Bibliographie

A

Aasheim, L. (2012). *Practical clinical supervision for counselors*. An experiential guide. New York, N.Y. : Springer Publishing Company.

Alliance canadienne des organismes de réglementation de la physiothérapie (ACORP). (2017). *Réadaptation à distance en physiothérapie – Lignes directrices pour les physiothérapeutes*. https://www.alliancept.org/fr/publications/

Alpine, F. T. C. et Barrett, E. M. (2019). Evaluation of a 2 to 1 peer placement supervision model by physiotherapy students and their educators. *Physiotherapy Theory and Practice*, *35*(8), 748-755.
DOI: 10.1080/09593985.2018.1458168

Alschuler, M. (2021). Social work group supervision. Dans O'Donoghue, K. et Engelbrecht, L. (dir.), *The Routledge International Handbook of Social Work Supervision* (1re éd., 702). Routledge.

Alt, D. et Raichel, N. (2020). Higher Education Students' Perceptions of and Attitudes Towards Peer Assessment in Multicultural Classrooms. *Asia-Pacific Edu Res*, *29*(6), 567-580.

Anderson, M. (2018). DESC: Your script for becoming more assertive. Become a CPA Blog. https://www.wscpa.org/community/future-cpas/become-a-cpa-blog/wscpa-blog/2018/01/23/desc-your-script-for-becoming-more-assertive

Association canadienne de la formation en travail social (ACFTS). (2020). *Module-Supervision de stage à distance* [PDF]. Module-supervision-de-stage-à-distance.Final_.pdf (caswe-acfts.ca)

Aufegger, L., Soane, E., Darzi, A. et Bicknell, C. (2020). Shared leadership in tertiary care: Design of a simulation for patient safety decision-making in healthcare management teams. *BMJ Simulation & Technology Enhanced Learning*, 0, 1-7.

B

Bachkirova, T., Jackson, P. et Clutterbuck, D. (2021). *Coaching and Mentoring Supervision: Theory and Practice* (2e éd.). McGraw-Hill Education.

Baird, B. N. (2008). *The internship practicum and field placement handbook. A Guide for the helping profession* (5e éd.). Upper Saddle River, N.J. : Pearson Prentice Hall.

Barrett E. M., Belton, A. et Alpine, L. M. (2021). Supervision models in physiotherapy practice education: student and practice educator evaluations. *Physiotherapy Theory and Practice, 37*(11), 1185-1198.

Beddoe, L. et Davys, A. (2016). *Challenges in Professional Supervision: Current Themes and Models for Practice*. Londres, Royaume-Uni : Jessica Kingsley Publishers.

Berney, A. et Dorogi, Y. (2019). Supervision des équipes de soins en psychiatrie de liaison : quelques points de repère. *Rev Med Suisse*, *15*, 344-346.

Bhagwat, M., Hewetson, R., Jones, L., Hill, A., Nunn, J., Tosh, R. et Cahill, L. (2018). Comparison of paired and single clinical placement models: a time-use analysis. *Int J Lang Commun Disord*, *53*(3), 468-479.

FORMATION CONTINUE EN SANTÉ

Bolduc, A., Paquette, J. et Leclerc, B.-S. (2021). *Fiche pratique sur les modes de supervision de stage* [PDF]. https://ruisss.umontreal.ca/wp-content/uploads/2021/04/RUISSS-fiche_comite_enseignement_modes_supervision_stage_avril2021.pdf

Bostock, L., Patrizo, L., Godfrey, T., Munro, E. et Forrester, D. (2019). How do we assess the quality of group supervision? Developing a coding framework. *Children and Youth Services Review*. 100, 515-524.

Brewer, M., Duncanson, K., Sanderson, B., Colliver, J., Gribble, N. et Reubenson, A. (2019). *Strategies for fieldwork supervisors* [PDF]. https://www.curtin.edu.au/file/pdf/strategies-for-fieldwork-supervisors.pdf

Brunelle, J., Coulibaly, A., Brunelle, J.-P., Martel, D. et Spallanzani, C. (1990). La supervision pédagogique, Université Laval, Québec, *Revue EP.S*, 1991, p. 58-64.

