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SUPERVISION AS A RESOURCE FOR THE SOCIAL AND PSYCHOLOGICAL ADAPTATION OF THE INDIVIDUAL IN CONDITIONS OF UNCERTAINTY

Анотація. У статті здійснено теоретичний аналіз супервізії як ресурсу соціально-психологічної адаптації особистості в умовах невизначеності. Розглянуто особливості впливу невизначеності на психологічне функціонування особистості та процеси її адаптації до змінних умов життєдіяльності. Узагальнено сучасні наукові підходи до розуміння соціально-психологічної адаптації та визначено її основні психологічні ресурси.

Охарактеризовано супервізію як форму професійної підтримки, що забезпечує умови для розвитку рефлексії, усвідомлення професійного досвіду, підвищення психологічної стійкості та вдосконалення адаптивних стратегій поведінки. Проаналізовано основні функції супервізії та її можливості у підтримці особистості в ситуаціях професійної та життєвої невизначеності.

Особливу увагу приділено ресурсному потенціалу супервізії, який проявляється у сприянні усвідомленню власних можливостей, розвитку толерантності до невизначеності, зниженні емоційного напруження та розширенні репертуару способів подолання складних життєвих ситуацій. Обґрунтовано значення супервізії як ресурсу, що сприяє підтримці процесів соціально-психологічної адаптації особистості в умовах невизначеності. Ресурсний потенціал супервізії виявляється у створенні умов для осмислення досвіду, розвитку рефлексивності, актуалізації особистісних ресурсів та підвищення здатності до конструктивного подолання складних життєвих і професійних ситуацій. Перспективним напрямом подальших наукових пошуків є дослідження взаємозв'язку між супервізійною підтримкою та адаптаційним потенціалом особистості в умовах сучасних суспільних трансформацій.

Ключові слова: супервізія, соціально-психологічна адаптація, невизначеність, адаптаційний потенціал, психологічна стійкість, особистісні ресурси, психологічне благополуччя.

Abstract. The article presents a theoretical analysis of supervision as a resource for the social and psychological adaptation of the individual under conditions of uncertainty. The peculiarities of the influence of uncertainty on an individual's psychological functioning and adaptation to changing life conditions are considered. Contemporary scientific approaches to understanding social and psychological adaptation are summarized, and its key psychological resources are identified.

Supervision is characterized as a form of professional support that creates conditions for the development of self-awareness, understanding of professional experience, enhancement of psychological resilience, and improvement of adaptive behavioral strategies. The main functions of supervision and its potential in supporting individuals in situations of professional and life uncertainty are analyzed.

Particular attention is paid to the resource potential of supervision, which is manifested in promoting awareness of personal capabilities, reducing emotional tension, and expanding the repertoire of ways to cope with complex life situations. The significance of supervision as a resource that facilitates social and psychological adaptation under conditions of uncertainty is substantiated. The resource potential of supervision is revealed through creating opportunities for experience processing, activation of personal resources, and increasing the ability to constructively overcome complex life and professional challenges. Prospects for further research are associated with the empirical investigation of the relationship between

supervisory support and the adaptive potential of the individual in the context of contemporary social transformations.

Keywords: supervision, social and psychological adaptation, uncertainty, adaptive potential, psychological resilience, personal resources, psychological well-being.

Statement of the problem. The contemporary social environment is characterized by a high level of uncertainty caused by rapid social transformations, military conflicts, economic instability, digitalization, and the increasing unpredictability of everyday and professional life. Under such conditions, uncertainty becomes not only a characteristic of the external environment but also a significant psychological factor influencing emotional well-being, decision-making processes, interpersonal interactions, and the overall functioning of the individual.

The ability to adapt effectively to changing circumstances is increasingly recognized as an important prerequisite for maintaining psychological well-being and successful social functioning. Social and psychological adaptation is a complex and dynamic process through which an individual achieves a balance between personal needs, values, and goals and the requirements of the social environment. The effectiveness of adaptation largely depends on the availability of personal and environmental resources that enable individuals to cope with challenges, preserve psychological stability, and maintain productive functioning under conditions of uncertainty.

