainly intended for younger generations, i.e. digital natives who already prefer this style of communication. Emotional and behavioral inhibitions become less restrictive. Supervisory dyads that value the emotional and supportive aspect of supervision can use this dynamic in order to strengthen their supervisory relationship. On the other hand, supervisors who lean towards a strictly formal and professional mode of communication may encounter challenges with this type of communication because e-supervision can weaken the hierarchical structure, i.e. the relationship between the superior and the subordinate (57). We believe that a more egalitarian and open relationship between the supervisor and supervisee, while respecting professional boundaries, can stimulate new topics of discussion.

In addition to the obligatory discussion concerning the electronic work context starting from the introductory e-supervision, supervisors should provide a dose of flexibility, so for example, when scheduling appointments, they should list several available time slots that the supervisee can accommodate to. The primary function of supervisions is education, but that does not mean that restorative factors should be neglected. Effective e-supervision is not a coincidence, but depends largely on a strong relationship that serves as a foundation. The key component of success lies in the awareness and perceptiveness of the supervisor and their timely recognition of the supervisee's needs, reacting to them appropriately before they can negatively impact the supervisory process and the outcome of therapy for clients. Without encroaching on the domain of therapy, we believe that in an electronic context the supervisor should pay extra attention to the thoughts and emotions that may arise during the therapeutic process, but also during the supervision process. Within the framework of the aforementioned Supportive Model of Electronic

mogu pojaviti tijekom terapijskog procesa, ali i samog procesa supervizije. U okviru prethodno spomenutog Suportativnog modela elektronskih supervizija (SMeS) sudionici eksperimenta su u okviru post-intervjua upravo naglasili da je responzivnost na njihove potrebe i istinska zainteresiranost te posvećenost supervizora za njihov profesionalni i osobni razvoj bio najinovativniji i najbolji element odrađenih supervizija (32). Sve to treba biti usklađeno s unaprijed dogovorenim standardima supervizijskog ugovora kako ne bi prešlo u oblast terapije. U slučaju da e-supervizije isključivo ostanu na elektronskom odnosu, zalažemo se za jedan odnos koji treba biti podržavajući, fleksibilniji, ravnopravniji i zasnovan na iskrenoj zainteresiranosti, suosjećanju i poniznosti supervizora. Ovakav pristup e-supervizijama bi mogao potencijalno pozitivno djelovati na jačanje profesionalne kvalitete života superviziranih, odnosno preventivno djelovati na pojavu simptoma sagorijevanja i sekundarnog traumatskog stresa, ali isto tako povećati zadovoljstvo zbog suosjećanja kod praktičara. Fizička daljina ne mora nužno biti emocionalna daljina.

OGRANIČENJA I PREPORUKE ZA BUDUĆE STUDIJE

Nedostatak ove studije je ograničeni broj dostupnih članaka koji istražuju ovu temu, što je dodatno otežano nepotpunim objavljivanjem relevantnih informacija o uvjetima e-supervizija nekih autora. Inman i sur. (30) već su istaknuli tendenciju zanemarivanja određenih aspekata e-supervizija pri izvještavanju o detaljima metodologije. Moguće je da su se druge prethodne studije neizravno bavile glavnim pitanjem ove studije potvrđujući ga ili osporavajući, ali njihov naglasak na ovom aspektu nije bio dovoljan da omogući njihovu identifikaciju i evaluaciju. Pri pregledu literature e-supervizija, ali i klasičnih supervizija, uočavamo da istraživači veoma rijetko navode na osnovi kojeg su psihotera-

Supervision (SMeS), in their post-interviews the participants in the experiment highlighted that responsiveness to their needs and genuine interest and dedication of the supervisors to their professional and personal development were the most innovative and finest elements of the supervisions conducted (32). All of this should be in line with pre-agreed standards of the supervisory contract, in order to avoid crossing into the domain of therapy. If e-supervisions exclusively remain in the form of an electronic relationship, we advocate for a relationship that should be supportive, more flexible, egalitarian and based on genuine interest, compassion and humility of the supervisor. Such an approach to e-supervisions could potentially have a positive effect on strengthening the professional quality of life of the supervisees, i.e. it could prevent the appearance of symptoms of burnout and secondary traumatic stress, but could also increase satisfaction due to the compassion of practitioners. Physical distance does not necessarily have to mean emotional distance.