C

Caldwell, J. et Dodd, K. (2008). Developing a team mentoring model. *Nursing Standard*, *23*(7), 35-39.

Carey, M. C., Kent, B. et Latour, J. M. (2018). Experiences of under-graduate nursing students in peer assisted learning in clinical practice. *JBI Database of Systematic Reviews and Implementation Reports, 16*(5), 1190-1219.

Carré, C. (2019). *Sortir des conflits : comprendre, gérer et transformer les affrontements en épisodes constructifs* (3e éd.). Eyrolles.

Casimiro, L., Grenier, G., Tremblay, M., Desmarais, M. et Beaulieu, D. (2014). Une expérience de stage novatrice en nutrition : facteurs facilitants et défis, La formation pratique : allier milieux de pratique et milieux d'enseignement. *Reflets, Revue d'intervention sociale et communautaire*, *20*(1), 130-140.

Cavanaugh, K., Logan, J. M., Zajac, S. A. et Holladay, C. L. (2021). Core conditions of team effectiveness: Development of a survey measuring Hackman's framework. *Journal of Interprofessional Care*, *35*(6), 914-919.

Centre intégré de santé et de services sociaux de l'Outaouais (CISSO). (2020a). *Enregistrement des réunions en mode virtuel : fiche télépratique 1*.

Charron, G. (2021). *Les meilleures pratiques d'enseignement durant les stages cliniques : point de vue des ex-étudiantes, des préceptrices et des professeures cliniques en sciences infirmières*, Thèse soumise à l'Université d'Ottawa [PDF]. https://ruor.uottawa.ca/bitstream/10393/42370/5/Charron_Gabrielle_2021_these.pdf

Chipchase, L., Hill, A., Dunwoodie, R., Allen, S., Kane, Y., Piper, K. et Russell, T. (2014). Evaluating telesupervision as a support for clinical learning: an action research project. *The Higher Education Academy*, *2*(2), 40-53.

Choi, B. C. K. et Pak, A. W. P. (2006). Multidisciplinarity, interdisciplinarity, and transdisciplinarity in health research, services, education and policy: 1. Definitions, objectives, and evidence of effectiveness. *Clinical and Investigative Medicine*, *29*(6), 351-364.

Choi, S. B., Kim, K. et Kang, S-W. (2017). Effects of transformational and shared leadership styles on employees' perception of team effectiveness. *Social Behavior and Personality: an international journal*, *45*(3), 377-386.

Christiansen, A. et Bell, A. (2010). Peer learning partnerships: exploring the experience of pre-registration nursing students. *Journal of Clinical Nursing*, *19*(5-6), 803-810.

Chugh, R., Macht, S. et Harreveld, B. (2021). Supervisory feedback to postgraduate research students: a literature review. *Assessment & Evaluation in Higher Education, 47*(5), 683-697.

Clark, C. M. (2015). Conversations to inspire and promote a more civil workplace: Let's end the silence that surrounds incivility. *American Nurse Today, 10*(11), 18-23.

Clarke, C., Martin, M., de Visser, R. et Sadlo, G. (2015). Sustaining professional identity in practice following role-emerging placements: Opportunities and challenges for occupational therapists. *The British Journal of Occupational Therapy*, *78*(1), 42-50.

Clarke, C., de Visser, R. et Sadlo, G. (2019). From trepidation to transformation: Strategies used by occupational therapy students on role-emerging placements. *International Journal of Practice-based Learning in Health and Social Care*, *7*(1), 18-31.

Cleak, H. et Zuchowski, I. (2019). Empirical Support and Considerations for Social Work Supervision of Students in Alternative Placement Models. *Clin Soc Work J,* 47, 32-42.

Cleak, H. et Smith, D. (2012). Student satisfaction with models of field placement supervision. *Australian Social Work*, *65*(2), 243-258.

Clutterbuck, D. et Gannon, J. (2019). *The Practitioner's Handbook of Team Coaching* (1ʳᵉ éd.). Routledge.

Coiley, E. et Henninger, S. (2020). Making the Strange, Familiar: Co-Supervision and Effective Partnership. *About Campus*, *26*(2), 30-34.

