

## LISTA DE LUCRĂRI

NUMELE ȘI PRENUMELE: CĂDARIU IOANA-EVA

### I. LISTA PUBLICAȚIILOR RELEVANTE

1. **Cădariu, I.E.** (2024). *Atașamentul instituțional și adaptarea la facultate: profile de succes și profile de risc*. Editura Universității de Vest din Timișoara, ISBN: 978-630-327-066-1
2. Vișcu, L.I, **Cădariu I.E.** & Watkins Jr, C. E. (2023). *Competency Based Training for Clinical Supervisors*. Elsevier: Academic Press
3. **Cădariu, I. E.**, & Rad, D. (2023). Predictors of Romanian Psychology Students' Intention to Successfully Complete Their Courses—A Process-Based Psychology Theory Approach. *Behavioral Sciences*, 13(7), 549. <https://doi.org/10.3390/bs13070549>
4. **Cădariu, I. E.** (2022). STUDENTS' ADJUSTMENT TO UNIVERSITY LIFE DURING THE COVID 19 PANDEMIC. *Rom J Leg Med*, 30, 204-207. <https://doi.org/10.3390/bs13070549>
5. Edward Watkins Jr, C., Vișcu, L. I., **Cădariu, I. E.**, & Žvelc, M. (2022). Problematic Self-Efficacy Inferences in Beginning Psychotherapy Supervisees: Identification and Management. *Journal of Contemporary Psychotherapy*, 52(2), 109-116. <https://doi.org/10.1007/s10879-021-09525-4>
6. Watkins Jr, C. E., Vișcu, L. I., & **Cadariu, I. E.** (2021). Psychotherapy supervision research: On roadblocks, remedies, and recommendations. *European Journal of Psychotherapy & Counselling*, 23(1), 8-25. <https://doi.org/10.1080/13642537.2021.1881139>
7. **Cădariu, I.E.** (2024). The importance of intervention programmes for increasing student well-being. In *Exploring Diverse Dimensions of Well-being: Insights from Educational and Social Studies* (Eds.: Alina COSTIN, Alina Roman, Evelina BALAȘ, Roxana MAIER, Ovidiu TODERICI, Dana DUGHİ, Henrietta TORKOS and Editha COȘARBĂ). Peter Lang Publishing House, Berlin, Germany.
8. **Cădariu, I.E.** (2024). A brief educational intervention to enhance academic self-efficacy and stress management among students. In *A behavioral sciences perspective on digital well-being* (Eds.: Dana RAD, Tiberiu DUGHİ, Roxana MAIER, Florinda GOLU, Delia BÎRLE, Ovidiu TODERICI and Viorel ARDELEAN). Peter Lang Publishing House, Berlin, Germany.

9. **Cădariu, I.E.** (2024). Predictors and characteristics of college adaptation. *In A behavioral sciences perspective on digital well-being* (Eds.: Dana RAD, Tiberiu DUGHU, Roxana MAIER, Florinda GOLU, Delia BÎRLE, Ovidiu TODERICI and Viorel ARDELEAN). Peter Lang Publishing House, Berlin, Germany.

10. Viscu, L. I., Cornelia-Ecaterina, C., Roxana, C., & **Ioana-Eva, C.** (2017). The role of emotional intelligence in online learning. *In The International Symposium of Research and Applications in Psychology, 24th edition, with the theme "Cognitive characteristics of transdisciplinarity. Applications in psychology and psychotherapy," Timisoara, At Timisoara, and Volume: SICAP 24 PROCEEDINGS.*

## **II. LISTA COMPLETĂ DE PUBLICAȚII, CREAȚII, INVENȚII**

### **A. Teza de doctorat**

În data de 12.12.2023 a fost susținută public teza de doctorat cu titlul: "Atașamentul instituțional și adaptarea la facultate: profile de succes și profile de risc" (coordonator științific prof.univ.dr. Irina MACSINGA), fiind obținut calificativul FOARTE BINE. Studiile universitare de doctorat au fost realizate în cadrul Universității de Vest din Timișoara în perioada 01.10.2020-12.12.2023.