LIMITATIONS AND RECOMMENDATIONS FOR FUTURE STUDIES

A shortcoming of this study is the limited number of available articles investigating the topic, compounded by incomplete disclosure of relevant information regarding e-supervision conditions by some authors. Inman et al. (30) have previously highlighted the tendency to overlook certain aspects of e-supervision when reporting methodology details. It is possible that other previous studies have indirectly addressed the main question of this study, either confirming or challenging it, but their emphasis on this aspect was not sufficient to allow for their identification and evaluation. When reviewing the literature on e-supervision, as well as traditional supervision, it is apparent that researchers very rarely specify the psychotherapeutic modality on the basis of which both supervisory and

pijskog modaliteta rađene kako supervizorske tako i psihoterapijske seanse. Nedostatak ovog podatka dodatno otežava generaliziranje rezultata. Ne pronalazimo istraživanja u kojima se navodi koji oblik rada su supervizanti radili s klijentima, odnosno licem u lice ili elektronski te usporedba s oblikom supervizije koju su dobili, odnosno klasična supervizija licem u lice ili e-supervizijama. Buduća istraživanja bi se trebala fokusirati i na ovo pitanje.

Istraživač koji provodi ovu studiju predviđa daljnji rast e-supervizija usklađujući se sa širenjem drugih modaliteta e-medicine u bliskoj budućnosti. Za buduće studije e-supervizija bitno je osigurati transparentnost u vezi s uspostavljanjem prethodnog kontakta licem u lice između supervizanta i supervizora. Nadalje, studije bi trebale istražiti rezultate randomiziranih kontroliranih ispitivanja e-supervizija, uspoređujući intervencije s kontaktom licem u lice ili bez takvog kontakta. Kako bi se steklo sveobuhvatno razumijevanje, buduća istraživanja bi trebala ispitati ove hipoteze na različitim generacijama polaznika. Nadalje, buduća istraživanja trebala bi uključivati međunacionalne kliničke supervizije, koje obično potpuno isključuje prethodnu interakciju licem u lice. S obzirom da nemamo čvrste dokaze da supervizije zaista djeluju na poboljšani ishod za klijente i pacijente, buduća bi se istraživanja trebala usmjeriti na tetradne i trijadne supervizorske studije slučaja. U okviru e-supervizija trijadni procesi bi bili supervizije u kojima se istovremeno prati efekt supervizija na supervizante, uz praćenje ishoda klijenta. Tetradni supervizorski proces bi dodatno uključio i supervizije supervizora u cijeli proces. Isto tako, umjesto fokusa na supervizorski odnos i zadovoljstvo supervizija kao mjere učinkovitosti supervizija, bilo bi poželjno tijekom edukacije ispitivati i pratiti ključne psihoterapijske kompetencije supervizanata. Navedeni praktični savjeti za e-supervizije iz prethodnog poglavlja bi se dodatno trebali eksperimentalno testirati.

psychotherapeutic sessions were conducted. The absence of this information further complicates the generalizability of the results. We cannot find studies that indicate which work format the supervisees used to work with their clients, i.e. in-person or electronic, or a comparison with the form of supervision they received, whether it was traditional in-person supervision or e-supervision. Future research should focus on these issues as well.

The researcher who conducted this study anticipates further growth in e-supervisions, aligning with the expansion of other e-medicine modalities in the near future. It is essential for future studies concerning e-supervision to provide transparency when it comes to establishing an in-person pre-existing contact between the supervisee and supervisor. Additionally, studies should explore the results of randomized controlled trials on e-supervision, comparing interventions with and without in-person contact. In order to gain a comprehensive understanding, future research should examine these hypotheses across different generations of trainees. Furthermore, future studies should include international clinical supervision, which typically excludes prior in-person interactions entirely. Given that we lack solid evidence that supervision indeed leads to improved outcomes for clients and patients, future research should focus on tetradic and triadic supervisory case studies. Within the context of e-supervision, triadic processes would involve supervisions where the effects on supervisees are monitored simultaneously, alongside tracking client outcomes. Tetradic supervisory processes would further include supervision of the supervisor in the entire process. Additionally, instead of focusing solely on the supervisory relationship and supervisee satisfaction as measures of supervision effectiveness, it would be desirable to assess and monitor key psychotherapeutic competencies of supervisees during their training. The abovementioned practical recommendations for e-supervision referred to in the previous chapter should be further experimentally tested.

ZAKLJUČAK

Ova studija zaključuje da vjerojatno nije potrebno pridržavati se zastarjelih paradigmi koje naglašavaju potrebu za prethodnim kontaktom ili uspostavljenom odnosu u e-supervizijama. Prethodne studije samo su kratko spomenule ili predstavile alternativnu perspektivu o ovom aspektu u okviru svoje metodologije i rasprave. Međutim, pet novijih studija (18,29,32,46,47) proturječi zastarjelim smjernicama i percipiranoj nužnosti prethodnog kontakta u e-supervizijama. Osim toga, više prethodnih studija preporučilo je daljnje istraživanje ove teme u budućim istraživanjima.

Ova tema zahtijeva suvremeni pristup u novom kontekstu, posebno u svjetlu globalne revolucije digitalne psihoterapije i supervizije koju je donio COVID-19 (7). Osim tehnološkog napretka, i supervizori i, što je još važnije, supervizanti imali su vremena za privikavanje na okruženje internetom, što bi moglo značajno utjecati na ocjenu ishoda e-supervizija.