Conn, S. R., Roberts, R. L. et Powell, B. M. (2009). Attitudes and satisfaction with a hybrid model of counseling supervision. *Educational Technology and Society*, *12*(2), 298-306.

Consortium national de formation en santé – Volet Université de Moncton (CNFS – Volet Université de Moncton). (2012). *Programme de perfectionnement professionnel en télésanté*. Formation en ligne accessible au http://www.umoncton.ca/telesante/

Consortium pancanadien pour l'interprofessionnalisme en santé - CPIS. (2010). *Référentiel national de compétences en matière d'interprofessionnalisme* [PDF]. https://www.rcpi.ulaval.ca/fileadmin/media/Coffre_a_outils/CIHC_IPCompetencies-FrR_Sep710.pdf

Corey, G., Haynes, R. H., Moulton, P. et Muratori, M. (2021). *Clinical supervision in the helping professions: A practical guide* (3ᵉ éd.). John Wiley & Sons.

Coulton, P. et Krimmer, L. (2005). Co-supervision of Social Work Students: A Model for Meeting the Future Needs of the Profession. *Australian Social Work*, *58*(2), 154-156.

Curran, V., Casimiro, L., Banfield, V., Hall, P., Lackie, K., Oadasan, Y., Simmons, B., Tremblay, M. et Wagner, S. (2010). Rubrique d'évaluation de la collaboration interprofessionnelle. Récupéré de https://www.mun.ca/medicine/media/production/medicine/documents/research/cchpe/Rubrique-evaluation.pdf/

D

Dancza, K., Copley, J., Rodger, S. et Moran, M. (2016). The development of a theory-informed workbook as an additional support for students on role-emerging placements. *British Journal of Occupational Therapy*, 79(4), 235-243.

Dionne, L. et Petit, M. (2020). Superviser à distance grâce au numérique : le cas des stages. *Le Tableau*, *9*(1).

Dorner, S., Fowler, T., Montano, M., Janisse, R., Lowe, M. et Rowland P. (2019). Implementing a peer-learning approach for the clinical education of respiratory therapy students. *Can J Respir Ther,* 55, 21-27.

Drew, C. (13 novembre 2021). *Peer to Peer Learning – Examples, Benefits & Strategies*. https://helpfulprofessor.com/peer-learning/

Driscoll, J., Stacey, G., Harrison-Dening, K., Boyd, C. et Shaw, T. (2019). Enhancing the quality of clinical supervision in nursing practice. *Nursing Standard*, *34*(5).

Dudding, C. C. (2012). Focusing in on Tele-supervision. https://academy.pubs.asha.org/2012/12/focusing-in-on-tele-supervision/

Dungey, G., Neser, H. et Sim, D. (2020). New Zealand radiation therapists' perceptions of peer group supervision as a tool to reduce burnout symptoms in the clinical setting. *Journal of Medical Radiation Sciences*, *67*(3), 225-232.

Durand, M. J. et Chouinard, R. (2012*). L'évaluation des apprentissages : De la planification de la démarche à la communication des résultats* (2ᵉ éd.). Éditions Marcel Didier.

Duval, K., Poulin, P., Barras, D., Laliberté, S., Lechasseur, K. et Gallani, M-C. (2019). Une revue intégrative sur le stage en dyade pour l'amélioration de la formation infirmière de premier cycle au Québec. *Revue Francophone Internationale de Recherche Infirmière*, *5*(1), 21-36.

E

Eichorn, N., Caplan, J., Levy, M., Zarn, M., Moncrieff, D., Sposto, C. et Hoffman, J. E. (2020). Breaking the ice: use of music improvisation to facilitate interprofessional communication. *Journal of Interprofessional Education & Practice*, 21, 100379.

Ekstedt, M., Lindblad, M. et Löfmark, A. (2019). Nursing students' perception of the clinical learning environment and supervision in relation to two different supervision models – a comparative cross-sectional study. *BMC Nurs.* 18**,** 49.

Eubanks, C.F., Warren, J.T. et Muran, J.C. (2021). Identifying Ruptures and Repairs in Alliance-Focused Training Group Supervision. *Int J Group Psychother, 71*(2), 275-309.

