Supervision with Remote and OnGround Employees: Promoting Inclusion
LaShon Sawyer, PhD, LISW-S & Shanika Lavi Wilson, DSW, LCAS, LCSW
Supervision with Remote and OnGround Employees: Promoting Inclusion

LaShon Sawyer, PhD, LISW-S & Shanika Lavi Wilson, DSW, LCAS, LCSW
Our School & Online Field Education Program:

- Case Western Reserve University is located in Cleveland, Ohio. Founded in 1915.

- Our Online MSSA (Masters of Science in Social Administration) Field Education Students complete 8-10 hours of field every week for 16 weeks every Fall, Spring, and Summer.

- Field Education is an integral component of the program that is actualized through a collaborative relationship between the university, community organizations, and graduate students.

- This experience is designed to offer students field practice opportunities to integrate the core knowledge, skills and values inherent to the social work profession.

- Online students participate in field simultaneously with academic courses throughout their time in the program.
Types of Remote Supervision:

- Distance supervision, or “telesupervision,” is supervision governed by an agreement in which the supervisor and supervisee(s) are not in the same geographical location (Brandoff & Lombardi, 2012).

- Telesupervision refers to supervision conducted by telephone, e-mail, or video conferencing (Brandoff & Lombardi, 2012).

- The growth of distance supervision has occurred for numerous reasons:
  - (a) a lack of direct access to qualified supervisors (Singer, 2008),
  - (b) a need to supervise multiple individuals in different locations (Dudding, 2006),
  - (c) a demand for supervision from clinicians in international and/or remote locations (Miller et al., 2005),
  - and/or (d) affordable and widespread access to communication technologies (Brandoff & Lombardi, 2012).

- Distance supervision is garnering such popularity that some training programs advertise the practice as a distinct feature of their programs (Brandoff & Lombardi, 2012, Hudspeth, 2009; National Institute of Relationship Enhancement and Center for Couples, Families and Children, n.d.; Rocky Mountain Play Therapy Institute, n.d).

- The use of technology in supervision includes both strengths and limitations.
Limitations of Remote Supervision:

- Meaningful eye contact is difficult to attain during remote supervision sessions in absence of in person experiences even with web cameras (Brandoff & Lombardi, 2012).

- Unexpected communication interruptions, such as loss of video and audio during the use of technology during distance supervision (Brandoff & Lombardi, 2012).

- At times conferences have to be rescheduled due to issues with technology (Brandoff & Lombardi, 2012).

- The process of developing rapport through such means as videoconferencing, phone calls, or e-mails may seem difficult to some (Brandoff & Lombardi, 2012).

Strengths of Remote Supervision:

- Brandoff & Lombardi (2012), found overall the experience of integrating technology into supervision helped to enhance the quality of the sessions with the ability to review papers and presentations in real time with immediate response.

- Technology increased the researchers' productivity through the rapid sharing of resource ideas while also providing a record of correspondence (Brandoff & Lombardi, 2012).

- Video conferencing and/or the use of technology in supervision is cost effective (Hubbard & Justice, 2001).

- Distance supervision and technology can transcend physical location barriers (Cox, 2010; Hubbard & Justice, 2001).
Strengths of Remote Supervision:

• Brandoff & Lombardi (2012), found overall the experience of integrating technology into supervision helped to enhance the quality of the sessions with the ability to review papers and presentations in real time with immediate response.

• Technology increased the researchers’ productivity through the rapid sharing of resource ideas while also providing a record of correspondence (Brandoff & Lombardi, 2012).

• Video conferencing and/or the use of technology in supervision is cost effective (Dudding & Justice, 2004).

• Distance supervision and technology can transcend physical location barriers (Orrs, 2010; Dudding & Justice, 2004).
Technology & Supervision:

- The increased use of telecommunications technology is accelerating in such academic and health professions as:
  - education,
  - speech therapy,
  - counseling,
  - social work,
  - nursing,
  - psychology,
  - and psychiatry, especially in providing services to clients and in professional supervision (Dudding, 2006; Miller, Miller, Burton, Sprang, & Adams, 2003).