Studije pokazuju da općenito nema značajne razlike između supervizija licem u lice i e-supervizija, osobito kada se koristi videokonferencija. Važno je priznati da usporedba tradicionalnih telefonskih supervizija, koje datiraju unatrag 150 godina, s modernim i brzo napredujućim videokonferencijskim sesijama nije primjerena. Većina studija koje zagovaraju prethodni kontakt također su relativno zastarjele, postoje 10 do 25 godina. Kako napredujemo, pojavljuje se nova generacija digitalnih urođenika, uključujući i supervizore i supervizante. Kada se upoznaju s postavkama e-supervizija i iskusni i početnici supervizori i supervizanti imaju tendenciju brze prilagodbe. Ključno je napomenuti da ova studija ne zagovara da svaki supervizor radi isključivo na daljinu. Međutim, naglašava potrebu za podacima kako bi se razumjelo je li ovaj model pristupačniji određenim supervizantima i supervizorima, čime se stručnjacima omogućuje da dosegnu više pojedinaca i pruže optimalnu brigu o klijentima. Iako, barem u

CONCLUSION

This study concludes that it is probably not necessary to adhere to outdated paradigms that emphasize the need for prior contact or established relationships in e-supervision. Previous studies have only briefly mentioned or presented an alternative perspective on this aspect in their methodology and discussion sections. However, five recent studies (18, 29, 32, 46, 47) contradict these outdated guidelines and the perceived necessity of prior contact in e-supervision. Additionally, multiple previous studies have recommended further exploration of this topic through future research.

This topic warrants a contemporary approach within a new context, particularly in light of the global digital psychotherapy and supervision revolution brought about by COVID-19 (7). In addition to technological advancements, both supervisors and, more importantly, supervisees have had time to acclimate to the online environment, which could significantly impact the assessment of e-supervision outcomes.

Studies indicate that there is generally no significant difference between in-person supervisions and e-supervisions, particularly when using the videoconferencing method. It is important to acknowledge that a comparison of traditional telephone supervision, which dates back 150 years, with modern and rapidly advancing videoconferencing sessions is not appropriate. The majority of studies that advocate prior contact are also relatively outdated, ranging from 10 to 25 years old. As we move forward, a new generation of digital natives, which includes both supervisors and supervisees, is emerging. When introduced to e-supervision settings, both experienced and novice supervisors and supervisees tend to adapt quickly. It is crucial to note that this study does not advocate for every supervisor to exclusively work remotely. However, it emphasizes the need to collect more data in order to understand if this model is more accessible to certain supervisees and supervisors, thereby enabling professionals to reach more individuals and provide optimal

ovom trenutku, možda nemamo dovoljno podataka da opovrgnemo nužnost prethodnog kontakta u e-supervizijama, suvremeni trendovi i spoznaje pokazuju da prethodni kontakt nema značajnu ulogu, kako se to ranije čvrsto tvrdilo. Umjesto toga, potencijalne koristi e-supervizija mogu biti znatne.

E-supervizije nisu ograničene samo na ruralne sudionike. Zapravo, neke edukacije prešle su isključivo na internet platforme na temelju iskustava stečenih tijekom pandemije. Kao profesionalci, imamo dužnost i odgovornost prema našim klijentima tražiti i kreirati najučinkovitije metode obuke koje će izroditi visoko kvalificirane praktičare. Supervizor, kako su ga opisali Bernard i Goodyear (13), služi kao vratar profesije. No, uz pregled i doček supervizanta kroz fizička vrata tradicionalne supervizije, treba prigrliti i e-generacije i omogućiti im ulazak kroz e-vrata e-supervizije. Tehnologija je neodvojivi segment naših života i moramo se ili prilagoditi njenoj prisutnosti ili se suočiti s posljedicama. Kao što bi zloglasni svemirski osvajači rekli: *Otpor je uzaludan*.

client care. Although at least in this moment we may not have sufficient data to disprove the necessity of prior contact in e-supervision, contemporary trends and findings suggest that prior contact does not play a significant role, as it was firmly asserted earlier. Instead, the potential benefits of e-supervision can be substantial.

E-supervision is not limited only to rural participants. In fact, some training programs have transitioned exclusively to online platforms based on the experiences gained during the pandemic. As professionals, we have a duty and a responsibility to our clients to seek out and create the most effective training methods that will produce highly skilled practitioners. The supervisor, as described by Bernard and Goodyear (13), serves as the gatekeeper of the profession. However, in addition to examining and welcoming supervisees through the physical doors of traditional supervision, we should also embrace the e-generations and allow them to enter through the e-doors of e-supervision. Technology is an inseparable segment of our lives, and we must either adapt to its presence or face the consequences. As the infamous space invaders would say: *Resistance is futile*.

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