F

Fagundes, E. D. T., Ibiapina, C. C., Alvim, C. G., Fernandes, R. A. F., Carvalho-Filho, M. A. et Brand, P. L. (2020). Case presentation methods: a randomized controlled trial of the one-minute preceptor versus SNAPPS in a controlled setting. *Perspect Med Educ*, 9, 245-250.

Fondation canadienne de la recherche sur les services de santé (FCRSS). (2006). *Synthèse de recherche-Le travail en équipe dans les services de santé!*

Fontaine, S., Savoie-Zajc, L. et Cadieux, A. (2020). *Évaluer les apprentissages : Démarche et outils d'évaluation pour le primaire et le secondaire* (2ᵉ éd.). Les Éditions CEC.

Ford, K., Courtney-Pratt, H., Marlow, A., Cooper, J., Williams, D. et Mason, R. (2016). Quality clinical placements: The perspectives of undergraduate nursing students and their supervising nurses. *Nurse Education Today, 37*(1), 97-102.

Forfa, M., Helfrich, C. et Simon, R. (2022). Perceptions on Non-traditional Models of Fieldwork Supervision. *Journal of Occupational Therapy Education, 6*(1).

Fraser, J. (2022). Interdisciplinary success: being an effective and supportive team member. Dans *PHYS883 Phototonics Problem solving*. Queens University.

G

Gardner, M., McKinstry, C. et Perrin, B. (2021). Group clinical supervision for allied health professionals. *Australian Journal of Rural Health*, *29*(4), 538-548.

Grealish, L., Armit, L., Shaw, J., Frommolt, V., Mitchell, C., Mitchell, M., van de Mortel, T. et Billett, S. (2019). Learning through structured peer discussion: An observational study. *Nurse Education Today*, 82(July), 99-105.

Grossman, E. et Crowther, N. J. (2015). Co-supervision in postgraduate training: Ensuring the right hand knows what the left hand is doing. *South African Journal of Science*, *111*(11/12), 1-8.

Grosjean, S., Cherba, M., Nahon-Serfaty, I., Bonneville, L. et Waldolf, R. (2020). Quand la distance reconfigure la pratique clinique. Une analyse multimodale des interactions en télémédecine. *Communiquer, Revue de communication sociale et publique*, (29).

Groupe de travail sur les soins virtuels (GTSV). (2020). *Soins virtuels : Recommandations pour la création d'un cadre pancanadien* [PDF]. https://www.cma.ca/sites/default/files/pdf/virtual-care/RapportduGroupedeTravailsurlesSoinsVirtuels.pdf

H

Hanson, G. et Robertson, F. (2007). Une expérience d'enseignement de l'anglais dans une FOAD. Dans Manderscheid et Jeunesse (dir.). *L'enseignement en ligne*. (1re éd.). De Boeck Supérieur.

Hardavella, G., Aamli-Gaagnat, A., Saad, N., Rousalova, I. et Sreter, K. B. (2017). How to give and receive feedback effectively. *Breathe*, *13*(4), 327-333.

Himmelfarb Health Sciences Library. (2022). *Team Effectiveness: Assessment of Team Performance and Learning.* https://guides.himmelfarb.gwu.edu/teameffectiveness/assessment

Houston, E. (2019). *How to successfully Teach Positive Psychology in Groups*. https://positivepsychology.com/positive-psychology-groups/

Hunter, H., et Volkert, A. (2017). Issues and challenges of role-emerging placements. *World Federation of Occupational Therapists Bulletin*, *73*(1), 57-65.

J

Jannas, S. (2019). Comment gérer autrement les conflits au travail? Éditions Yvon Blais.

Jepson, J., Wells, C. et Biswas, P. (2006). The development of a distance supervision protocol for Allied health profession students on practice placements in non-traditional areas. School of Allied Health Professions, University of East Anglia, Norwich.

Jones, A. (2019). The Tuckman's Model implementation, effect, and analysis & the new development of Jones LSI Model on a small group. Journal of Management, 6(4), 23-28.

K

Kemer, G., Rocha, J., Reiter, A., Dominguez, V. N. et Giresunlu, Y. (2021). *Structured Peer Feedback Exchange in Group Supervision of Beginning Supervisors*. American Counseling Association, 60, 148-163.

