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**SCHOOL OF
SOCIAL WORK
Office of Field Education**

**Field Instructor
Handbook**

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Welcome from the Office of Field Education

Dear Field Instructor,

Welcome from the Saint Louis University School of Social Work's Office of Field Education (OFE)! On behalf of the social work students of Saint Louis University, we would like to thank you for your interest in and service to social work education. In 2008, the Council on Social Work Education outlined the new Educational Policy and Accreditation Standards, stating that field education is the "signature pedagogy" of social work education, "the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner." We agree that the practicum experience is the most important influence in the development of a student's social work practice skills.

As a field instructor, you serve as teacher and mentor to our students. Your partnership with the social work program provides students with a high quality learning experience. As you help students learn to be social work practitioners through teaching and mentoring, our Office of Field Education will serve as your resource, liaison, and support in the field instruction process.

The School of Social Work Office of Field Education at Saint Louis University is a partner in the St. Louis Social Work Field Education Collaborative. In conjunction with the social work field education programs at the Brown School at Washington University, University of Missouri-St. Louis, and Fontbonne University, we collaborate in numerous ways to provide support, education, and structure to the social work field experience in the St. Louis region. These collaborative activities include the design and implementation of the Field Instructor Certification Program as well as the application forms for agencies and field instructors. You can learn more about our collaborative efforts by visiting <http://www.fielddedu.com>.

This handbook contains policies and procedures for our social work program at Saint Louis University. We hope that you will familiarize yourself with the contents of the handbook, retain it for future reference, and use the information to create the best possible experience for students and your agency. Please share this resource with other field instructors within your agency as well as any task instructors at your agency who work closely with students.

Thank you for your valuable contributions to our students, our program, and the social work profession. Please do not hesitate to contact our office with any questions.

Sincerely,

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Director of Field Education, School of Social Work
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Office of Field Education Faculty and Staff

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Saint Louis University
School of Social Work Program Information

Mission of Saint Louis University

The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research, and community service. It is dedicated to leadership in the continuing quest for understanding of God's creation and for the discovery, dissemination, and integration of the values, knowledge, and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit university, this pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

In support of its mission, The University:

- Encourages and supports innovative scholarship and effective teaching in all fields of art; the humanities; the natural, health, and medical sciences; the social sciences; the law; business; aviation; and technology.
- Creates an academic environment that values and promotes free, active, and original intellectual inquiry among its faculty and students.
- Fosters programs that link University resources to local, national, and international communities in collaborative efforts to alleviate ignorance, poverty, injustice, and hunger; extend compassionate care to the ill and needy; and maintain and improve the quality of life for all persons.
- Strives continuously to seek means to build upon its Catholic, Jesuit identity and to promote activities that apply its intellectual and ethical heritage to work for the good of society as a whole.
- Welcomes students, faculty, and staff from all racial, ethnic, and religious backgrounds and beliefs and creates a sense of community that facilitates their development as men and women for others.
- Nurtures within its community an understanding of and commitment to the promotion of faith and justice in the spirit of the Gospels.
- Wisely allocates its resources to maintain efficiency and effectiveness in attaining its mission and goals.

Mission of the College for Public Health and Social Justice

Based on our commitment of service to others, we improve health and well-being locally, nationally and internationally through unique interdisciplinary approaches that inspire students, generate knowledge and engage individuals and communities.

Mission Statement of the School of Social Work

Saint Louis University School of Social Work prepares social work students for professional social work practice with a commitment to social justice and the

empowerment of vulnerable and oppressed populations. The school strives for a dynamic community of learning with excellence in teaching, research, and service.

(Approved by Faculty Assembly, May 2008)

Goals of the School of Social Work

1. To use knowledge, values, and skills in generalist social work practice.
2. To use knowledge, values, and skills in advanced social work practice and applied behavior analysis practice.
3. To contribute to the advancement of knowledge of the professions.
4. To use skills, talents, and time in pursuit of social justice in the community.

