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From blended learning to full-online education: teaching experience report in the Evidence-Based Supervision course from Brazilian post-graduation

Do ensino híbrido ao on-line: relato de experiência docente na disciplina de Supervisão Baseada em Evidências na Pós-Graduação stricto sensu brasileira

ABSTRACT

This teaching experience report aims to present the Evidence-Based Supervision (SBE) discipline, from its structural proposal, the activities carried out and the changes in the two versions offered. We offered the discipline in two *stricto sensu* graduate programs to promote awareness, literacy, skills, and critical thinking on the importance of evidence-based supervised practice. Originally designed with a blended format, we rewired the course to make it a full-online mode due to social distancing measures decurrent from the Covid-19. In both versions of the SBE course, the pedagogical support was kept in a constructivist learning perspective acquiring, using active methodologies, questions, and mediated by Information and Communication Technologies (ICTs). Since changing didactic models and proposals is not a simplified process, it is considered that this discipline has achieved its objectives. This work implicates theoretically by expanding the knowledge in the field of supervision studies in *stricto sensu* Brazilian postgraduate courses under a constructivist lens. Its practical contributions are grounded on fostering the debate over the adoption of active methodologies mediated by digital technologies in the training of psychologists and psychology researchers.

Keywords: Education, Graduate; Information Technology; Professional Competence.

RESUMO

O objetivo deste relato de experiência docente é apresentar a disciplina Supervisão Baseada em Evidências (SBE), desde sua proposta estrutural, as atividades realizadas e as mudanças ocorridas nas duas versões ofertadas. Esta disciplina foi ofertada em dois programas de pós-graduação stricto sensu, com intuito de fomentar conhecimento, habilidades e reflexão sobre a importância da prática supervisionada baseada em evidências. A disciplina foi elaborada em formato de ensino híbrido, mas, com as medidas de segurança de distanciamento social pelo avanço da pandemia por Covid-19, foi alterada para o sistema on-line de ensino. Em ambas as versões da disciplina SBE, a sustentação pedagógica se manteve em uma perspectiva construtivista do aprendizado, com o uso de metodologias ativas e mediada pelas Tecnologias da Informação e Comunicação (TICs). Uma vez que a mudança de modelos e propostas didáticas não é um processo simplificado, considera-se que esta disciplina alcançou seus objetivos. Por fim, acredita-se que o relato de experiência docente possa ampliar o debate no campo de estudos da supervisão na pós-graduação stricto sensu brasileira, bem como, da adoção de metodologias ativas mediadas pelas tecnologias digitais na formação do psicólogo e dos pesquisadores em psicologia.

Palavras-chave: Educação de Pós-Graduação; Tecnologia da Informação; Competência Profissional.

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Supervision is an activity inherent to psychology, recognized as an essential element for the training of psychologists (Barletta et al., 2011). Still, there is no single definition of the construct since supervision is not exclusive to the field of study of psychology. In consonance with the goals and context of what is being supervised (Stilita, 2021), this activity takes on more hierarchical and authoritarian contours of task management and compliance with orders. In the context of psychology, even with some conceptual differences, there is a focus on the development of professional skills to foster the quality of the psychological service provided and favor the improvement of work performance, including ethical care (American Psychological Association [APA], 2014; Barletta & Neufeld, 2020). Thus, supervision is expected to foster effective and positive outcomes and promote the safety and well-being of those who receive it and those who provide psychological practice.

Evidence-based practice (EBP) is a pillar for supervision therefore supported by three inseparable aspects (Leonardi, 2016): a) best available scientific evidence, b) professional expertise and c) characteristics of the individual and the context. Therefore, when looking at supervision through the lenses of EBP, the authors of this work assume that this practice should be supported: a) on research related to supervision, interventional activity, and education, b) on all elements that favor the expertise of the professional, such as practical experience, training, and education, goals supervision, management and supervision skills, among others, and c) the active participation of the psychologist professional in the supervision of the education process itself. This last aspect covers the sensitivity and openness of the supervisor to incorporate the values, needs, cultural differences, and specificities of who will receive supervision, the context in which they are inserted, the intervention activity, and who will receive the care.