Kent, F., Glass, S., Courtney, J., Thorpe, J. et Nisbet, G. (2020). Sustainable interprofessional learning on clinical placements: the value of observing others at work. *Journal of Interprofessional Care*, *34*(6), 812-818.

Kii, W. Y. (2018). Tuckman and Tom Edison Model of Team Developments Applied by Stkip Weetebula Team for Implementation of SPS (Seminar-Practice-School). *Journal Edukasi Sumba, 3*(1), 38-48.

King, C., Edlington, T. et Williams, B. (2020). The "Ideal" Clinical Supervision Environment in Nursing and Allied Health. *J Multidiscip Healthc,* 13, 187-196.

Kjällquist-Petrisi, A. et Hommel, A. (2021). Preceptors' experiences of peer learning in an intensive care unit. *Nurse Educ Pract*, 54:103086.

Klarowska, B. (2019). Telesupervision: How remote supervision can help. *Time2Track*. http://blog.time2track.com/supervision-telehealth/

Koharchik, L. et Redding, S. R. (2016). Strategies for Successful Clinical Teaching – Learning flourishes in a positive environment. *American Journal of Nursing, 116*(7), 62-65.

L

Lalwani, J., Jagadeesan, M., Prasanna Karthik, S., Kannan, R. et Damodharan, J. (2021). *Effectiveness of Using the SNAPPS Model for Structured Case Presentation in Medicine in Developing Clinical Reasoning* [Abstract]. National Conference on Innovations in Health Professions' Education. Conference Proceedings, p. 57.

Lamont, S., Brunero, S. et Woods, K. P. (2015). Satisfaction with clinical placement – The perspective of nursing students from multiple universities. *Science Direct*, *22*(1), 125-133.

Laughran, L. et Sackett, J. (2015). Telesupervision and ASHA's tasks of supervision. *Perspectives on Telepractice*, *5*(1), 4-13.

Lynam, A.-M., Corish, C. et Connolly, D. (2015). Development of a framework to facilitate a collaborative peer learning 2:1 model of practice placement education. *Nutrition & Dietetics*, *15*(72), 170-175.

M

Maes, O., Colognesi, S. et Van Nieuwenhoven, C. (2019). Le processus de construction du jugement évaluatif par les superviseurs de stage en enseignement. *Mesure et évaluation en éducation*, *42*(1), 35-62.

Manges, K., Scott-Cawiezell, J. et Ward, M. (2017). Maximizing team performance: The critical role of the nurse leader. *Nursing Forum, 52*(1), 21-29.

Markowski, M., Bower, H., Essex, R. et Yearley,C. (2021). Peer learning and collaborative placement models in health care: a systematic review and qualitative synthesis of the literature. *Journal of Clinical Nursing, 30*, 1519-1541.

Martin, P., Kumar, S. et Lizarondo, L. (2017). Effective use of technology in clinical supervision. *Internet Interventions*, *8*, 35-39.

Martin, P., Lizarondo, L. et Kumar, S. (2018). A systematic review of the factors that influence the quality and effectiveness of telesupervision for health professionals. *Journal of Telemedicine and Telecare, 24*(4), 271-281.

Mastoras, S. M. et Andrews, J. J. W. (2011). The supervisee experience of group supervision: Implications for research and practice. *Training and Education in Professional Psychology*, *5*(2), 102-111.

McKay, M., Davis, M. et Fanning, P. (2018). *Messages: the communications skills book.* New Harbinger Publications.

McLaughlin, A., Casey, B. et McMahon, B. (2019). Planning and implementing group supervision: a case study from homeless social care practice. *Journal of Social Work Practice*, *33*(3), 281-295.

McMaster University. (2011). ECOS-E – Évaluation clinique objective et structurée en équipe McMaster-Ottawa (liste de vérification de l'observateur). Récupéré de http://fhs.mcmaster.ca/tosce/fr/administration_liste.html

McMaster University. (2020). *Emerging Roles: Handbook for Clinical Education* [PDF]. https://healthsci.mcmaster.ca/docs/default-source/education/schools/rehab-sciences/physio-role-emerging-handbook-2020-final.pdf?sfvrsn=4f9769b_4

Miville, A.-M. et Dion-Routhier, J. (2021). L'utilisation de la trace vidéo au cœur du modèle d'accompagnement dans les stages en enseignement primaire. Dans Petit (dir.), *Accompagner les stagiaires en enseignement à l'aide du numérique.* Éditions JFD.