(Approved by Faculty Assembly, May 2008)

The School's mission and goals, coupled with the CSWE program competencies, frame the student's education throughout the coursework and practica experience based on the following:

Social work education is structured utilizing a competency-based approach that is operationalized through the development of behavioral indicators. Designed to enable the student to demonstrate an integration and application of knowledge and skill, competencies are "comprised of knowledge, values, skills, and cognitive and affective processes" (CSWE EPAS, 2015).

Social Work Competencies

The following competencies are contained in the Learning Agreement for practicum. Students must meet all of the competencies each semester, based upon tasks, activities, skills, and experiences identified on the Learning Agreement.

The student shall:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

(adopted from CSWE EPAS, 2015)

Accreditation

The School of Social Work was established in 1930, and the BSSW Program was accredited in 1974 by the Council of Social Work Education (CSWE), the first year that CSWE accredited undergraduate Social Work programs. The BSSW Program was

most recently re-accredited in 2018. The Council's accreditation standards can be found at <http://www.cswe.org>. Graduating from an accredited program is important because it helps to ensure a quality Social Work education, some Master of Social Work programs grant advanced standing to students graduating from accredited BSSW programs, and many states require it to obtain state Social Work licensure.

The MSW Program has been continuously accredited since 1936. It was first accredited by the American Association of Schools of Social Work. Then in 1952, the Council on Social Work Education was created. It was most recently re-accredited by the Council on Social Work Education (CSWE) in 2018. The Council's accreditation standards can be found at <http://www.cswe.org/>. Graduating from an accredited program is important and required in pursuing state social work licensure.

The St. Louis Field Education Collaborative

In January 2000, with funding from The University of Missouri, the three social work programs in the St. Louis Metropolitan area began developing an innovative field education collaborative project now referred to as "The Collaborative Social Work Field Education Project" or simply, the St. Louis Field Education Collaborative. Using a feminist approach to leadership, The School of Social Work at the University of Missouri-St. Louis (UMSL), Saint Louis University School of Social Work, and The Brown School of Social Work at Washington University in St. Louis identified a common goal to support field instructors and students in the field experience. Fontbonne University subsequently joined the group. This partnership has evolved to include joint field instructor orientation and training, continuing education events, a collaborative web site (<http://www.fielddedu.com/>) and database, and selected common forms. Since many social workers in our area serve as field instructors for students from more than one of the social work programs, this collaboration has obvious benefits to field instructors and students.

Saint Louis University's School of Social Work has expanded our MSW program into several "off-site" partner universities. The Field Instructors who work with our partner universities will receive similar training, benefits, and resources to what is provided for Field Instructors in the St. Louis region.

Overview of the Field Education Program

Social work field education is identified as the “signature pedagogy” by our accrediting body, the Council for Social Work Education. This unique practice opportunity, called practicum, provides students with structured learning agreements that focus on the competencies needed for the generalist foundation and advanced practice to become professional social workers. To develop competent practice skills and behaviors, the practicum experiences promote the application of learning from all areas of the educational program through practice and the integration of theory, knowledge and values into a professional frame of reference. In the practica, the emphasis will be on skill development in micro, mezzo, and macro practice, while also providing learning through practice behaviors in social policy, human behavior, research, cultural competence, and ethics.

The student is the main focus of the practica. As adult learners, students are expected to bring information from classroom courses to their practice sites and field instructors to facilitate integration of classroom and field learning. The practicum experience involves supervision, training, and mentoring from a qualified MSW Field Instructor in an approved social service agency or human service organization. In practica, students will have opportunities to practice the theories, concepts, models, and skills they have learned in their academic coursework.

In the MSW Program, the distinction is made between the Foundation curriculum as preparation for using the generalist perspective and the concentration curriculum as developing specialty practice in the areas of community, family or health/mental health. Each of these concentration practica has practice competencies and corresponding practice behavior evaluation instruments.

Roles, Responsibilities, and Expectations in Field Education

A. Role of the Student

The School of Social Work uses a structured self-selection model for practicum selection. In consultation with the assigned Faculty Liaison, students are responsible for securing a practicum site. Students have a wide variety of choices in selecting their practica options from the school’s approved practicum sites available through the St. Louis Social Work Field Education Collaborative Database.