Publicarea tezei de doctorat: **Cădariu, I.E.** (2024). *Atașamentul instituțional și adaptarea la facultate: profile de succes și profile de risc.* Editura Universității de Vest din Timișoara, ISBN: 978-630-327-066-1

### **B. Cărți publicate**

#### **B1. Cărți (manuale, monografii, tratate, îndrumare etc.) publicate la edituri recunoscute în străinătate.**

Vișcu, L.I, **Cădariu I.E.** & Watkins Jr, C. E. (2023). *Competency Based Training for Clinical Supervisors.* Elsevier: Academic Press, ISBN: 9780443192548

<https://shop.elsevier.com/books/competency-based-training-for-clinical-supervisors/viscu/978-0-443-19254-8>

#### **B2. Cărți (manuale, monografii, tratate, îndrumare etc.) publicate în țară, la edituri recunoscute CNCSIS/CNCS.**

**Cădariu, I.E.** (2024). *Atașamentul instituțional și adaptarea la facultate: profile de succes și profile de risc*. Editura Universității de Vest din Timișoara, ISBN 978-630-327-066-1

**B3. Cărți (manuale, monografii, tratate, îndrumare etc.) publicate la alte edituri sau pe plan local.**

**B4. Cărți (manuale, monografii, tratate, îndrumare etc.) publicate pe web.**

**B5. Capitole de cărți publicate în străinătate**

1. **Cădariu, I.E.** (2024). The importance of intervention programmes for increasing student well-being. *In Exploring Diverse Dimensions of Well-Being : Insights from Educational and Social Studies* (Eds.: Alina COSTIN, Alina Roman, Evelina BALAȘ, Roxana MAIER, Ovidiu TODERICI, Dana DUGHİ, Henrietta TORKOS and Editha COȘARBĂ). Peter Lang Publishing House, Berlin, Germany.

2. **Cădariu, I.E.** (2024). First supervision meeting as an educational event. *In Exploring Diverse Dimensions of Well-Being : Insights from Educational and Social Studies* (Eds.: Alina COSTIN, Alina Roman, Evelina BALAȘ, Roxana MAIER, Ovidiu TODERICI, Dana DUGHİ, Henrietta TORKOS and Editha COȘARBĂ). Peter Lang Publishing House, Berlin, Germany.

3. **Cădariu, I.E.** (2024). A brief educational intervention to enhance academic self-efficacy and stress management among students. *In A behavioral sciences perspective on digital well-being* (Eds.: Dana RAD, Tiberiu DUGHİ, Roxana MAIER, Florinda GOLU, Delia BÎRLE, Ovidiu TODERICI and Viorel ARDELEAN). Peter Lang Publishing House, Berlin, Germany.

4. **Cădariu, I.E.** (2024). Predictors and characteristics of college adaptation. *In A behavioral sciences perspective on digital well-being* (Eds.: Dana RAD, Tiberiu DUGHİ, Roxana MAIER, Florinda GOLU, Delia BÎRLE, Ovidiu TODERICI and Viorel ARDELEAN). Peter Lang Publishing House, Berlin, Germany.

**B6. Capitole de cărți publicate în țară**

1. **Cădariu, I.E.** & Mureșan, M. (2023). Strategii de intervenție pentru reducerea abandonului universitar în *Psihoterapia copilului și adolescentului: studii*, (coord: Cădariu Ioana-Eva & Watkins Clifton Edward). București: Editura Universul Academic, Editura Universitară, ISBN 978-606-9062-47-0; ISBN 978-606-28-1639-1, pag. 11-29

2. **Cădariu, I.E.** (2019) Iubirea și gelozia patologică, în *Studii în psihoterapie. Abordare integrativă*, (coordonatori: Vișcu Loredana-Ileana & Cădariu Ioana-Eva). București: Editura

Universul Academic, Editura Universitară, ISBN 978-606-9062-10-4; ISBN 978-606-28-0937-9, pag. 65-79

3. **Cădariu, I.E.** (2018) Motivații conștiente și inconștiente pentru alegerea profesiei de psihoterapeut, în *Studii în psihoterapie*, (coordonatori: Loredana-Ileana Vișcu, Oana-Maria Popescu), București: Editura Universul Academic, Editura Universitară, ISBN 978-606-94630-4-8, pag. 22-37.