Morse, M. D., Raviola, G. et Fricchione, G. (2011). Telesupervision for medical student rotations in global health psychiatry. *Academic Psychiatry*, *35*(6), 415-416.

N

Nagarajan, S., McAllister, L., McFarlane, L., Hall, M., Schmitz, C., Roots, R., Drynan, D., Avery, L., Murphy, S. et Lam, M. (2015). Australian and Canadian Student and Supervisor Experiences of Telesupervision in Allied Health Clinical Education. *International Journal of Practice-based Learning in Health and Social Care*, *4*(1), 16-27.

Negaz, M. et Abdennour, I. (2021). La supervision en milieu de pratique : Comment mieux accompagner un stagiaire? *Revue Académique des Études Sociales et Humaines, 13*(1), 3-16 [PDF]. https://www.asjp.cerist.dz/en/downArticle/552/13/3/144385

Nordentoft, H. M., Thomsen, R. et Wichmann-Hansen, G. (2012). Collective academic supervision: a model for participation and learning in higher education. *Higher Education*.

Nygren, F. et Carlson, E. (2017). Preceptors' conceptions of a peer learning model: A phenomenographic study. *Nurse Education Today*, 49, 12-16.

Nyoni, C. N., Hugo-Van Dyk, L. et Botma, Y. (2021). Clinical placement models for undergraduate health professions students: a scoping review. *BMC Med Educ,* 21, 598.

O

Oandasan, I., Robinson, J., Bosco, C., Carol, A., Casimiro, L., Dorschner, D., Gignac, M. L., McBride, J., Nicholson, I., Rukholm, E. et Schwartz, L. (2009). IPC Charter. Charte de la CISS.

O'Donoghue, K. et Engelbrecht, L. (2021). *The Routledge International Handbook of Social Work Supervision*. Routledge, 702 p.

Olmos-Lopez, P. et Sunderland, J. (2017). Doctoral Supervisors and Supervisees' Responses to Co-supervision. *Journal of Further and Higher Education*, *41*(6), 727-740.

Ong, Y. H., Hwang Koh, M. Y. et Lim, W. S. (2020). Shared leadership in interprofessional teams: Beyond team characteristics to team conditions. *Journal of Interprofessional Care*, *34*(4), 444-452.

Ordre des ergothérapeutes de l'Ontario (OEO). (2018). *Normes de supervision des étudiants en ergothérapie* [PDF]. https://www.coto.org/docs/default-source/default-document-library/normes-de-supervision-des-%C3%A9tudiants-en-ergoth%C3%A9rapie-2018.pdf?sfvrsn=a5a84f8e_0

Ordre des ergothérapeutes de l'Ontario (OEO). (2021). *Services virtuels* [PDF]. https://www.coto.org/docs/default-source/default-document-library/services-virtuels.pdf?sfvrsn=7192014e_0

Ordre des ergothérapeutes du Québec (OEQ). (2014). *Stages universitaires supervisés à distance. Considérations liées à la règlementation* [PDF]. https://www.oeq.org/DATA/NORME/37~v~stages-supervises-a-distance_guide_doctravail_final_corrige_janvier2014_final.pdf

Ordre des psychologues du Québec (OPQ). (2019). *La supervision Balises de pratiques, réflexions éthiques et encadrement réglementaire* [PDF]. https://www.ordrepsy.qc.ca/documents/26707/135241/La+supervision+Balises+de+pratiques%2C+reflexions +ethiques+et+encadrement+reglementaire/04578ade-f5f1-4901-a982-7ab85e12835e

Ordre professionnel de la physiothérapie du Québec (OPPQ). (2018). *Téléréadaptation principes directeurs en physiothérapie* [PDF]. https://oppq.qc.ca/wp-content/uploads/OPPQ-telereadaptation_VF_2.pdf

Overton, A., Clark, M. et Thomas, Y. (2009). A review of non-traditional occupational therapy practice placement education: a focus on role-emerging and project placements. *The British Journal of Occupational Therapy*, *72*(7), 294-301.