Students work with an assigned Faculty Liaison to plan for the practicum experience. Students must initiate the search process by completing and submitting a “Request for Liaison” to the Office of Field Education through the on-line School of Social Work Google website. The Director of Field Education will notify students of their assigned Faculty Liaison via an email. Students then contact their Faculty Liaison for a planning appointment.

After consulting with the Faculty Liaison, students have the responsibility to contact desired agencies and organizations to pursue setting up formal interviews with the professionals who serve as the contact persons for their agencies. The agencies and organizations have the right and responsibility of selecting the most appropriate students for their practicum opportunities. The process is designed to mimic a job search and employment interview, which enhances the student's professional development. Note that students in the Applied Behavior Analysis concentration follow a slightly different search process, working more closely with their Faculty Liaison for placement.

The student arranges interviews to gain information on the various learning opportunities and practice roles available. Students can be expected to share a résumé with an agency contact person and/or potential field instructor. In the interview, students should be prepared to discuss their academic and work experiences, strengths and challenges, career goals and the practicum learning activities they need in order to accomplish their goals, as well as the competencies and practice behaviors of the practicum level they are seeking. Field instructors discuss the opportunities for training and supervision available in the setting as well as their expectations of students.

The student explores the practice experience that can be made available to the student with the agency contact. If the mutual evaluation process yields a match of needs, goals and resources, the site will offer a placement to the students, who may confirm their desire to complete a practicum or decline. The student will notify the Office of Field Education of a decision regarding site selection by the designated deadline via the Confirmation of Practicum Form provided from the Faculty Liaison. The Faculty Liaison must approve the practicum and confirm the practicum with the field instructor. The Director of Field Education provides the final approval for the selection.

Working with their Field Instructor, **students complete and submit their appropriate Learning Agreement within three (3) weeks of the start of the semester by the designated due date or three (3) weeks from the day they begin, whichever comes first.** The Learning Agreement is submitted on the student's Practicum Canvas page by the student and approved by the Faculty Liaison. The Field Instructor should have approved the Learning Agreement with the student prior to the student uploading it onto Canvas. In addition, the student will use the "Practicum Log of Hours" form to record their practicum and supervision hours. This log will be given to the Field Instructor for approval at the completion of the practicum hours, before submitting to the Faculty Liaison. Students will work with their Field Instructors to complete their final evaluation, as well.

The student is expected to operate within the policies and procedures of the practicum site. *The student should contact his or her assigned Faculty Liaison regarding any concerns, questions or problems related to the practicum experience as soon as possible. Under some circumstances, it may be advisable to involve the student's faculty advisor in the discussions.*

Students are expected to follow the policies and procedures of the following:

- Office of Field Education
- Practicum Agency
- NASW *Code of Ethics* (students will sign a pledge of ethical conduct in their generalist foundation and advanced practice integrative seminars)

B. Role of the Faculty Liaison

The Faculty Liaison serves as the “professor” for the practicum courses and is ultimately responsible for the grading of the practicum. The Faculty Liaison will help students with the planning and preparation for practicum, designing of the learning agreement, visiting at mid-semester, and reviewing work for the final evaluation and grade. The Faculty Liaison plays an important role in the integration of classroom and field through the site visit and facilitation of the Integrative Seminar. In addition, the role is to facilitate quality practicum experiences and assist with any challenges by providing the on-going linkage between the student, agency, and school.

The Faculty Liaison serves as a key resource to concerns arising in the practicum. In this role, the Faculty Liaison supports the learning experience by advocating for the student, field instructor and agency toward a successful resolution. The Faculty Liaison is available to respond to questions or concerns the student or field instructor may have and to interact with the field instructor and the agency to foster an appropriate learning experience for the student. The Faculty Liaison will conduct a minimum of one site visit for each student each semester and have contacts with the student or agency as needed.

The Faculty Liaison and Director of Field Education are available to assist potential, new and existing practicum sites in the development of practicum tasks and activities. This consultation enables practicum sites to create innovative, individualized practicum learning opportunities for students.

The Faculty Liaison also plays a role in the evaluation process. As noted, the Faculty Liaison assesses the potential fit between a potential site and a student's learning needs, and approves matches. The Director of Field Education provides the final approval. The Faculty Liaison also engages in evaluation of the fit and the learning process at the site visit. The Faculty Liaison also receives the recommended grade from the Field Instructor and assigns the final grade for the student.