### **C. Lucrări științifice publicate**

#### **C1. Lucrări științifice publicate în reviste cotate ISI**

1. Watkins, C. E. Jr., **Cădariu, I-E.**, Vișcu, L-I., & Viliūnienė, R. (in press). Psychotherapy supervision: An invitational, clarifying, educational, empowering, and transparent (ICEE-T) written agreement. *American Journal of Psychotherapy*.

2. Watkins, C. E. Jr., **Cădariu, I-E.**, & Vișcu, L-I. (in press). “Let us begin well together”: A preparation-positivity-purpose checklist for helping beginning supervisors optimize the start of supervision. *Journal of Contemporary Psychotherapy*.

3. **Cădariu, I. E.**, & Rad, D. (2023). Predictors of Romanian Psychology Students’ Intention to Successfully Complete Their Courses—A Process-Based Psychology Theory Approach. *Behavioral Sciences*, 13(7), 549. <https://doi.org/10.3390/bs13070549>

4. **Cădariu, I. E.** (2022). STUDENTS’ ADJUSTMENT TO UNIVERSITY LIFE DURING THE COVID 19 PANDEMIC. *Rom J Leg Med*, 30, 204-207. <https://doi.org/10.3390/bs13070549>

5. Edward Watkins Jr, C., Vișcu, L. I., **Cădariu, I. E.**, & Žvelc, M. (2022). Problematic Self-Efficacy Inferences in Beginning Psychotherapy Supervisees: Identification and Management. *Journal of Contemporary Psychotherapy*, 52(2), 109-116. <https://doi.org/10.1007/s10879-021-09525-4>

6. Watkins Jr, C. E., Vișcu, L. I., & **Cadariu, I. E.** (2021). Psychotherapy supervision research: On roadblocks, remedies, and recommendations. *European Journal of Psychotherapy & Counselling*, 23(1), 8-25. <https://doi.org/10.1080/13642537.2021.1881139>

#### **C2. Lucrări științifice publicate în reviste indexate în baze de date internaționale (indicați și baza de date)**

1. Vișcu Loredana, **Cădariu Ioana – Eva**, Gîrniceanu Lucian, Todorescu Daiana, (2016). Performance anxiety in gifted students, *22nd Round Table on Giftedness, Conference theme:*

Intrapersonal giftedness: possibilities of development, 1 iulie 2016, Vrsac, pag. 87. (Google Scholar)

Link:

chromeextension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.researchgate.net/profile/LoredanaViscu/publication/318393441\_Performance\_anxiety\_in\_gifted\_students/links/59fac65aaca272026f6fd319/Performance-anxiety-in-gifted-students.pdf

**C3. Lucrări științifice publicate în reviste din străinătate (altele decât cele menționate anterior)**

**C4. Lucrări științifice publicate în reviste din țară, recunoscute CNCSIS/CNCS (altele decât cele din baze de date internaționale)**

**C5. Lucrări științifice publicate în reviste, altele decât cele menționate anterior**

**C6. Lucrări științifice publicate în volumele manifestărilor științifice**

1. Vișcu, L.I, Ciucur D., **Cădariu, I.E.** (2020) Satisfaction and role conflict in group supervision, *Proceedings of the international conference on legal medicine from Cluj, 3rd edition , Volume 2 (Cluj-Napoca, Romania, 1-4 October 2020)* editors Costel Vasile Siserman and Cristian Delcea, Filodiritto Publisher 979-12-80225-07-8.CrossRef