In this way, supervision should not be grounded only on practical professional experience and everyday knowledge but on empirical data and idiosyncratic aspects of the demand that support the most effective and appropriate educational guidelines and work decisions based on teaching-learning validated strategies (Barletta & Neufeld, 2020). Milne (2018), one of the most influential researchers in the field, developed an evidence-based clinical supervision model that highlights experiential learning as fundamental to the supervisor's development. Falender (2018) complements this perspective, supporting the need for professional training to conduct supervised practice and directing the importance of competency-based supervision. According to this author, competency-based supervision is considered a metatheoretical perspective since it applies to a wide array of models and theories. Thus, it is understood that it is essential to know essential aspects of the supervised process and recognize which elements can interfere with the development of competencies.

Among the factors that anchor this proposal are the negative, harmful, and iatrogenic consequences that supervision can cause, either to those who receive supervision directly or those who receive the poorly supervised professional practice (Ellis, 2017; Reiser & Milne, 2017). However, contrary to this reasoning, Barletta et al. (in press) highlighted the gap in everyday practice, especially in Brazil, where the culture of training supervisors is still on the consolidation process. The establishment of this culture permeates education and presents a call for training proposals for these professionals.

EDUCATION AND TECHNOLOGY

Education has been transformed over the years, especially when it is emphasized that teaching and learning do not correspond to a linear process of cause and effect. Currently, there is a consensus that educational process grasp goes beyond content, contemplating teaching methodologies and procedures, which can increase the student's autonomy, develop critical thinking, foster a cosmivision and expand values contained in the construction of knowledge (Paiva et al., 2016). For this transformation to take place, these authors point out that the conception of imposed education must be changed to a problematizing posture, deconstructing the idea of established and absolute knowledge. Therefore, professors and students must maintain an open attitude, less passive behaviors, allowing themselves to question and be questioned, and be involved in acquiring knowledge as a collaborative, constructed, and continuous process.

Active methodologies have been identified as a viable didactic path that enables meaningful education. The student is placed as a protagonist in the face of challenges, evoking the implication in developing solutions and consolidation of knowledge. Thus, active methodologies appear as a formal alternative to traditional teaching, whose method used is little interactive and centered on the teacher (Antunes, 2013; Mota & Rosa, 2018; Neufeld et al., 2020).

However, no consensus on the teaching procedures encompassed by active methodologies operationalization or purpose (Mota & Rosa, 2018). According to these authors, consensus permeates the central elements that are the development of student autonomy, self-regulation, and meaningful learning. In other words, it shifts the kernel from teacher-centered teaching to student-centered teaching (Antunes, 2013) by aiming at pivot elements such as acquiring creativity, reflection, and necessary action, opposing knowledge transmission, and passive reception strategies (Paiva et al., 2016). In other words, it seeks to transpose teacher-centered to learner-centered teaching (Antunes, 2013).

According to Neufeld et al. (2020), higher education in psychology in Brazil is still mainly based on traditional education, whose method is not very interactive and centered on

the teacher's knowledge. To identify the perception of active methodologies by the students, these authors make use of Problem-Based Learning (PBL) in two disciplines of the Psychology degree. Similarly, students previously received a reading script as the core material in both subjects during the course. The learning process was calculated in the discussion and resolution of case studies based on reading. The courses were divided into sequential three-class modules, for seven or nine modules in each subject. The composition of the modules was as follows: a) in the first class, the students received the case to be discussed in small groups with guiding questions, b) in the second class, again in small groups, the students received new questions and additional materials for encouraging reflection on diagnostic concepts and hypotheses and, d) in the third class, there was discussion in the large group to share main points and possible directions. At the end of the two subjects, the students answered a questionnaire on the intuitive perception of learning and developing competencies and skills as authors of their learning process. The self-perception data indicated the suitability of the pedagogical methodology used, favoring the active participation of students in their learning.

Information and Communication Technologies (ICT) comprehend a toolbox capable of facilitating didactic-pedagogical activities, reinforcing the proposal of active methodologies and the constructivist perspective of learning. Although sparingly, ICT use has increased over the past ten years due to advancement of the internet (Versuti et al., 2016). Within the coronavirus pandemics and protective measures of social distancing, digital education became the main form of contact and communication.

Versuti et al. (2016) stress that the inclusion of ICT in higher education, by itself, has not transformed traditional teaching into a dynamic and student-centered behavior since it is often used as another lecture-based methodology. Thus, there is a call for a proper exploration of the diverse toolset of ICT didactics, promoting collaborative, interactive, and dynamic teaching and fostering skills development such as critical thinking, intellectual autonomy, and proactivity. Thus, according to Paiva et al. (2016), it is up to the trained teacher to develop and apply different strategies to enable an active teaching and learning process. In this sense, which, a priori, are used in traditional teaching, they can be reorganized and applied as active methodologies to promote the central elements.