Recent scientific studies emphasize the importance of supportive and developmental resources that facilitate adaptation in periods of social instability and continuous change. Particular attention is paid to mechanisms that promote self-awareness, critical reflection on experience, psychological resilience, and the activation of personal resources. In this context, supervision is increasingly viewed not only as a method of professional guidance and support but also as a developmental process that creates opportunities for analysing complex situations, processing emotional experiences, and strengthening adaptive capacities.

Although supervision has traditionally been associated with the professional development of specialists in helping professions, contemporary approaches highlight its broader psychological potential. Supervision contributes to the integration of professional and personal experience, supports psychological well-being, and facilitates the development of constructive coping strategies in challenging situations. However, despite the growing body of research on supervision, adaptation, and resilience, the issue of supervision as a resource for social and psychological adaptation under conditions of uncertainty remains insufficiently explored. This determines the relevance of the present study.

The aim of this article is to theoretically substantiate supervision as a resource for social and psychological adaptation of the individual under conditions of uncertainty and to determine its role in supporting adaptive processes, strengthening personal resources, and maintaining psychological well-being in contemporary social realities.

Outline of the main material. Contemporary social reality is defined by an unprecedented degree of uncertainty arising from rapid social transformations, armed conflicts, economic instability, accelerating digitalization, and the growing unpredictability of everyday and professional life. Under such conditions, traditional problem-solving strategies progressively lose their effectiveness, and behavioural patterns established in more stable periods prove inadequate to new demands. Consequently, uncertainty increasingly functions not merely as a characteristic of the external environment but as a significant psychological phenomenon that influences emotional well-being, decision-making processes, interpersonal interaction, and the overall functioning of the individual [11; 12; 14].

Psychological research consistently demonstrates that uncertainty is associated with elevated levels of anxiety, stress, emotional tension, and subjective feelings of insecurity. At the same time, individuals differ substantially in their responses to uncertain situations. Tan, Farrell, and Waters [14], in their study of individual differences in therapists' affective responses to uncertainty, established that cognitive uncertainty and rejection sensitivity are significant predictors of emotional reactions to unpredictable situations. Their findings indicate that individuals who frequently experience doubt about their own thoughts and decisions tend to display stronger emotional responses to uncertainty, while sensitivity to criticism and rejection further amplifies these reactions. This evidence demonstrates that personal characteristics play a decisive role in shaping adaptive or maladaptive responses under conditions of uncertainty. Whereas some individuals perceive uncertainty as a threat, others regard it as a challenge or an opportunity for development — differences that are largely determined by personal resources, prior experience, emotional regulation capacity, and the availability of social and professional support systems.

Researchers emphasize that prolonged exposure to uncertainty may exert a markedly negative influence on psychological functioning, heightening vulnerability to emotional exhaustion and diminishing the individual's sense of control over life circumstances [11]. Saltzman and Hansel [11], examining

psychological and social determinants of adaptation under conditions of chronic stress, identified four distinct adaptation profiles, among which only 40 percent of participants demonstrated resilient responses. Social determinants such as financial instability, loneliness, and restricted access to information significantly reduced the likelihood of resilient adaptation. Nevertheless, uncertainty does not inevitably lead to maladjustment — its psychological consequences depend substantially on the individual's capacity to mobilize internal and external resources that facilitate adaptation and resilience.

Within contemporary psychology, adaptation is conceptualized as a dynamic process through which an individual establishes and maintains effective interaction with the social environment while preserving psychological well-being and personal integrity. Social and psychological adaptation involves behavioural flexibility, emotional regulation, cognitive restructuring, and the capacity to modify behavioural strategies in response to changing environmental demands. Adaptation is therefore not a static state but a continuous process of balancing personal needs and external requirements [11].

Under conditions of uncertainty, adaptation becomes especially significant, as individuals are required to respond to rapidly changing circumstances while maintaining effective functioning. Successful adaptation enables individuals to preserve psychological stability, sustain productive social relationships, and continue personal and professional development despite adverse conditions. Schäfer et al. [12], in their systematic review of individual, social, and societal resilience factors in response to societal challenges and crises, established that higher income and socioeconomic status, stronger cognitive emotion regulation skills, and higher perceived social support are associated with more resilient responses to stressor exposure. These findings confirm that adaptive functioning depends on the interaction of individual, interpersonal, and societal factors that collectively shape resilient outcomes.