P

Peralta, C. F., Lourenço, P. R., Lopes, P. N., Baptista, C. et Pais, L. (2018). Team development: Definition, measurement and relationships with team effectiveness. *Human Performance, 31*(2), 97-124.

Petit, M. (2018). Supervision de stage à distance à l'aide du numérique. *Médiations et médiatisations*, *1*(1), 19-33.

Petit, M. et Brouillette, L. (2016). *Supervision de stage à distance : état des pratiques dans différents domaines de la formation postsecondaire*. Communication présentée au Colloque du Réseau d'enseignement francophone à distance du Canada (REFAD), Ottawa.

Petit, M. et Dionne, L. (2021). Introduction. Dans M. Petit (dir.), *Accompagner les stagiaires en enseignement à l'aide du numérique*. Éditions JFD.

Petit, M., Dionne, L. et Brouillette, L. (2019). Supervision de stage à distance : état de la recherche dans différents domaines de formation postsecondaire. *Nouveaux cahiers de la recherche en éducation*, *21*(1), 96-118.

Pfutzenreuter, T. C., de Lima E. P. et Frega, J. R. (2020). *Building high performance teams*. EasyChair. https://easychair.org/publications/preprint/Cn86

Price, D. et Whiteside, M. (2016). Implementing the 2:1 student placement model in occupational therapy: Strategies for practice. *Australian Occupational Therapy Journal*, *63*(2), 123-129.

Putri, S. T. et Sumartini, S. (2021). Integrating Peer Learning Activities and Problem-Based Learning in Clinical Nursing Education. *SAGE Open Nursing*, 7, 1-8.

R

Ravat-Farenc, C. (2019). *Conduisez l'entretien de résolution du conflit : le DESC.* OpenClassrooms. https://openclassrooms.com/fr/courses/4727076-apprenez-a-gerer-les-conflits/6143381-conduisez-lentretien-de-resolution-du-conflit-le-desc

Reese, R. J., Aldarondo, F., Anderson, C. R., Lee, S. J., Miller, T. W. et Burton, D. (2009). Telehealth in clinical supervision: A comparison of supervision formats. *Journal of Telemedicine and Telecare*, 15(7), 356-361.

Richard., S. (2017). *Guide sur la supervision de stage à distance* [PDF]. https://www.fadio.net/wp-content/uploads/2018/04/FADIO-Guide-supervision-distance.logo_.pdf

Roberts, N. J., Brockington, S., Doyle, E., Pearce, L. M., Bowie, A. J., Simmance, N., Evans, S. et Crowe, T. C. (2009). Pilot study of an innovative model for clinical education in dietetics. *Nutrition & Dietetics*, 66, 39-46.

Rosenberg, M. B. et Chopra, D. (2015). *Nonviolent communication: A language of life: Life-changing tools for healthy relationships*. PuddleDancer Press.

S

Salter, C., Oates, R. K., Swanson, C. et Bourke, L. (2020). Working Remotely: Innovative Allied Health Placements in Response to COVID-19. *International Journal of Work-Integrated Learning*, 21(5), 587-600.

Samson, G., Roussel, C., Landry, N. et Lemieux, M.-M. (2017). Les potentialités pédagogiques du manuel numérique : contexte de formation à distance en enseignement supérieur. Dans Lafleur et Samson (dir.), *Formation à distance en enseignement supérieur*. Presses de l'Université du Québec.

Sansom, L. et Fraser, J. (2022). P*ositive psychology in the physics classroom: facilitating high-performance teams.* [Discussion]. La société pour l'avancement de la pédagogie dans l'enseignement supérieur (SAPES). Ottawa, Ontario, Canada.

Scaife, J. (2019). *Supervision in Clinical Practice – A Practitioner's Guide.* Routledge.

Sheppard, F., Stacey, G. et Aubeeluck, A. (2018). The importance, impact and influence of group clinical supervision for graduate entry nursing students. *Nurse Education in Practice*, 28, 296-301.

