



AGENDA & Summary of Meeting

1. Complete Conversation on Fair Labor Standards Act & Internships-implications for Field Education, specifically FAPE (Field at place of employment) (*see attached FAPE proposal used by School of Social Work*)
 - a. Direction from Accrediting body - [CSWE](#) | [Internships, Department of Labor Regulations, and Social Work Field Education: Setting the Record Straight February 25, 2014](#)
The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.
 - b. United States Department of Labor| Fact Sheet #71 Internship Programs Under the Fair Labor Standards
 Act: <https://www.dol.gov/whd/regs/compliance/whdfs71.htm>
 - c. United States Department of Labor| Wage & Hour Division: <https://www.dol.gov/whd/overtime/final2016/>
 - d. Next steps

AGENDA ITEM DISCUSSION SUMMARY

A cross-walk between two documents: CSWE distributed document- *Internships, Department of Labor Regulations, and Social Work Field Education: Setting the Record Straight* and U.S. Department of Labor Wage and Hour Division distributed document- *Fact Sheet #71 Internship Programs Under the Fair Labor Standards Act*.

<i>Internships, Department of Labor Regulations, and Social Work Field Education: Setting the Record Straight</i>	<i>Fact Sheet #71 Internship Programs Under the Fair Labor Standards Act- the following six criteria must be applied when making the determination for an unpaid intern</i>
Field education is associated with an academic program at an accredited institution of higher learning [The University of Akron School of Social Work]	The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment
Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies	The internship experience is for the benefit of the intern.



<p>[Learning Contract, Student Evaluation]</p> <p>The college or university exercises oversight over the internship program and provides educational credit [Field Instructors, Task Supervisors, Faculty Liaisons, Field Contact Faculty and students receive academic credit]</p>	<p>The intern does not displace regular employees, but works under close supervision of existing staff.</p>
<p>The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site [Field Instructor, Task Supervisor, Faculty Liaisons, & Field Faculty]</p>	<p>The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded.</p>
<p>The Social Work Field Education program is meant to be solely educational and provide training to prepare the professional social worker. It is not meant to supplant or replace existing employees of social work within the field education program site. [Student as learner can pass or fail field education-an academic course without walls]</p>	<p>The intern is not necessarily entitled to a job at the conclusion of the internship.</p>
<p>The field placement is meant to provide an educational and training opportunity to the social worker and is not meant to provide any immediate advantage to the employer or the field site. [Field agency & School of Social Work through orientations, requirements outlined in FAPE proposal, and all communication]</p>	<p>The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.</p>

The crosswalk illustrated that field education field practicums/field placements, an academic requirement to complete coursework for a degree in social work fall under The Fair Labor Standards Act (FLSTA). Two areas, highlighted in yellow, of the crosswalk that both the school and the agencies need to place on the radar to ensure there is a clear line between internship programs, as defined by the U.S. Department of Labor Wage and Hour Division and employment (that is supported by minimum wage and overtime under the FLSTA for services provided).

- ✓ "...it is not meant to supplant or replace existing employees of social work within the field education program site." Our agencies who use many volunteers, many times are also the ones who accept many students. Students cannot be included in ratios of professional helper to client system and/or in lieu of hiring appropriate staff to address the mission of the organization.



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- ✓ "...and it is not meant to provide any immediate advantage to the employer or the field site." Similar to the response provided in the first yellow highlight, students cannot be used as a substitute for an organization's lack of infrastructure.

This discussion immediately opened the door to the use of Field at Place of Employment (FAPE) as an option for our social work students (undergraduate & graduate). Naomi shared during the meeting that students recently shared that agencies are informing them, that as a result of FLSA, they are unable to entertain students have FAPes in their agencies. Naomi checked in with the university's counsel and human resources regarding this topic, especially since a preliminary injunction blocked the original federal schedule of implementation, December 1, 2016. Human resources explained that field education, as described in the cross-walk supports how internship programs are defined. If agencies also hired students, their role as employees would be impacted by FLSA (over-time & minimum wage). After continued discussion, it seemed as though, if agencies were not in alignment with the FLSA guidelines for any employee, as an employer that was an issue separate and apart from our field placement/practicums. In reviewing the school's FAPE proposal designed if students and agencies want to hire a student who is also their intern, the school's document supports the required rules to keep internships separate from employment. The importance of adhering to this document is essential if students/agencies want to continue to entertain field at place of employment (FAPE) as an option. Otherwise, if agencies choose to discontinue entertaining FAPes, the School of Social Work unequivocally respects this decision.

The need to return to using the traditional names associated with a field education experience (e.g. field placement, field practicum) in social work was identified as crucial to separate an academic requirement to a placement primarily with the "for-profit" private sector. The thinking was that using social work terms may help students and agencies have clarity on the purpose and outcome of the experiential aspect of our academic requirement.



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2. Status of Communication shift to Field Agencies: Listserv | Website | Agency Roster |
3. Status of Field within an Online Environment: Field Documents | Undergraduate Field Seminar Courses | Springboard Field "Agency" Course | Virtual Office |

AGENDA ITEMS DISCUSSION SUMMARY

Minimal discussion on these areas. Impact may be better assessed in the future. One area raised by a field instructor relative to communication, who was unable to attend meeting but send items for discussion was the following: students are entering field much better informed about field documentation, yet the field instructors are not as informed. This field instructor reminded the group on the use of video training. See #5

4. Status of Student Integrative Learning Contract – Next steps | Ad hoc Committee

AGENDA ITEM DISCUSSION SUMMARY

Upon reviewing the agenda placed on the website, two field instructors volunteered to be on this Ad hoc committee, while suggesting that the student evaluation should be reviewed simultaneously. The group agreed. A requests for members with a committee to begin in Fall 2017 will be sent to field agencies over the next week. Please consider participating. The Ad Hoc group will identify a time frame for an extensive review, provided recommendations to all field agencies accepting The University of Akron School of Social Work students, obtain feedback, and deliver recommendations to School of Social Work faculty for review and vote, allowing for the changes to occur.

5. Requests for thoughts – In preparation for the Academic Year 2017-18- What would you like to see happen in field that you don't yet happening?

MEETING SUMMARY

Relevant and interactive Learning Aids for field instructor to accurately and intuitively complete field documentation (e.g. video training; gamification)
Ongoing library access for field agencies

p.s. Please check in with Naomi White to add to this list- the School of Social Work is committed to you. (smile)



Meeting Support Information

*Excerpt from 2015 Educational Policy and Accreditation Standards (EPAS)
Educational Policy and Accreditation Standards for Baccalaureate and Master's
Social Work Programs | p. 12 - 13

* Important because....these are OUR non-negotiables, our framework for implementation

Educational Policy 2.2—Signature Pedagogy: Field Education Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

2015 Educational Policy and Accreditation Standards 13 Accreditation Standard 2.2—Field Education

2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings. M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.



2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.



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Attendance

Bridget Lacy | Info Line/Home Again | blacy@infoinc.org
Alisa Sprague | Department of Veterans Affairs | alias.sprague@va.gov
Robert Terry | UA School of Social Work | Wayne College | rpterry@uakron.edu
Naomi White* | UA School of Social Work | Akron Campus | naomi1@uakron.edu
*Chair

Upcoming Field Advisory Meetings | Academic Year 2017-18

Fall 2017 – Friday, October 6, 2017 | 9a.m. -10: 30 a.m. | Online Meeting

Spring 2018 – Friday, April 13, 2017 | 9 a.m. – 10:30 a.m. | Online Meeting