Contemporary research increasingly emphasizes resilience as a central component of adaptive functioning. Resilience is generally understood as the capacity to maintain or restore psychological well-being despite exposure to adversity. It is not considered a stable personality trait but rather a dynamic process involving the activation of various protective resources. Individual factors such as self-efficacy, emotional competence, optimism, and psychological flexibility interact with social support and environmental conditions to promote adaptation in difficult circumstances [12]. The process of adaptation under conditions of uncertainty therefore requires access to resources that facilitate emotional processing of experience, critical self-reflection, and the development of effective coping strategies. Such resources may be internal — including psychological resilience and self-awareness — or external, encompassing supportive interpersonal relationships, professional assistance, and opportunities for reflective dialogue.

Although supervision has traditionally been associated with professional training and quality assurance in helping professions, contemporary approaches conceptualize it as a multifaceted developmental process that combines educational, supportive, and reflective functions [4; 8; 9]. The understanding of supervision has evolved considerably over recent decades. Earlier approaches primarily emphasized its administrative and evaluative dimensions, whereas contemporary perspectives focus on supervision as a collaborative relationship that fosters learning, professional growth, emotional support, and the integration of experience [4].

Li et al. [4], on the basis of a scoping review encompassing 59 supervision measures developed between 1984 and 2023, highlight that modern conceptualizations of supervision extend well beyond competence assessment and increasingly incorporate dimensions related to support, reflective capacity, interpersonal relationships, and psychological functioning. Importantly, the authors note that only a small proportion of existing measures have been subjected to cross-cultural validation, which limits the generalizability of findings across diverse professional contexts. These observations reflect the growing recognition of supervision as a developmental process that contributes simultaneously to professional effectiveness and personal well-being.

Within Ukrainian psychological discourse, supervision is increasingly viewed as a developmental and supportive practice with broad implications for professional functioning. Kharadzhy and Ivashchenko [2] characterize supervision as an important mechanism of professional growth that contributes to the development of professional competence, self-awareness, and reflective skills. The authors argue that supervision enables psychologists to analyse professional difficulties, integrate practical experience, and improve the quality of psychological assistance provided to clients. Komar and Chukhrii [3] similarly underline the significance of supervision in supporting professional development and strengthening psychological readiness for complex professional situations, noting that supervision promotes professional maturity and facilitates the constructive processing of difficult experiences. Liashch, Redko, and Chukhrii [5] further demonstrate that contemporary methods of social counselling incorporating supervision prove

effective across diverse client populations, providing a reflective foundation for enhancing the quality of professional practice.

The developmental potential of supervision is particularly evident in educational contexts. Research conducted by Petiak and Alieksieiev [9] demonstrates that supervision contributes substantially to the formation of professional identity among future counselling psychologists. Through participation in supervisory processes, students acquire opportunities to analyse their professional experiences, develop self-awareness, and strengthen confidence in their professional competencies. The significance of supervision in contemporary Ukrainian realities is further underscored by Anushkevych [1], who highlights its role in the training of future psychologists under wartime conditions. The author contends that supervision creates conditions for professional support, emotional stabilization, and the development of adaptive responses necessary for effective functioning in highly stressful and uncertain environments.

The resource potential of supervision becomes particularly significant under conditions characterized by heightened uncertainty. Contemporary theoretical approaches suggest that supervision provides a psychologically safe environment in which individuals can openly discuss professional and personal challenges, examine emotional reactions, and explore available coping resources. Such processes contribute to a deeper understanding of experience and support the development of more adaptive behavioural strategies. Liakhovets and Nyzovets-Kropta [6] emphasize that supervision promotes the conscious analysis of professional activities and supports psychological functioning under difficult social conditions. The authors demonstrate that supervision enables specialists to maintain professional effectiveness while simultaneously reducing the adverse psychological impact of prolonged stress and uncertainty, which is particularly relevant for educational psychologists working under the conditions of war.

A central mechanism through which supervision facilitates adaptation is reflection. Through reflective dialogue, individuals gain opportunities to examine their experiences from multiple perspectives, identify patterns in their reactions, and develop greater awareness of personal strengths and limitations. Reflection contributes to the integration of experience and enables individuals to derive meaning from challenging situations, thereby enhancing adaptive functioning and expanding the repertoire of effective behavioural responses. Beyond reflection, supervision contributes to adaptation through the facilitation of emotional regulation. The opportunity to discuss emotionally challenging experiences within a supportive professional context helps individuals process difficult emotions, reduce psychological distress, and develop more effective coping mechanisms — a process that is particularly important under conditions of prolonged uncertainty, when emotional resources may become progressively depleted.

