Appendix 2: List of excluded studies along with reasons for exclusion

Full-text articles excluded, with reasons (n=69)

Not triadic (n= 27)
Not synchronous/video (n= 12)
Not students (n= 10)
Not a primary study/review (n= 20)

Studies	Reason for Exclusion
Alger (2011)	Not synchronous/video
Ames (2016)	Not a primary study/review
Bristol (2011)	Not a primary study/review
Browning (2015)	Not students
Bruce (2018)	Not triadic
Buatip (2019)	Not triadic
Bulger (2007)	Not triadic
Carlisle (2016)	Not synchronous/video
Chapman (2008)	Not triadic
Chipchase (2016)	Not triadic
Clark (2016)	Not triadic
Connolly (2018)	Not students
Coursol (2004)	Not a primary study/review
De Caro (2014)	Not a primary study/review
De Leon (2013)	Not a primary study/review
dos Santos (2019)	Not triadic
Duijn (2018)	Not synchronous/video
Enos (2009)	Not triadic
Erlandsson (2018)	Not students
Ewertsson (2017)	Not synchronous/video
Gronn (2013)	Not triadic
Habibi (2018)	Not synchronous/video
Hardy (2016)	Not a primary study/review
Harting (2019)	Not students
Hilty (2018)	Not students
Høynes (2019)	Not triadic
Inman (2019)	Not triadic
Inumpudi (2001)	Not students
Joiner-Rogers (2019)	Not triadic
Jung (2006)	Not triadic
Kaihlanen (2018)	Not a primary study/review
Kopcha (2014)	Not synchronous/video

Körkkö (2019)	Not triadic
Lau (2004)	Not synchronous/video
Lempicki (2018)	Not triadic
Lewis (1998)	Not synchronous/video
Loewen (2017)	Not a primary study/review
Major (2018)	Not a primary study/review
Martin (2017)	Not a primary study/review
Martin (2018)	Not a primary study/review
Massey (2019)	Not a primary study/review
McCoy (2017)	Not triadic
McCutcheona (2018)	Not a primary study/review
McDonald (2018)	Not a primary study/review
McInerney (2019)	Not triadic
Mishna (2013)	Not triadic
Nagarajan (2016)	Not triadic
Nagarajan (2018)	Not triadic
Naidoo (2019)	Not synchronous/video
Newman (2020)	Not a primary study/review
Nordquist (2015)	Not synchronous/video
O'Brien (2019)	Not synchronous/video
O'Connor (2015)	Not a primary study/review
Panos (2002)	Not triadic
Perry (2012)	Not synchronous/video
Pront (2017)	Not a primary study/review
Relan (2018)	Not triadic
Romeo (2012)	Not triadic
Rousmaniere (2014a)	Not students
Rousmaniere (2014b)	Not students
Rousmaniere (2014c)	Not students
Ruhalahti (2017)	Not triadic
Sackett (2004)	Not a primary study/review
Strandell-Laine (2017)	Not triadic
Strandell-Laine (2019)	Not triadic
Strasser (2016)	Not a primary study/review
Teo (2015)	Not triadic
Wilczenski (2006)	Not a primary study/review
Zournazis (2015)	Not students

1.   Alger C, Kopcha TJ. Technology supported cognitive apprenticeship transforms the student teaching field experience: improving the student teaching field experience for all triad members. Teacher Educator. 2011;46(1):71-88

2.   Ames J. Counselling online in HE: Opportunities and challenges. Mair, David [Ed]. 2016:179-96

3.   Bristol TJ. Online communication for quality and safety. Teaching and Learning in Nursing. 2011;6(1):33-6

4.   Browning M, Pront L. Supporting nursing student supervision: An assessment of an innovative approach to supervisor support. Nurse Education Today. 2015;35(6):740-5

5.   Bruce T, Byrne F, Kemp L. Using Skype to support remote clinical supervision for health professionals delivering a sustained maternal early childhood programme: a phenomenographical study. Contemporary nurse. 2018;54(1):4-12

6.   Buatip S, Chaivisuthangkura P, Khumwong P. Enhancing Science Teaching Competency among Pre-Service Science Teachers through Blended-Mentoring Process. International Journal of Instruction. 2019;12(3):289-306