Link: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ccml.ro/wp-content/uploads/2022/07/EX01bis-Legal-Medicine-Vol.2-Cluj-Napoca.pdf

2. Vișcu Loredana-Ileana, Cornean Cornelia-Ecaterina, Colojoară Roxana, **Cădariu Ioana-Eva.** (2017). The role of emotional intelligence in online learning. Conferință: Simpozionul Internațional de Cercetări și Aplicații în Psihologie, SICAP ediția 24, cu tema „Valențele cognitive ale transdisciplinarității. Aplicații în psihologie și psihoterapie”, 24-26 martie 2017, Timișoara. *Proceedings 24th International symposium of research and applications in psychology, SICAP: Cognitive characteristics of transdisciplinary applications in psychology and psychotherapy.* Vol.ISBN: 978-88-95922-85-0, WOS:000406423100040

3. **Cădariu Ioana-Eva**, Moroșoi Violeta, Gîrniceanu Lucian, Applied psychology and integrative strategic psychotherapy – A transtheoretic and transdiagnosis approach, Conferință: Simpozionul Internațional de Cercetări și Aplicații în Psihologie, SICAP ediția 24, cu tema „Valențele cognitive ale transdisciplinarității. Aplicații în psihologie și psihoterapie”, 24-26 martie 2017, Timișoara. *Proceedings 24th International symposium of research and applications in psychology, SICAP:*

*Cognitive characteristics of transdisciplinary applications in psychology and psychotherapy*. Vol. ISBN: 978-88-95922-85-0, WOS:000406423100004

**D. Traduceri de cărți, capitole de cărți, alte lucrări științifice**

**E. Editare, coordonare de volume**

1. Watkins, C.E., **Cădariu, I.E.**, Vișcu, L.I. (coord.). (2024). *Psihoterapie integrativă. Studii Volumul V.*, București: Editura Universul Academic, Editura Universitară, ISBN 978-606-9062-46-3, 978-606-28-1813-5, 978-630-6590-12-4
2. **Cădariu, I.E.**, (coord.) (2023). *Psihoterapie integrativă. Studii Volumul IV*, București: Editura Universul Academic, Editura Universitară, ISBN 978-606-9062-46-3, 978-606-28-1638-4, 978-630-6590-00-1
3. **Cădariu, I.E.** & Watkins Jr, C. E. (coord.). (2023). *Psihoterapia copilului și adolescentului. Studii Volumul IV*, București: Editura Universul Academic, Editura Universitară, ISBN 978-606-9062-47-0, 978-606-28-1639-1, 978-630-6590-01-8
4. Vișcu, L.I. & **Cădariu, I.E.** (coord.). (2022). *Psihoterapie integrativă. Studii Volumul III*, București: Editura Universul Academic, Editura Universitară, ISBN 978-606-28-1230-0, 978-606-9062-61-6, 978-606-9062-62-3
5. Vișcu, L.I. & **Cădariu, I.E.** (coord.). (2021). *Psihoterapie integrativă. Studii Volumul II*, București: Editura Universul Academic, Editura Universitară, ISBN 978-606-28-1230-0, 978-606-9062-61-6, 978-606-9062-62-3
6. **Cădariu, I.E.** & Vișcu, L.I. (coord). (2020). *Psihoterapie integrativă. Studii*, București: Editura Universul Academic, Editura Universitară, ISBN 978-606-28-1130-3, 978-606-9062-46-3
7. Vișcu L.I. & **Cădariu, I.E.**, (coord.). (2019). *Studii în psihoterapie. Abordare integrativă*, București: Editura Universul Academic, Editura Universitară, ISBN 978-606-9062-10-4