An important dimension of supervision concerns its contribution to psychological well-being. Contemporary research demonstrates that supportive supervisory relationships are associated with positive mental health outcomes and enhanced professional satisfaction. Mavrogalou-Foti, Kambouri, and Çili [7] found that the quality of supervisory relationships significantly predicts mental health outcomes among doctoral students. Higher scores on the uncertain supervisory style and greater discrepancy between actual and preferred supervisory relationships were associated with elevated levels of depression, anxiety, and stress. Conversely, supportive supervision fosters emotional security, confidence, and a sense of professional competence — all of which are critical components of adaptive functioning. The significance of supervision as a source of resilience is further emphasized by Rankine, Beddoe, Weld, and Davys [10], whose research, conducted in the aftermath of the COVID-19 pandemic, revealed that supervision can serve as an important protective factor during periods of substantial social change. Through supportive professional relationships, individuals are able to maintain hope, strengthen coping capacities, and preserve psychological stability despite external uncertainty. The authors describe effective supervisors as beacons of hope who play a pivotal role in sustaining practitioners well-being and resilience in challenging organizational and social contexts.

The findings of Schreyer et al. [13] provide additional empirical support for the adaptive value of supervision. Their systematic review and meta-analysis, encompassing 32 studies with data from 1,614 supervisees and 2,282 patients, demonstrate positive effects of clinical supervision on therapist competence, therapeutic alliance, and patient symptom reduction. The authors conclude that supervision contributes to enhanced professional functioning while simultaneously supporting psychological well-being, thereby reinforcing its role as both a developmental and supportive intervention. It is important to note, however, that identified effect sizes are moderate and the overall quality of the evidence base is variable, underscoring the need for further methodologically rigorous investigation in this domain.

From the perspective of social and psychological adaptation, supervision may be conceptualized as a multidimensional resource that facilitates adaptive functioning through several interconnected

mechanisms. The first mechanism — awareness and integration of experience — is realized through reflective dialogue and the analysis of complex situations, enabling individuals to make sense of their experiences and develop new cognitive and behavioural strategies. The second mechanism — strengthening personal resources — involves the enhancement of self-efficacy, professional confidence, and competence, which directly amplifies adaptive potential. The third mechanism — promotion of emotional regulation and psychological well-being — encompasses the reduction of distress, the processing of difficult emotional experiences, and the improvement of overall psychological health. The fourth mechanism — development of adaptive strategies — involves supporting individuals in constructing and refining constructive ways of responding to uncertainty, which is essential for sustaining effective functioning in rapidly changing conditions. These mechanisms operate in interconnection and mutually reinforce one another, collectively forming a comprehensive adaptive resource.

The relevance of this conceptualization is particularly acute within the Ukrainian social context, where wartime conditions and associated social transformations present professionals in helping occupations with exceptional challenges. These circumstances require not only the preservation of the specialists' own psychological health but also the maintenance of high-quality assistance to individuals experiencing crisis. Supervision in this context fulfils a dual function: it supports the adaptation of professionals themselves and simultaneously enhances the quality of support they provide to clients facing difficult circumstances [1; 6]. Liashch, Redko, and Chukhrii [5] demonstrate that contemporary methods of social counselling that incorporate supervision enable more effective work with diverse client populations requiring support under crisis conditions, affirming that supervision is not merely a tool of professional development but a necessary element of the broader system of psychosocial support in conditions of uncertainty and social upheaval.

The relationship between uncertainty, adaptation, and supervision may therefore be understood as a dynamic and cyclical process. Conditions of uncertainty increase psychological demands and generate the need for adaptive responses. Adaptation, in turn, depends on the availability of personal and social resources. Supervision functions as one of these resources by providing structured opportunities for reflection, support, learning, and emotional processing. Through these mechanisms, supervision enhances adaptive potential and contributes to the maintenance of psychological well-being. Consequently, supervision should be regarded not only as a professional practice but also as an important psychological resource that supports social and psychological adaptation under conditions of uncertainty.