Considering questions raised about supervision, professional training, active methodologies and ICT context, this work aims to present structure, activities, and changes in the course of evidence-based supervision (SBE). It is planned to provide reflections on the importance of supervision, the need to offer preparation to doctoral students, and support the importance of active methodologies and ICT in the teaching-learning process in specific degree courses, *stricto sensu*, and in training in general psychology.

THE CONTEXT FOR PREPARING THE SBE COURSE

The Cognitive-Behavioral Intervention and Research Laboratory (LaPICC-USP) aims to train professionals with a focus on CBT. Therefore, it provides supervised clinical internships for undergraduate psychology students and training in CBT supervision for graduate students. Thus, in 2018, the laboratory received a postdoctoral researcher focusing on training therapists and CBT supervisors, strengthening the existing line of research at LaPICC-USP. In addition to the research itself, one of the proposals was the idea of promoting and disseminating knowledge about fundamental aspects of supervision.

This context led to the elaboration of the Evidence-Based Supervision (SBE) course, a result of the partnership between LaPICC-USP and the Research and Integration Laboratory in Psychology, Education and Technology (ConectaLab), which was offered for the first time at the beginning of the year 2020 in the *Stricto sensu* Graduate Programs in Psychobiology and in Psychology at the University of São Paulo de Ribeirão Preto (USP-RP). *Stricto sensu* graduate program is focused on training future researchers and professors who will eventually supervise students at the undergraduate and graduate level; therefore, the skills for supervision are required for the full development of this professional. In this way, the SBE course helps bridge a gap until the base curriculum incorporates the subject, aiming to answer the call for investment in teacher training of *stricto sensu* graduate students.

OBJECTIVES OF THE SBE COURSE

This curricular unit aimed to present the proposal for evidence-based supervision to foster knowledge, skills, and reflection on the subject. Therefore, the course had as pillars: a) discuss the supervision functions and know the APA guidelines for supervision and the supervision models based on competencies, b) present teaching strategies for the development of competencies, with an emphasis on the mediation of ICTs and for Active Methodologies, c) outline and discuss supervisory research strategies.

TEACHING METHODOLOGY - SBE COURSE

Initially, the SBE course was developed and offered in a modular format and based on a blended learning system. The blended learning proposes a mixture of face-to-face and distance activities (Moran, 2015). In the first offer of the course, which took place between March and April 2020, 19 regularly enrolled students, and three professors participated. With the advance of the pandemic and the social distancing measures implemented in mid-March, the class strategy changed, converting the face-to-face meeting to virtual synchronous meetings, initially with chat support and, sequentially, completed via videoconference through the platform Google Hangouts.

The modular structured course was offered in seven sequential weeks, including in- person classes (and, later, videoconferences) lasting four hours in one period a week and another weekly period reserved to make the activities available in a virtual learning environment (VLE) that is, in the Moodle e-discipline of the university and carried out asynchronously. The objective of the face-to-face (and then synchronous) classes was to introduce fundamental concepts and foster discussions that would serve as a basis for continuity activities in the virtual environment to strengthen the use of active methodologies at different times (face-to-face and online). Students accessed, performed, and returned the week's asynchronous activities up to two days before the next meeting to allow plenty of time to insert the collective perceptions of the classmates. For face-to-face classes, reading material was made available in advance for prior reading and enabling the implementation of the inverted classroom. In the end, students should deliver a manuscript in groups of up to four components, in the format of a brief report on supervision, and they could choose the specific topic within this vast universe, including any supervised area or activity related to the psychologist's role. It is noteworthy that this proposal was presented to the class at the first meeting and unanimously accepted.

The course in its first version had two face-to-face classes, but with the advance of the pandemic, the last two face-to-face meetings were remodeled for videoconferencing (Table 1).

The first three weeks focused on the content; the following three weeks focused on writing the manuscript. Since the brief report was carried out in stages, although there were no synchronous meetings, there was communication via email, with follow-ups, and feedback on activities by the professors throughout the process. In the seventh and last week, the synchronous meeting presented the manuscript to classmates in a seminar format and posted the VLE work.