C. Role of the Practicum Agencies

Agencies and organizations that are approved as practicum sites for the School of Social Work have agreed to the following:

- 1) Partner with the School of Social Work to provide quality practicum experiences for SLU students.
- 2) Adhere to recognized standards and evidenced-based social work practice and be in good standing within the professional community.
- 3) Provide a supervisor to serve as the Field Instructor, who is a staff member, board member, volunteer or someone officially affiliated with the agency. (see additional requirements under "Role of Field Instructor").
- 4) Demonstrate a commitment to social work education and create a climate for student learning with a range of appropriate learning experiences for students.
- 5) Having a defined social goal that is recognized by the community and a systematic mode of operation directed toward that goal
- 6) Provide support and resources that enables the Field Instructor(s) to complete the St. Louis Collaborative's Field Instructor Certification Program within a two-year period.
- 7) Regularly update collaborative on-line database for their agency and Field Instructors and provide the school with a signed affiliation agreement.
- 8) Sign Affiliation Agreement documentation.
- 9) Ability of staff and volunteers associated with the practicum to work cooperatively with School faculty and staff

D. Role of Field Instructors

Field Instructors who are approved for field instruction for students have agreed to the following:

- 1) Partner with the School of Social Work to serve as a Field Instructor.
- 2) Verify that they have a Master of Social Work degree from a CSWE-accredited school by completion of a profile in the St. Louis Field Education Collaborative Database.
- 3) Verify that they have at least two years of successful practice in social work following completion of the degree through their profile.
- 4) Verify their employment history at the agency for at least one year through the profile.
- 5) Serve as a teacher, mentor, and supervisor for students.
- 6) Meet with the student for a minimum of one hour per week of face-to-face supervision.
- 7) Commit to completing the Field Instructor Certification Program as a new Field Instructor within a two-year period.
- 8) Demonstrate ethical practice and be in good standing with the professional community.

- 9) Provide a quality learning experience appropriate to the student's level in practicum and educational needs, including helping the student integrate theory through developing practice skills.
- 10) Assist in development and approval of the student's learning agreement.
- 11) Perform timely final evaluation and grade recommendation at the end of the student's practicum.
- 12) Contact the Faculty Liaison at any time for concerns or resources.
- 13) Nominate students for "Outstanding Practicum Student" when indicated.
- 14) Meet eligibility guidelines for re-affiliation by attending continuing education events according to the guidelines (i.e., 15 hours of continuing education in the area of practice of the field instructor every three years)
- 15) In the rare situation where the Field Instructor is not "affiliated" with the agency, the agency is required to provide permission and support for an outside MSW to provide field instruction.

The field instructor's role is to serve as a mentor to the student during her/his tenure at the practicum site. To fulfill the requirements for the practicum, the field instructor is required to assist the student in selecting roles, task, and activities that can be performed at the practicum site. These requirements are explicated in the Learning Agreement developed in the first three weeks of the semester. The field instructor is required to meet with the student for a minimum of one hour each week to guide the student in the practicum integrate classroom and field learning and evaluate the student's progress. Field instructors should feel free to contact the Office of Field Education to discuss questions regarding student standing in the program, appropriateness for the setting, learning goals and needs, or any other issues that may impact practicum.

The field instructor serves as a surrogate for the practicum faculty in grading the student's performance by determining if the student should be awarded a grade of Satisfactory or Unsatisfactory. This grade is submitted on the final evaluation form to the assigned Faculty Liaison. The Faculty Liaison will email the field instructor a link to a Qualtrics final evaluation form prior to the end of the semester. Upon receipt, the Faculty Liaison will review the evaluation and submit the grade to the University Registrar.

Field instructors are affiliated with over 500 community agencies that serve as practicum sites. The School of Social Work and an actual or potential practicum setting enters into a formal Practicum Affiliation Agreement. Any variation of the conditions must have prior approval from the Office of General Counsel and Office of Risk Management at Saint Louis University.