7.   Bulger SM. Using a Web-Enhanced Approach for Internship Planning, Implementation, and Assessment. MountainRise. 2007;4(2):2-23

8.   Carlisle RM, III. An examination of supervisory working alliance, supervisee demographics, and delivery methods in synchronous distance supervision. Dissertation Abstracts International Section A: Humanities and Social Sciences. 2016;77(1):No Pagination Specified

9.   Chapman RArge. Cybersupervision of Entry Level Practicum Supervisees: The Effect on Acquisition of Counselor Competence and Confidence. Journal of Technology in Counseling. 2008;5(1):3-

10.   Chipchase L, Hill A, Dunwoodie R, Allen S, Kane Y, Piper K, et al. Evaluating telesupervision as a support for clinical learning: an action research project. International Journal of Practice-based Learning in Health and Social Care. 2016;2(2):40-53

11.   Clark J, Brown JS, Jandildinov M. Enriching preservice teachers' critical reflection through an international videoconference discussion. Technology, Pedagogy and Education. 2016;25(4):431-50

12.   Connolly A, Goepfert A, Blanchard A, Buys E, Donnellan N, Amundsen CL, et al. myTIPreport and training for independent practice: a tool for real-time workplace feedback for milestones and procedural skills. Journal of graduate medical education. 2018;10(1):70-7

13.   Coursol D. Cybersupervision: Conducting Supervision on the Information Superhighway. 2004.

14.   De Caro W, Marucci AR, Giordani M, Sansoni J. [E-learning and university nursing education: an overview of reviews]. Professioni Infermieristiche. 2014;67(2):107-16

15.   De Leon L. Managing technological innovation and issues of licensing in higher education. Ran, Bing [Ed]. 2013:347-71

16.   dos Santos HL, Cechinel C. The final year project supervision in online distance learning: assessing students and faculty perceptions about communication tools. Behaviour & Information Technology. 2019;38(1):65-84

17.	Duijn C, Welink LS, Bok HGJ, Ten Cate OTJ. When to trust our learners? Clinical teachers' perceptions of decision variables in the entrustment process. Perspectives on Medical Education. 2018;7(3):192-9

18.	Enos K. Online Supervision as a Viable Alternative to One Face-to-Face On-Site Elementary Teacher Intern Supervision Visit: ProQuest LLC; 2009.

19.	Erlandsson Kkds, Doraiswamy S, Wallin L, Bogren M. Capacity building of midwifery faculty to implement a 3-years midwifery diploma curriculum in Bangladesh: A process evaluation of a mentorship programme. Nurse Education in Practice. 2018;29:212-8

20.	Ewertsson Mmeos, Bagga-Gupta S, Blomberg K. Nursing students' socialisation into practical skills. Nurse Education in Practice. 2017;27:157-64

21.	Gronn Ddgaea, Romeo Ggraea, McNamara SUEsmaea, Yjong Hwee Teo ygc. Web Conferencing of Pre-service Teachers' Practicum in Remote Schools. Journal of Technology & Teacher Education. 2013;21(2):247-71

22.	Habibi A, Mukinin A, Riyanto Y, Prasohjo LD, Sulistiyo U, Sofwan M, et al. Building an Online Community: Student Teachers' Perceptions on the Advantages of Using Social Networking Services in a Teacher Education Program. Turkish Online Journal of Distance Education. 2018;19(1):46-61

23.	Hardy S, Mushore M, Goddard L. Supporting student mental health nurses in clinical placement through virtual in-practice support (VIPS): Innovation uptake and the 'VIPS' project. Nurse Education Today. 2016;46:133-8

24.	Harting MT, Wheeler A, Ponsky T, Nwomeh B, Snyder CL, Bruns NE, et al. Telemedicine in pediatric surgery. Journal of pediatric surgery. 2019;54(3):587-94

25.	Hilty DM, Turvey C, Hwang T. Lifelong learning for clinical practice: how to leverage technology for telebehavioral health care and digital continuing medical education. Current psychiatry reports. 2018;20(3):15

26.	Høynes S-M, Klemp T, Nilssen V. Mentoring prospective mathematics teachers as conductors of whole class dialogues–Using video as a tool. Teaching and Teacher Education: An International Journal of Research and Studies. 2019;77(1):287-98