In the last stage, the students answered an evaluation questionnaire addressing their perceptions and feedbacks of the activities and content proposed, to provide elements for the restructuring of the discipline by the teachers. Among the changes made to the second offer of the course, which took place in a fully online format, the structure and sequen-

ce of the seven weeks were reorganized, with synchronous online meetings lasting two hours and/or two and a half hours interactive activities mediated by diverse applications. The synchronous meeting did not happen in the third week, whose focus was to start the manuscript construction process, which continued in the following weeks, concomitantly with the synchronous and asynchronous activities of the course (Table 2). Another change was the participation of a monitor with skills in technological resources who participated as a student in the first offering of the course. Again, the proposal was presented to the class on the first day of class and unanimously accepted.

In the second version of the course, offered between April and May 2021, with the participation of 12 enrolled students, the asynchronous activities continued to be delivered by students before the synchronous meeting but up to one day before the next meeting. The structure of the videoconference meetings was kept with a format like the face-to-face classes of the first group: rescue and discussion of asynchronous activity, trigger to warm up and encourage guided discussion of prior reading material, interactive activities to consolidate the content and to summarize the main points of the class, establishment of new asynchronous activity as an element of connection and continuity of the subject between the synchronous meetings. Among the differences, small changes in content and a greater variety of ICT resources and active strategies are pointed out (Table 3).

The final activity of the second version of the SBE course was kept as a brief report, however, carried out in pairs and with thematic previously chosen collectively to avoid overlapping. During the drafting of the manuscript, help was provided by the professors synchronously and asynchronously. Thus, the themes for the manuscript focused on supervision in research, in the organizational area, in the children's clinic, in the adult clinic, in public policies, and education.

Once again, at the end of the course, students completed a feedback questionnaire via Google Forms to provide insights into what was and was not helpful. In this way, a new remodeling of the proposal will be essential to refine and adapt the third version of the SBE course to the needs, context, and post-pandemic moment.

Table 1. Structure of the first version of the SBE course – blended learning

1 S	2 S	3 S	4 S	5 S	6 S	7 S
AP AA	AP AA	V AA	AA	AA	AA	V AA

Legend: W: week FTF: face-to-face class AA: asynchronous activity VC: video conferencing

Table 2. Structure of the second version of the SBE course - online teaching

1 S	2 S	3 S	4 S	5 S	6 S	7 S
V AA	V AA	AA	V AA	V AA	V AA	V AA

Legend: W: week AA: asynchronous activity VC: video conferencing

Table 3. Adaptations between the first and second offers of the SBE course

Dimensions	Blended Learning	Full Online
Duration	<ul style="list-style-type: none"> - Seven weeks - Face-to-face class with 04 hours per week - Asynchronous activities - reserved a weekly period + 06h for readings and studies 	<ul style="list-style-type: none"> - Seven weeks - Synchronous meeting of 2h/2h30 per week - Asynchronous activities - reserved a weekly period + 06h for readings and studies
Content	<ul style="list-style-type: none"> - History of Supervision - Definitions and concepts - Elements of the supervised process - Damaging and iatrogenic supervisions - Evidence-based supervision - Current supervision guidelines (APA) - Evidence and/or competency- based supervision models - Research supervision model - Supervision assessment - Research in supervision 	<ul style="list-style-type: none"> - History of Supervision - Definitions and concepts - Elements of the supervised process - Damaging and iatrogenic supervisions - Evidence-based supervision - Current supervision guidelines (APA) - Evidence and/or competency-based supervision models - Research supervision model - Pedagogical strategies
Activities	<ul style="list-style-type: none"> - Pedagogical contract - Initial needs assessment - Conceptual map - Framework - Seminar - Preparation of manuscript/brief report 	<ul style="list-style-type: none"> - Pedagogical contract - Initial needs assessment - Conceptual map - Framework - Dialogue presentation wheel - Interactive summary activities (using ICT) - Preparation of manuscript/brief report
Active methodology in the classroom or synchronously	<ul style="list-style-type: none"> - Integrated panel - Flipped classroom - Dialogic exhibition - Use of slides and flip chart - Small group activities 	<ul style="list-style-type: none"> - Integrated panel - Panel discussion - Display of the products of asynchronous activities - Flipped classroom - Guiding questions - Visual summaries (e.g., word cloud) - Triggers (e.g., movie scenes and vignettes) - Guided discussion - Flowchart and infographics - Quiz and image game
TIC	<ul style="list-style-type: none"> - Hangouts - Chat - Forum on Moodle - Applications of personal choice or PowerPoint for the elaboration of asynchronous activities - Email - Google forms 	<ul style="list-style-type: none"> - Google Meet - Chat - Forum on Moodle - Padlet - Mentimeter - Canvas - Email - Google forms