Annually, the Office of Field Education recognizes the outstanding practicum achievements of one BSSW student and one MSW student. Field Instructors nominate student candidates for the award. Committees are appointed by the

Director of Field Education to review and select an awardee in each category.

For MSW concentration students, in those situations where the Field Instructor is not an agency employee, but rather a volunteer (“off-site Field Instructor”), the following requirements must be met by the Field Instructor:

Requirements for the off-site Field Instructor:

- 1) MSW degree obtained at least two years prior to the onset of supervision;
- 2) Affiliation with the organization (e.g., board member, volunteer, former employee or agency consultant) OR faculty or professional staff member of the School of Social Work who possesses an MSW degree;
- 3) Interest in and potential for helping the student integrate theory through developing practice skills;
- 4) Ability to have responsibility for teaching and to allow the student to carry responsibility for learning;
- 5) Knowledge of community resources;
- 6) Ability to work cooperatively with the School;
- 7) A commitment to professional education and to the provision of learning experiences to meet the student’s educational needs;
- 8) Support and permission of agency for student practica;
- 9) Interest and ability to meet with a student for a minimum of one hour per week of face- to-face supervision;
- 10) Commitment to completing the Field Instructor Certification Program as a new field instructor (those beginning field instruction in the Fall, 2007 or later);
- 11) Meet eligibility guidelines for re-affiliation by attending continuing education events according to the guidelines (i.e., 15 hours of continuing education in the field instructor’s area of practice every three years); and
- 12) In good standing with the professional community.
- 13) Willingness to assist the student to complete a form entitled “Off-Site Supervision Learning Agreement Addendum.” The form must be completed by the student, in consultation with the off-site Field Instructor, and submitted to the Faculty Liaison.

Please note that BSSW and MSW Foundation students must have an on-site MSW Field Instructor.

Agency-School Collaborative Opportunities

Field Instructors can collaborate with the School of Social Work to enhance social work practice. Practitioners and agencies collaborate with the School in providing field instruction for students in addition to:

- Guest lecturing in classes or Integrative Practice Seminars;
- Serving on the Field Education Advisory or other committees within the School;
- Serving on the Alumni Board of Directors;

- Provide feedback to faculty on curriculum matters;
- Partnering with members of the faculty or students on research, education, and/or service projects;
- Serving as a resource for Continuing Education, conferences, and practicum events.

If field instructors are interested in serving in any of the above opportunities, please contact the Office of Field Education at (314) 977-2724.

Field Instructor Benefits

Agency-based field instructors who meet the guidelines (above) are appointed as an Adjunct Assistant Clinical Professor for Field Instruction. The status of the field instructor within the University is that of a volunteer. As a Volunteer Adjunct Faculty with the School of Social Work, the field instructor may:

- Use of the Saint Louis University library. Field Instructors must contact the Office of Field Education for access.
- Apply for tuition remission to complete a graduate course (excluding law and medical schools). ***Note that this benefit is available only for Field Instructors providing a two-semester practicum and must be utilized within a year of supervising a student.*** An application may be requested by calling the Office of Field Education. Applications must be completed mid-semester during the semester prior to taking the course. The deadline for applying for tuition remission is July 1 for a Fall course, November 1 for a Spring course and April 1 for a summer course. As needed, a sub-committee will be established to review applications and select field/task instructors using the following criteria:
 - 1) date of application; and
 - 2) previous receipt of tuition remission.
- Receive a certificate that attests to the field instruction provided to the student at the end of the semester that may be used for social work licensure requirements for continuing education. Serving for one semester as a Field Instructor earns three (3) continuing education units (CEU's).
- Serve on various standing, ad-hoc, and task force committees within the School of Social Work.
- Attend the Annual Field Instructor Appreciation Day, which includes continuing education workshops.
- Attend additional educational or informational events hosted by the Collaborative, when such events are available.

For more information about these benefits, contact the Office of Field Education at (314) 977-2724.

E. Role of BCBA® Supervisor

MSW students who choose the ABA concentration spend their concentration practica under the guidance of a BCBA® Supervisor as well as an MSW. The following criteria, established by the School of Social Work, are used by the ABA Program in selecting Applied Behavior Analysts to serve as BCBA® Supervisors at affiliated agencies must be:

- a) Board Certified Behavior Analyst in good standing, or
- b) Approved for University Experience: A faculty member who has been approved by the BACB® as a Supervisor in the university's approved course sequence.
- c) Meet the BACB supervisory criteria and provide documentation reflecting such.