- The pace of development of clinical supervision and training technology is growing rapidly. As new generations of supervisors who are comfortable with technology begin their careers, it is likely that new technologies will increasingly become integrated into supervision as routine practice (Rousmaniere, Abbass, & Frederickson, 2014).
• Your comfort and confidence with using technology will increase over time; however, ongoing learning is required.

• Combine practices with what works best for your institution and what technology is available.

• Different forms of technology work with different employees.
Recruiting, Interviewing, & Orientation Process:

- Designed to recruit local and remote employees.
- Do not require Cleveland, OH Residency.
- Human resources provide support with screening.
- Pick the Best Candidate (Do not base your decision on applicant proximity or willingness to relocate).
- Interview Process
  - Provide on-site and virtual interviews.
  - Multiple interviews with various team members.
- All new employees (local or distance) are required to come to campus for a 2-day orientation.
Who We Are & Our Structure:

LaShon Sawyer, PhD, LISW-S
Associate Director of Online Field Education
(Ohio)
Supervisor

Jody Timko, MSW, LISW-S
Online Field Faculty Adviser
(Ohio)

Shanika L. Wilson, DSW, LCAS, LCSW
Online MSSA Field Faculty Advisor
(North Carolina)

Chenobia C. Webster, DSW, LCSW
Online Field Faculty Advisor
(Tennessee)
Roles & Responsibilities of the Team:

- Associate Director of Online Field Education
  - Program oversight
  - Student supports
  - Administrative responsibilities
  - Course development
  - Maintain alignment with on-grounds program
  - Located on campus

- Online Field Faculty Advisors
  - Teaching roles for field courses-supervision
    - Online field conferences conducted every semester
    - In person site visits
  - Enrollment/Recruitment Role
    - Field application reviews and approvals
    - Located in various states
Distant Supervision Activities:

• 1:1 Supervision with Staff Members:
  • Regularly Scheduled

• Group Supervision With Staff Members:
  • Regularly Scheduled

• Troubleshooting Crisis Situations:
  • With Supervisor
  • Between Teams Members

• Occurs:
  • Via phone
  • Via email
  • We rarely use web cameras for meetings (this works best for our team members).
Technology We Use:

- Google Hangout
- Adobe Connect
- Conference Lines
- Zoom
- Web Ex
- Web Cams
- Join Me
- Telephones
- Email
- Text Messages
What Works For Us:

• Our Use of Technology
  • Use of CWRU team building supports and resources.

• Assessing Our Supervision & Team Work

• Mutual Understanding of "Building the Plane as We Fly"
  • Program is in its third year.

Lessons Learned:

• Discuss hiring needs with HR
  • Do existing policies align with distant learning employment needs?

• What technology formats work best?

• Time zone differences for scheduling individual and team meetings.

• The importance of availability, communication, and collaboration between team members.

• Be creative and do not panic when technology does not work.
Building the Plane As We Fly:

This is What We Do!
Lessons Learned:

- Discuss hiring needs with HR
  - Do existing policies align with distant learning employment needs?

- What technology formats work best?

- Time zone differences for scheduling individual and team meetings.

- The importance of availability, communication, and collaboration between team members.

- Be creative and do not panic when technology does not work.
References:


Orr, P. (2010). Distance supervision: Research, findings, and considerations art therapy. The Arts in Psychotherapy, 37, 106-111.


The End:
At this time we will take questions.

For More Information Contact:

LaShon Sawyer, PhD, LISW-S
Associate Director of Online Field Education
Mandel School of Applied Social Sciences
lashon.sawyer@case.edu
Supervision with Remote and OnGround Employees: Promoting Inclusion

LaShon Sawyer, PhD, LISW-S & Shanika Lavi Wilson, DSW, LCAS, LCSW