Conclusions. The theoretical analysis conducted in this article substantiates the conceptualization of supervision as a significant resource for the social and psychological adaptation of the individual under conditions of uncertainty. Contemporary social reality, characterized by military conflict, economic instability, and accelerating social transformation, generates sustained psychological demands that challenge individuals' adaptive capacities. The empirical evidence reviewed demonstrates that adaptation under such conditions depends on the availability of both internal resources — including self-efficacy, emotional competence, and psychological resilience — and external supportive mechanisms that provide structured opportunities for reflection, emotional processing, and the development of effective coping strategies. Supervision, through its multifunctional character, addresses precisely these adaptive needs by creating a psychologically safe space in which individuals can examine their experiences, regulate emotional responses, and strengthen personal and professional resources.

The analysis of contemporary research reveals that supervision contributes to adaptive functioning through four primary interconnected mechanisms: the facilitation of reflective awareness and the integration of experience; the strengthening of personal resources and professional competence; the promotion of emotional regulation and psychological well-being; and the development of adaptive behavioural strategies for responding constructively to uncertainty. These mechanisms are supported by empirical findings demonstrating that the quality of supervisory relationships predicts mental health outcomes, that supervision contributes to supervisee competence and therapeutic effectiveness, and that it functions as a protective resource during periods of significant social change. The Ukrainian context imparts particular urgency to these findings, as supervision proves indispensable not only for professional development but also for sustaining the psychological functioning of specialists working under wartime conditions.

It is essential to acknowledge, however, that the effectiveness of supervision as an adaptive resource is not unconditional. The quality of the supervisory relationship, the accessibility of supervision in crisis contexts, the professional preparation of supervisors, and the cultural appropriateness of supervisory models all constitute factors that significantly determine its actual impact. The evidence base for supervision, while broadly positive, remains characterized by moderate effect sizes and methodological

heterogeneity. These limitations do not diminish the substantive value of supervision as an adaptive resource, but they do highlight the importance of developing contextually sensitive supervisory practices that can effectively meet the needs of individuals functioning under conditions of prolonged uncertainty.

Prospects for further research. The present theoretical analysis reveals several important directions for future empirical investigation. The primary research priority concerns the systematic empirical study of the relationship between supervisory support and the adaptive potential of the individual under conditions of contemporary social uncertainty. While the theoretical foundations of this relationship are well-established, direct empirical evidence linking specific supervisory processes to measurable adaptive outcomes — particularly in populations experiencing prolonged crisis — remains limited. Future research should employ longitudinal designs that allow for the examination of how regular supervision shapes adaptive trajectories over time, utilizing validated instruments that capture both psychological well-being and professional functioning as outcomes. Studies conducted within Ukrainian and other conflict-affected contexts would make a particularly valuable contribution to the international literature on supervision and adaptation.

A second important direction involves the investigation of supervision as an adaptive resource across different professional groups and organizational contexts. The majority of existing research focuses on supervision in psychotherapy and clinical psychology, leaving open questions regarding its adaptive effects for social workers, educators, healthcare professionals, and other practitioners working under conditions of uncertainty. Comparative studies examining the effectiveness of different supervisory formats — individual versus group supervision, face-to-face versus online modalities, peer supervision versus hierarchical supervision — would generate practically significant knowledge for the design of supervisory systems capable of meeting the diverse needs of helping professionals in crisis conditions. The growing body of Ukrainian research on supervision in educational and social work contexts provides an important foundation for such investigations.

A third direction for future inquiry concerns the development and validation of culturally appropriate instruments for measuring the adaptive effects of supervision in non-English-speaking and crisis-affected contexts. As highlighted by Li et al., cross-cultural validation of supervision measures remains critically underdeveloped, limiting the applicability of existing findings to diverse populations. The creation of psychometrically robust tools sensitive to the specific challenges of adaptation under uncertainty — including scales assessing tolerance of uncertainty, resilience activation, and the perceived resource value of supervisory support — would substantially advance both research and practice in this area. Additionally, the investigation of supervision as a component of integrated psychosocial support systems, particularly in the context of post-war recovery and social rehabilitation, represents a promising avenue that connects supervision research with broader questions of public mental health and societal resilience.

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