**F. Brevete de invenții și alte titluri de proprietate**

**G. Contracte de cercetare (menționați calitatea de director sau membru)**

## H. Creația artistică

**H1 Participări la manifestații artistice internaționale**

**H2. Participări la manifestații artistice naționale**

**H3. Expoziții, filme, spectacole, concerte, discuri de autor, opere internaționale**

**H4. Expoziții, filme, spectacole, concerte, discuri de autor, opere naționale**

**H5. Produse cu drept de proprietate intelectuală în domeniul artistic**

## III. RECUNOAȘTEREA

### I. Premii, distincții.

*J. Citări conform Web of Science ResearcherID: JCE-7989-2023*

*Lucrare 1. Cădariu, I. E., & Rad, D. (2023). Predictors of Romanian Psychology Students' Intention to Successfully Complete Their Courses—A Process-Based Psychology Theory Approach. Behavioral Sciences, 13 (7), 549. <https://doi.org/10.3390/bs13070549>*

#### Citat de:

1.1. Câmpean, A., Bocoș, M., Roman, A., Rad, D., Crișan, C., Maier, M., ... & Roman, C. E. (2024). Examining Teachers' Perception on the Impact of Positive Feedback on School Students. *Education Sciences, 14*(3), 257 <https://doi.org/10.3390/educsci14030257>

1.2. Cazan, A. M., Stan, M. M., Clinciu, A. I., Truța, C., & Maican, C. I. (2023). Validation study for the Academic Maladjustment Questionnaire on a Romanian sample. *Frontiers in Psychology, 14*. <https://doi.org/10.3389/fpsyg.2023.1275939>

1.3. Rad, D. ., Roman, A. ., Runcan, R. ., Toderici, O. ., Stoian, C. D. ., Sinaci, M. ., Chiș, R. ., Chiș, S. ., & Arion, F. . (2024). Adapting To The Unseen: Understanding Workplace Learning Disruptions In Educational Counseling During The COVID-19. *Migration Letters, 21*(S8),1236–1255. <https://migrationletters.com/index.php/ml/article/view/9592>

*Lucrare 2. Edward Watkins, C., Vișcu, L. I., Cădariu, I. E., & Žvelc, M. (2022). Problematic Self-Efficacy Inferences in Beginning Psychotherapy Supervisees: Identification and Management. Journal of Contemporary Psychotherapy, 1-8. <https://doi.org/10.1007/s10879-021-09525-4>*

#### Citat de:

2.1. Watkins, Jr, C. E. (2024). When supervisees rupture: Supervisor rupture reactions and repair—further thoughts and steps along the way. *The Clinical Supervisor, 1-28*. <https://doi.org/10.1080/07325223.2024.2329538>

2.2. Kocyigit, M. (2024). Novice supervisees' anxiety in counselling supervision: a phenomenological study. *Studies in Continuing Education, 46*(1), 65-81. <https://doi.org/10.1080/0158037X.2022.2161501>

2.3. Campeanu, A.-T., Delcea, C, Banariu, G.-M., Craciun,A., Ispas, S., Popa, L.M., Rus, M., Popa-Nedelcu, R., & Dumitriu, I.M. (in press). Comparison of oropharyngeal manifestations in hospitalized patients with COVID-19 and HIV/AIDS: single center retrospective study

2.4. Chiș, R., Ignat, S., Roman, R., Demeter, E., Ghiș, S., Rad, D. & Arion, F. H. (2024). The influence of educational level on self-efficacy, introversion, and agreeableness: an interpersonal difference analysis. *Revista Românească pentru Educație Multidimensională*, 16(2), 569-580. <https://doi.org/10.18662/rrem/16.2/872>

*Lucrare 3.* Watkins Jr, C. E., Vișcu, L. I., & Cadariu, I. E. (2021). Psychotherapy supervision research: On roadblocks, remedies, and recommendations. *European Journal of Psychotherapy & Counselling*, 23(1), 8-25. <https://doi.org/10.1080/13642537.2021.1881139>