27.	Inman AG, Bashian H, Pendse AC, Luu LP. Publication trends in telesupervision: A content analysis study. The Clinical Supervisor. 2019;38(1):97-115

28.	Inumpudi A, Srinivas M, Gupta D. Telemedicine in pediatric surgery. Pediatric surgery international. 2001;17(5-6):436-41

29.	Joiner-Rogers GL, Delville CL, Timmerman GM. Using Videoconferencing for Verbal Reports to Improve Clinical Nurse Specialist Student Performance. Clinical Nurse Specialist. 2019;33(1):43-54

30.	Jung LA, Galyon-Keramidas C, Collins B. Distance Education Strategies to Support Practica in Rural Settings. Rural Special Education Quarterly. 2006;25(2):18-24

31.	Kaihlanen AM, Haavisto E, Strandell-Laine C, Salminen L. Facilitating the transition from a nursing student to a Registered Nurse in the final clinical practicum: a scoping literature review. Scandinavian journal of caring sciences. 2018;32(2):466-77

32.   Kopcha TJ, Alger C. Student teacher communication and performance during a clinical experience supported by a technology-enhanced cognitive apprenticeship. Computers & Education. 2014;72:48-58

33.   Körkkö M, Morales Rios S, Kyrö-Ämmälä O. Using a video app as a tool for reflective practice. Educational Research. 2019;61(1):22-37

34.   Lau F, Bates J. A review of e-learning practices for undergraduate medical education. Journal of Medical Systems. 2004;28(1):71-87

35.   Lempicki KA, Holland CS. Web-based versus face-to-face interprofessional team encounters with standardized patients. Currents in Pharmacy Teaching and Learning. 2018;10(3):344-51

36.   Lewis ML, Kaas MJ. Challenges of teaching graduate psychiatric-mental health nursing with distance education technologies. Archives of Psychiatric Nursing. 1998;12(4):227-33

37.   Loewen P, Legal M, Gamble A, Shah K, Tkachuk S, Zed P. Learner: preceptor ratios for practice-based learning across health disciplines: a systematic review. Medical education. 2017;51(2):146-57

38.   Major L, Watson S. Using video to support in-service teacher professional development: the state of the field, limitations and possibilities. Technology, Pedagogy and Education. 2018;27(1):49-68

39.   Martin P, Kumar S, Lizarondo L. Effective use of technology in clinical supervision. Internet Interventions. 2017;8:35-9

40.   Martin P, Lizarondo L, Kumar S. A systematic review of the factors that influence the quality and effectiveness of telesupervision for health professionals. Journal of telemedicine and telecare. 2018;24(4):271-81

41.   Massey D, Johnston AN, Byrne JH, Osborne DM. The digital age: A scoping review of nursing students' perceptions of the use of online discussion boards. Nurse education today. 2019;81:26-33

42.   McCoy KT. Achieving full scope of practice readiness using evidence for psychotherapy teaching in web and hybrid approaches in psychiatric mental health advanced practice nursing education. Perspectives in psychiatric care. 2018;54(1):74-83

43.   McCutcheon K, O'Halloran P, Lohan M. Online learning versus blended learning of clinical supervisee skills with pre-registration nursing students: a randomised controlled trial. International journal of nursing studies. 2018;82:30-9

44.   McDonald EW, Boulton JL, Davis JL. E-learning and nursing assessment skills and knowledge– An integrative review. Nurse education today. 2018;66:166-74

45.   McInerney J, Druva R. Clinical educators' attitudes towards the use of technology in the clinical teaching environment. A mixed methods study. Journal of medical radiation sciences. 2019;66(2):72-80

46.   Mishna F, Levine D, Bogo M, Van Wert M. Cyber counselling: An innovative field education pilot project. Social Work Education. 2013;32(4):484-92

47.   Nagarajan S, McAllister L, McFarlane L, Hall M, Schmitz C, Roots R, et al. Telesupervision Benefits for Placements: Allied Health Students' and Supervisors' Perceptions. International Journal of Practice-based Learning in Health and Social Care. 2016;4(1):16-27

48. Nagarajan Ssnsea, McAllister L, McFarlane L, Hall M, Schmitz C, Roots R, et al. Recommendations for effective telesupervision of allied health students on placements. Journal of Clinical Practice in Speech-Language Pathology. 2018;20(1):21-6