DISCUSSION

The SBE course was offered at an opportune moment since, in recent years, the global concern with the quality of supervised practice has increased, Brazil included (APA, 2014; Barletta et al. 2011; Barletta & Neufeld, 2020; Stilita, 2021). In addition, the partnership between the research laboratories LaPICC-USP and ConectaLab, with focuses on the training of psychologists, in supervised practice, in education processes, and ICTs, favored the design of the discipline in the proposed format: a hybrid and online teaching system based on active methodologies.

Considering the gap in the offer of training for supervisors in the most diverse practices supervised by the psychologist (Barletta et al., in press; Falender, 2018), the choice of not closing the discipline in a single area in which there is supervision in psychology is justified but going through contents that

favor the development of skills and support the well-being of the supervisee to minimize harmful effects of professionals not trained to exercise it. Furthermore, it is believed that investment in training is also a way of offering support to the supervisor, who often finds himself unprepared and not knowing whom to turn to develop the skills and abilities necessary for his practice as a supervisor. Therefore, we emphasize the importance of promoting disciplines to expand the learning opportunities and qualify the supervised practice, especially among graduate students who will possibly be involved in this activity.

The professors considered the active methodologies and ICTs used in the course as fundamental to strengthen the collective construction of knowledge, roles, and meanings in the subject (Neufeld et al., 2020; Versuti et al., 2016). In both moments of the course, there was the application of interactive and active strategies. Still, in the second stage, the professors perceived the rupture with the traditional tea-

ching model in a more intense way: some elements may be linked to this understanding, such as not using slides in the course's online format, avoiding lectures with the content that is already in place, wholly ready and static (Antunes, 2013). Interactive activities during synchronous encounters, such as the debate panel and the resources of visual summaries prepared together and shared in the class, were strategies considered necessary for problematizing teaching with the active participation of all people (Mota & Rosa, 2018; Paiva et al., 2016). Advances in technological resources, such as Mentimeter and Canva, allowed meetings in which knowledge was built collaboratively.

Among the policies and activities used in the SBE course, it is noteworthy that:

a) The pedagogical contract (Barletta & Neufeld, 2020) enabled the initial engagement of the groups, clarifying educational goals and combining postures and expectations. Opening up the contract to be revised, if necessary, and maintaining an active listening posture in the teaching-learning relationship contributes to the construction of a bond that is educational and horizontal. For example, in the online format, one of the agreements was that the students should remain with their cameras turned on, which increased the proximity, interaction, and less distraction of the class.

b) The needs assessment (Barletta & Neufeld, 2020) and the conceptual map (Prais & Rosa, 2017) were resources that allowed identifying the knowledge and adherence of the students' previous concepts about supervision. Thus, it was possible to set the tone and pace of the discipline, clarify the conceptual relationships, as well as organize the learning contexts centered on students.

c) The flipped classroom (Neufeld et al., 2020) and the integrated panel (Antunes, 2013) strengthened the protagonism and autonomy of students, in addition to a better apprehension of the knowledge. For this purpose, the literature used was made available in advance but in different formats for each one of the versions of the course. In the blended learning of the course, the texts were released the week before to the face-to-face encounters or videoconference. In the online format, all the material was made available in the first week, due to a more considerable amount of material to be read, more time was given to which, to aid the students' temporal organization.

d) The sharing of products developed by students during asynchronous activities (Moran, 2015; Mota & Rosa, 2018) and the use of triggers (Neufeld et al., 2020; Paiva et al., 2016) favored the initial "warm-up" of each meeting. Starting a video conference with the rescue and showing how productions are carried out in pairs or trios during a week improved engagement and exchange among colleagues; since there was no punitive audience, the resource acted as a social reinforcer. It was possible to identify similarities and differences between the understandings in a laid-back and constructive way, be open

to dialogue, and welcome different views and constructions of knowledge, generating an almost natural deepening in the teaching-learning process. Examples of these activities are the construction of frameworks (Canva) and online murals (Padlet). The triggers, in turn, stimulated reflections and provoked discomfort, motivating knowledge. For example, a scene from the movie "The Devil Wears Prada" was used to start the debate about feedback and iatrogenic in supervision.

e) The guiding questions (Barletta & Neufeld, 2020), used at various meetings, enhanced the guided debates and discoveries, problematizing contradictory aspects, highlighting difficulties, and enabling reflection and a joint search for problem-solving. The game of questions and images had the same purpose, but it is understood that more time for this one could deepen reflections and meanings.

f) Visual summaries at the end of each meeting, with word clouds, flowcharts, and infographics (Prais & Rosa, 2017), fostered the consolidation of the main points raised at the synchronous moment. All these materials were made available to students at the VLE so they could revisit during asynchronous moments.