**Citat de:**

3.1. Chiș, R., Ignat, S., Roman, R., Demeter, E., Ghiș, S., Rad, D. & Arion, F. H. (2024). The influence of educational level on self-efficacy, introversion, and agreeableness: an interpersonal difference analysis. *Revista Românească pentru Educație Multidimensională*, 16(2), 569-580. <https://doi.org/10.18662/rrem/16.2/872>

3.2. Zalzala, A. B., & Gagen, E. C. (2023). Metacognitive Reflection in Supervision: the Role of Supervision in Addressing Health Inequities. *Journal of Contemporary Psychotherapy*, 53(1), 109-115. <https://doi.org/10.1007/s10879-022-09561-8>

3.3. Watkins Jr, C. E. (2023). Conviction, commonality/context, and culture in psychoanalytic/psychodynamic supervision: My personal perspective. *Psychodynamic Practice*, 29(1), 25-47. <https://doi.org/10.1080/14753634.2022.2155562>

3.4. Zhang, H., Watkins Jr, C. E., Hook, J. N., Hodge, A. S., Davis, C. W., Norton, J., ... & Owen, J. (2022). Cultural humility in psychotherapy and clinical supervision: A research review. *Counselling and Psychotherapy Research*, 22(3), 548-557. <https://doi.org/10.1002/capr.12481>

*Lucrare 4.* Cădariu, I. E. (2022). Students' adjustment to university life during the COVID 19 Pandemic. *Rom J Leg Med*, 30, 204-207. DOI: 10.4323/rjlm.2022.204

**Citat de:**

4.1. Campeanu, A.-T., Delcea, C., Banariu, G.-M., Craciun, A., Ispas, S., Popa, L.M., Rus, M., Popa-Nedelcu, R., & Dumitriu, I.M. (in press). Comparison of oropharyngeal manifestations in hospitalized patients with COVID-19 and HIV/AIDS: single center retrospective study

4.2. Rad, D. ., Roman, A. ., Runcan, R. ., Toderici, O. ., Stoian, C. D. ., Sinaci, M. ., Chiș, R. ., Chiș, S. ., & Arion, F. . (2024). Adapting To The Unseen: Understanding Workplace Learning Disruptions In Educational Counseling During The COVID-19. *Migration Letters*, 21(S8), 1236–1255. Retrieved from <https://migrationletters.com/index.php/ml/article/view/9592>

*Lucrare 5.* Viscu, L. I., Cornelia-Ecaterina, C., Roxana, C., & Ioana-Eva, C. (2017). The role of emotional intelligence in online learning. In *The International Symposium of Research and Applications in Psychology, 24th edition, with the theme "Cognitive characteristics of transdisciplinarity. Applications in psychology and psychotherapy," Timisoara, At Timisoara, and Volume: SICAP 24 PROCEEDINGS.*

**Citat de:**

5.1. Chiș, R., Ignat, S., Roman, R., Demeter, E., Ghiș, S., Rad, D. & Arion, F. H. (2024). The influence of educational level on self-efficacy, introversion, and agreeableness: an interpersonal difference analysis. *Revista Românească pentru Educație Multidimensională*, 16(2), 569-580. <https://doi.org/10.18662/rrem/16.2/872>

*J. Citări conform profilului Google Scholar*

[https://scholar.google.com/citations?user=OqAtJ\\_8AAAAJ&hl=ro](https://scholar.google.com/citations?user=OqAtJ_8AAAAJ&hl=ro)

1. Cădariu, I. E., & Rad, D. (2023). Predictors of Romanian Psychology Students' Intention to Successfully Complete Their Courses—A Process-Based Psychology Theory Approach. *Behavioral Sciences*, 13 (7), 549. <https://doi.org/10.3390/bs13070549>

*Lucrare citată de:*

1.1. Rad, D. (2023). *GÂNDIREA SISTEMICĂ- O abordare postcognitivistă în științele comportamentale*. Presa Universitară Clujeană ISBN 978-606-37-1896-0

2. Viscu, L. I., Cădariu, I. E., & Watkins Jr, C. E. (2023). *Competency Based Training for Clinical Supervisors*. Elsevier.