49. Naidoo D, van Wyk JM, Dhunpath R. Service Learning Pedagogies to Promote Student Learning in Occupational Therapy Education. Africa Education Review. 2019;16(1):106-24

50. Newman DS, Monahan KL, Liu Y, Kostelnik CE, Wilson MS, Thies L. Supervision of School Psychology Practicum Experiences: Recommendations for Supervisors and Supervisees Communiqué. 2020;48(6):1, 29-30

51. Nordquist J, Laing A. Designing spaces for the networked learning landscape. Medical Teacher. 2015;37(4):337-43

52. O'Brien AT, McNeil K, Dawson A. The student experience of clinical supervision across health disciplines–Perspectives and remedies to enhance clinical placement. Nurse education in practice. 2019;34:48-55

53. O'Connor S, Andrews T. Mobile technology and its use in clinical nursing education: a literature review. Journal of Nursing Education. 2015;54(3):137-44

54. Panos PT, Panos A, Cox SE, Roby JL, Matheson KW. Ethical Issues Concerning the Use of Videoconferencing To Supervise International Social Work Field Practicum Students. Journal of Social Work Education: Journal of Social Work Education; 2002. p. 421-37.

55. Perry C. Constructing professional identity in an online graduate clinical training program: Possibilities for online supervision. Journal of Systemic Therapies. 2012;31(3):53-67

56. Pront L, Gillham D. Supervisor expertise to optimise learner: Preceptor ratios. Medical Education. 2017;51(2):128-9

57. Relan P, Yiu KC, Lin HC, Loh LC. Remote Supervision in Short-Term Global Health Experiences. Journal of tropical medicine. 2018;2018

58. Romeo G, Gronn D, McNamara S, Teo YH. Windows into Classrooms: Using ICT to Facilitate Regional, Rural and Remote Practicum and Teacher Professional Learning. Australian Educational Computing. 2012;27(2):46-50

59. Rousmaniere T. Using technology to enhance clinical supervision. In: Watkins Jr. CE, Milne DL, editors. The Wiley International Handbook of Clinical Supervision. Hoboken: John Wiley & Sons; 2014. p. 204-37.

60. Rousmaniere T, Abbass A, Frederickson J. New developments in technology-assisted supervision and training: A practical overview. Journal of clinical psychology. 2014;70(11):1082-93

61. Rousmaniere T, Abbass A, Frederickson J, Henning I, Taubner S. Videoconference for psychotherapy training and supervision: Two case examples. American journal of psychotherapy. 2014;68(2):231-50

62. Ruhalahti S, Korhonen A-M, Rasi P. Authentic, dialogical knowledge construction: A blended and mobile teacher education programme. Educational Research. 2017;59(4):373-90

63. Sackett KM, Campbell-Heider N, Blyth JB. The evolution and evaluation of videoconferencing technology for graduate nursing education. CIN: Computers, Informatics, Nursing. 2004;22(2):101-6

64.   Strandell-Laine C, Leino-Kilpi H, Löyttyniemi E, Salminen L, Stolt M, Suomi R, et al. A process evaluation of a mobile cooperation intervention: A mixed methods study. Nurse education today. 2019;80:1-8

65.   Strandell-Laine C, Saarikoski M, Loyttyniemi E, Salminen L, Suomi R, Leino-Kilpi H. Effectiveness of a mobile cooperation intervention during the clinical practicum of nursing students: A parallel group randomized controlled trial protocol. Journal of Advanced Nursing. 2017;73(6):1502-14

66.   Strasser R. Learning in context: education for remote rural health care. Rural & Remote Health. 2016;16(2):4033

67.   Teo YH, McNamara S, Romeo G, Gronn D. Enhancing Practicum Supervision with Asynchronous and Synchronous Technologies. Universal Journal of Educational Research. 2015;3(5):322-7

68.   Wilczenski FL, Coomey SM. Cyber-Communication: Finding Its Place in School Counseling Practice, Education, and Professional Development. Professional School Counseling. 2006;9(4):327-31

69.   Zournazis HE, Marlow AH. The use of video conferencing to develop a community of practice for preceptors located in rural and non traditional placement settings: An evaluation study. Nurse education in practice. 2015;15(2):119-25