BCBA® Supervisors are not required to attend the Certified Field Instructor training required for Field Instructors, because of their BACB® certification.

F. Field Instruction Certification Program for New Field Instructors
(see also "The St. Louis Field Education Collaborative", pg. 8)

Saint Louis University partners with the Brown School at Washington University in St. Louis, University of Missouri-St. Louis (UMSL), and Fontbonne University as members of the "St. Louis Field Education Collaborative." The Collaborative provides the on-going database of approved practicum agencies and Field Instructors and provides orientation and advanced education sessions for Field Instructors to become "Certified Field Instructors." This training is designed to provide an on-going focus on the provision of quality field instruction for students in the St. Louis metropolitan and nearby communities. All newer Field Instructors (since 2007) in the St. Louis regional area are required to complete these sessions within a two-year period. <http://www.fielddedu.com/>

The Certification Program consists of a half-day "Introduction to Field Instruction" session and five subsequent educational sessions. The program focuses on such topics as values and ethics and cultural awareness as they relate to field instruction. **New Field Instructors must complete Sessions #1 and #2 of the six-session certification trainings before they are eligible to provide field instruction for social work practicum students from any of the four St. Louis area programs. Partner program Field Instructors must also complete training comparable to Sessions #1 and #2 as provided by or approved by their off-site Faculty Liaison and the Director of Field Education.** The Certification Program must be completed over a maximum of a two-year process.

Field Instructors working with our off-site partner programs are also required to be approved as "Certified Field Instructors." Trainings for their certification are provided at the off-site partner university. Dates and information will be provided by the off-site partner university's Faculty Liaison.

New field instructors must apply to be affiliated with social work programs, be approved, and complete the Certification Program. This process can occur prior to or simultaneously with the first experience of providing field instruction for a student. Both the SLU campus and off-site “SLU@” locations may offer additional continuing education opportunities independent of the Collaborative. Please contact the Office of Field Education or the individual Faculty Liaison, or check web sites for more information. To remain certified, field instructors must apply to be renewed every three years, to include providing information about continuing education.

G. Role of Task Instructors

A Task Instructor is an agency-based instructor who does not possess an MSW degree or two years of post-MSW experience, or who has not been employed by the agency for one year. Non- MSW Task Instructors are utilized in two different situations:

1) when a non-MSW agency employee or an MSW agency employee who does not meet all qualifications of a field instructor will work directly with the student on a sustained basis within a particular program and a qualified MSW field instructor who is an agency employee will provide the required weekly field instruction; and

2) when the agency is unable to offer a qualified MSW employee for student supervision and a MSW social worker who is affiliated, but not employed by, the agency will provide the field instruction (MSW concentration level only students). In the second situation, a form entitled “Off-Site Supervision Learning Agreement Addendum” must be completed by the student and submitted to the Faculty Liaison. ***Please note that MSW Foundation and BSSW Practicum students must have an on-site MSW Field Instructor.***

Task Instructors serve as day-to-day supervisors and, in conjunction with a MSW Field Instructor, will assist and approve the learning agreement, participate in the mid-semester visit, and perform the final evaluation. Task Instructors are also invited to the St. Louis Field Education Collaborative’s orientation and education sessions, but are not required to attend.

H. Role of the Director of Field Education

The Director of Field Education is responsible for the development, management, and evaluation of the practicum operations of the School of Social Work.

I. Role of the Field Education Advisory Committee

The Field Education Advisory Committee considers and advises the Office of Field Education on issues related to practicum policies, to include site and field

instructor criteria, evaluation of students and field instructors and Integrative Seminar development. Membership, appointed by the Director, includes: the Director of Field Education, Faculty Liaisons, one tenure-track faculty member, field instructor representatives from the BSSW program and each of the MSW concentration areas and a minimum of one student representative each from the BSSW and MSW programs. The Field Education Advisory Committee meets a minimum of one time each academic year and reports its ongoing work to the appropriate curriculum committees and the Field Education Curriculum Committee.