*Lucrare citată de:*

2.1. Константинов, А. Ю. ЙОГА КАК ТРАНСФОРМИРУЮЩАЯ ПЕДАГОГИКА: ОТ МОТИВАЦИОННЫХ АСПЕКТОВ ОБУЧЕНИЯ К ФИЛОСОФСКОМУ КОНТЕКСТУ. <https://vestnik.kspu.ru/index.php/vestnik/article/view/524>

2.2. Falender, C. A., & SHAFRANSKE, E. P. (2023). Revisiting Competence in Clinical Supervision. *International Journal of Supervision in Psychotherapy*, 47. DOI: 10.47409/ijsp.2023.5.2

3. Edward Watkins, C., Vișcu, L. I., Cădariu, I. E., & Žvelc, M. (2022). Problematic Self-Efficacy Inferences in Beginning Psychotherapy Supervisees: Identification and Management. *Journal of Contemporary Psychotherapy*, 1-8. <https://doi.org/10.1007/s10879-021-09525-4>

*Lucrare citată de:*

3.1. Žvelc, M., & Žvelc, G. (2023). *Mindfulness and compassion in integrative supervision*. Taylor & Francis.

[https://books.google.ro/books?hl=ro&lr=&id=XgfGEAAAQBAJ&oi=fnd&pg=PA2002&ots=W\\_gCSYqC1X&sig=YQ\\_7MOP17LUJyJBLDO8RGVn7VIY&redir\\_esc=y#v=onepage&q&f=false](https://books.google.ro/books?hl=ro&lr=&id=XgfGEAAAQBAJ&oi=fnd&pg=PA2002&ots=W_gCSYqC1X&sig=YQ_7MOP17LUJyJBLDO8RGVn7VIY&redir_esc=y#v=onepage&q&f=false)

3.2. Lestari, N. S., Rosman, D., Chan, S., Nawangsari, L. C., Natalina, H. D., & Triono, F. (2022, October). Impact of Robots, Artificial Intelligence, Service Automation (RAISA) Acceptance,

Self-efficacy, and Relationship Quality on Job Performance. In *2022 4th International Conference on Cybernetics and Intelligent System (ICORIS)* (pp. 1-6). IEEE. doi: 10.1109/ICORIS56080.2022.10031336.

4. Watkins Jr, C. E., Vișcu, L. I., & **Cadariu, I. E.** (2021). Psychotherapy supervision research: On roadblocks, remedies, and recommendations. *European Journal of Psychotherapy & Counselling*, 23(1), 8-25. <https://doi.org/10.1080/13642537.2021.1881139>

*Lucrare citată de:*

4.1. Vaštakė, M. (2022). *Vyrų ir moterų refleksyvumo patirtys egzistencinės terapijos supervizijoje* (Doctoral dissertation, Vilniaus universitetas). DOI: 10.15388/vu.thesis.332

4.2. Litherland, G., Schulthes, G., Cowles, C., & Ewe, E. (2023). The Proctor Model of Clinical Supervision: An Introduction for Professional Counselors. *Journal of Counselor Preparation and Supervision*, 17(5), 4. Retrieved from <https://digitalcommons.sacredheart.edu/jcps/vol17/iss5/4>

5. Viscu, L. I., Cornelia-Ecaterina, C., Roxana, C., & **Ioana-Eva, C.** (2017). The role of emotional intelligence in online learning. In *The International Symposium of Research and Applications in Psychology, 24th edition, with the theme "Cognitive characteristics of transdisciplinarity. Applications in psychology and psychotherapy,"*

*Lucrare citată de:*

5.1. Jaber Rafidi, T., & Wagner, B. (2024). The impact of emotional scaffolding on online teaching and learning in Palestinian English language classrooms during COVID-19. *Innovation in Language Learning and Teaching*, 18(2), 155-168. <https://doi.org/10.1080/17501229.2023.2245810>

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