Schmitz, C., Storr, C. et White, C. (2018). How role-emerging placements compare to each other and contribute to occupational therapy practice: A national snapshot. *Occupational Therapy Now*, 20(1), 14-16.

Smith, T., Fowler-Davis, S., Nancarrow, S., Ariss, S. M. B. et Enderby, P. (2018). Leadership in interprofessional health and social care teams: A literature review. *Leadership in Health Services*, 31(4), 452-467.

Smith, R. D., Riva, M. T. et Erickson Cornish, J. A. (2012). The Ethical practice of group supervision: A National survey. *Training and Education in Professional Psychology, 6*(4). 238-248.

Stenberg, M., Bengtsson, M., Mangrio, E. et Carlson, E. (2020). Preceptors' experiences of using structured learning activities as part of the peer learning model: A qualitative study. *Nurse Education in Practice, 42*, 1-5.

T

Tessmer, S. S. et Storlie, C. A. (2021). Clinical Supervision of Group Work: A Conceptual Review. *Journal of Counselor Practice, 12*(1), 48-72.

Tousignant, K., Vandyk, A., Lalonde, M., Bigras, S., Roggie, S., Weeks, K.-L., Morley, M. et Jacob, J.-D. (2021). Nursing Students in Clinical Placements Learning in Dyads: A Feasibility Study Using a Non-Randomized Pilot Trial. *Quality Advancement in Nursing Education - Avancées en formation infirmière*, *7*(1), Article 3.

Tucker, R. et Abbasi, N. (2016). Bad attitudes: Why design students dislike teamwork. *Journal of Learning Design*, *9*(1), 1-20.

U

Ukwoma, S. C. et Ngulube, P. (2020). Supervision Practices in Library and Information Science Postgraduate Research in Nigeria and South Africa. *African Journal of Library, Archives and Information Science, 30*(2).

Université du Québec à Chicoutimi. (2006). *Guides de stage.* Baccalauréat en enseignement de l'éducation physique et à la santé. Université du Québec à Chicoutimi [PDF]. http://www.uqac.ca/gdseps/

Université du Québec à Montréal (UQAM). (2020). *Guide des stages*. Programme de baccalauréat, École de travail social. Université du Québec à Montréal, 13 août 2020 [PDF]. https://travailsocial.uqam.ca/wp-content/uploads/sites/57/2020/09/28-08-2020-BAC-Guide-stages-VF-avec-hyperliens.pdf

V

Vandergoot, S., Sarris, A., Kirby, N. et Ward, H. (2018). Exploring undergraduate students' attitudes towards interprofessional learning, motivation-to-learn, and perceived impact of learning conflict resolution skills. *Journal of Interprofessional Care, 32*(2), 211-219.

Vianin, P. (2019). *La supervision pédagogique : L'accompagnement des stagiaires*. De Boeck Supérieur.

Vishakha, J., Siddharth, R. et Jinadani, M. (2019). Effectiveness of SNAPPS for improving clinical reasoning in postgraduates: randomized controlled trial. *BMC Medical Education*, 19, 1-8.

Vuckovic, V. et Landgren, K. (2021). Peer learning in clinical placements in psychiatry for undergraduate nursing students: preceptors and students' perspective. *Nursing Open*, *1*(8), 54-62.

W

Weller-Newton, J. M. et Kent, F. (2021). Community health placements for junior medical and nursing students for interprofessional learning. *Journal of Interprofessional Care*, *35*(2), 316-319.

Wilmot, K. (2021) 'Fail early and fail fast': the value of group supervision for doctoral candidates. *Higher Education Research & Development*.

Wong, S. L. (2019). Conflict resolution: How to successfully manage conflict. Dans M. R. Kibbe et H. Chen (éd.), *Leadership in Surgery* (2e éd., p. 107-118). Springer.

Y

Yale University. (2016). *Using DESC to make your difficult conversations more effective* [PDF]. https://your.yale.edu/sites/default/files/adviformanagers_usingdesctomakeyourdifficultconversations.pdf

Z

Zou, M. et Kong, D. (2019). Navigating Co-supervision. Dans Dollinger, M. (Ed.) *Getting the Most Out of Your Doctorate* (pages 47-62). Emerald Publishing Limited.