The monitor's participation was an essential differential in the online version of the course. Due to her familiarity with ICTs, it strengthened the expansion of virtual resources in the course. It is believed that this process also encourages student participation since the use of ICTs when used interactively, can favor relationships between students, monitors, and professors (Versuti et al., 2016). In addition, feedback from students on the activities and content of the discipline, as well as the openness of professors to reassess what was considered positive and what was not productive, was a movement that enabled the improvement of didactic pedagogical strategies relevant to the conceptual proposal education that sustains the course. According to Antunes (2013), this teacher's attitude enhances the consolidation of teaching competence, transforming "professaurus into professors."

This reassessment made it possible to change the distribution of the subject during the seven weeks. In its first version, whose proposal was for a blended learning, we found out that the reading demands concentrated in the first three weeks, and the release of texts a week in advance was not the best strategy. Thus, in the fully online version of the course, the texts were made available in the first week and as readings allocated in the six weeks of the course.

The content review was also considered a relevant aspect. In the first version of the SBE course offered, the discussion on research under supervision was addressed in two moments, both in the supervision models and in the elaboration of the manuscript. Thus, although initially planned, it was not possible to set aside an extra moment to discuss other aspects of the research. In this sense, based on the understanding that the proposal to go through research under

supervision had been contemplated, an extra moment was not set aside in the second version. Still, the discussions about research were maintained in the two moments as mentioned earlier. The same happened with the supervision evaluation theme: the focus was included in discussions about feedback, iatrogenic, competencies, and guidelines, but it was impossible to carry out a particular discussion moment as planned. This format was maintained the second time the subject was offered, as it was understood as being satisfactorily covered depending on the length of the course.

In the second version of the SBE course, a moment was set aside to discuss the teaching strategies used and which ones can favor specific competence and skills in supervision (Barletta & Neufeld, 2020). Although some texts had been made available in the first version of the SBE course, the professors felt they lacked to discuss group teaching strategies and deepen their reflections. It is believed that the coherence between the methods and techniques used during the course and the content under discussion was a high point of the process, providing significant learning.

It is believed that the blended learning model (Moran, 2015), in compliance with its characteristics, contributed to the incorporation of ICTs and active methodologies since the beginning of the conception of the SBE course. It is also understood that, as it was created with such strategies, the migration to exclusively online activities in the run of the course were facilitated due to the pandemic. Even though it is a situation beyond the control of the professors, there was a certain estrangement and discomfort on the part of some students due to the absence of face-to-face meetings at the end of the course. The SBE course offered in the online teaching model, already with the expectation of not having face-to-face meetings, did not generate complications or discomfort of this nature. It was also noticed that the fully online model favored exchanges with students from other institutions, promoting a partnership between programs and documents.

FINAL CONSIDERATIONS

Changing didactic models and proposals is not a simplified process, as it requires a willingness to transform the educational concept and the context-teacher-student relationship. It requires leaving the comfort zone for experimentation, construction, questioning, and reflection.

During the process, between the first and second offer of the SBE Course, it was possible to notice development and growth in the teaching proposal. In any case, it is understood that in both moments, the course has already started from an innovative idea in its context and reached the initial goals: to foster awareness and knowledge about supervision, apply active methodologies and use ICTs. Thus, starting from the students' previous knowledge, the course introduced new

information and, collaboratively, provided the elaboration of meanings, in this way, reaching new levels of knowledge based on significant learning.

In general, the teaching experience report broadens the debate in the field of supervision studies. It highlights the adoption of active methodologies mediated by digital technologies as a possibility for the construction of knowledge in the context of professional practice. Thus, it is believed that it is possible to overcome obstacles to learning enhanced by the pandemic context, advancing in new directions for teaching evidence-based supervision.

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