



## AGENDA & Summary of Meeting

1. Feedback on Spring 2016 launch of online field documents
2. EPAS (Educational Policy & Accreditation Standards) 2015
3. Fair Labor Standards Act (FLSA) & Implication for FAPE
4. Student Integration Learning Contract
5. Designing field within an online environment
6. Communication – early stages of shift to listserv, insights from the field, and...

### Meeting Summary

This was this group's first time using an online meeting technology used by the university- WebEx.

Spring 2016 launched the 3 main field documents: time and task log, student integrative learning contract, and student evaluation. Even though the field responded well to the transition from hard copy documents to electronic documents, refinements continue as feedback is garnered from the stakeholders: students, task supervisors, field instructors, faculty field liaisons, field contact person [field agencies & school of social work]. Field Instructors recommended the development of tutorials to assist in learning how to accurately and effectively complete the 3 main field documents.

The importance of knowing the purpose and function of Educational Policy and Accreditation Standards (EPAS) 2015 as it relates to field education and the School of Social Work was discussed. EPAS provides schools of social work with a framework for academic functioning. The field section of the EPAS informs the social work experiential side of academics in higher education with overall expectations

Learning how to effectively use and integrate technology as a different forum, resulted in numerous interruptions, yet the conversation continued and the importance of obtaining clarity by the next meeting on the role, if any of the Fair Labor Standards Act (FLSA) on field education, specifically on Field at Place of Employment (FAPE). This clarity is needed because agencies are under the impression they can no longer entertain FAPes as an option for working students.

The importance of designing tutorials and obtaining additional assistance in completing the student integrative learning contract and possibly revising the learning contract was introduced and supported by the group. A review of the student evaluation for possible revision was also introduced and approved by the group.



Shifting field to an online environment was well-received by the group in light of organizations' shrinking budgets and staff, and increasing workloads and responsibilities. This meeting concluded with field education at UA's School of Social Work will continue to proceed in the same direction while ensuring field agencies have easy access to relevant tutorials and other resources to effectively develop social work students in conjunction with employment responsibilities.

## Attendance

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