General Practicum Policies & Guidelines

The following general practicum policies apply to both BSSW and MSW practica.

Academic Credit for Life or Previous Work Experience

The Council on Social Work Education (CSWE) policy, the accrediting body for schools of social work, states that academic credit for life experience and previous or current work experience cannot be granted in whole or in part in lieu of the field practicum courses. However, under certain circumstances students may be able to structure a “place of employment” practicum. To do so, the student must work with the Faculty Liaison in determining appropriate learning opportunities, scheduling and supervision requirements, and compliance with CSWE policies. (see “Place of Employment Policies” for more information)

Agency Agreements

Agencies/organizations and field instructors complete the affiliation process online through the St. Louis Field Education Collaborative [webpage](#). All organizations and field instructors must complete the affiliation applications to be considered for approval. (*Partnership Programs: The Faculty Liaison from that program will provide an application form directly to the agency and field instructor.*)

1. **Organizational Application for Field Education Site form** – Each site must complete the Organizational Profile, located at <https://apps.umsl.edu/webapps/ITS/socwork/field/fieldforms/login.cfm>. Applicants will have the opportunity to select those programs and levels with which they wish to affiliate. Organizations must be approved by the program(s) with which they wish to affiliate.
2. **Field Education Instructor Application form** – Each MSW Field Instructor must complete the Field Instructor Application located at <https://apps.umsl.edu/webapps/ITS/socwork/field/fieldforms/login.cfm>. Field Instructors must be approved by the program(s) with which they wish to affiliate. Once approved, they will be invited to attend the new field instructor orientation. New Field Instructors must complete Sessions

1 & 2 prior to beginning their work with a practicum student. They will have up to two years to complete the advanced education seminars (Sessions 3-6).

3. **Affiliation Agreement form** – Each site must complete an Affiliation Agreement with Saint Louis University’s School of Social Work. This form is available from the Office of Field Education and will be sent to you for completion when a student is confirmed for placement at your agency.

Completed forms must be submitted to the SLU School of Social Work Office of Field Education before a student may start a practicum.

Agency Policies

Students are required to comply with the rules and policies of the practicum site, insofar as they pertain to their activities while at the practicum site. The practicum agency may require students to obtain pre-practicum health and/or criminal background checks. While the SLU social work programs do not collect this information, students are informed that the agency may require such information. Should a student elect not to provide the required information, he/she is informed that a practicum at that agency may not be an option.

Agency Reimbursement for Student Services

Students shall follow agency policy regarding the collection of fees and accepting gifts. **While in practicum, students may personally not keep any fees charged for their services.**

Appropriate Activities

Students should be engaged in activities while in practicum commensurate to their social work program and level of training and should avoid activities expressly prohibited by their programs. Questions regarding appropriate practicum activities may be directed to the Faculty Liaison or Director of Field Education.

Prohibited Activities

The physical restraint of clients is expressly prohibited in practicum. If students are in settings where staff physically restrains clients, students must be paired with a staff member with the ability to restrain. Students may not distribute any sort of medication in their practicum.

Activities Undertaken with Caution

Students who are required to transport clients for practicum activities should clarify liability issues with their auto insurer and their practicum site. Students are required to have at least the current amount of automobile insurance required by state law. If an accident occurs in a student vehicle, the student’s insurance would be the primary insurance,

and the student would be responsible for the deductible. The University's insurance is secondary insurance to the student's personal automobile insurance. (*See Automobile Insurance section*)

Lobbying of elected and appointed public officials as a practicum activity is encouraged. However, students are cautioned to represent themselves or their agency while lobbying, rather than the University. (*See Lobbying Activities section*)

Automobile Insurance

Some programs provide secondary auto insurance. Students who will be using their personal vehicle for agency business should negotiate automobile coverage with the agency at the time of the interview.

Criminal Records & Background Check

Students should inform the field education administrator of any information regarding felony convictions and/or other information that may impact the student's ability to secure and complete a practicum. The SLU School of Social Work does not conduct criminal background checks on students. If the program is aware of criminal conviction or other pertinent information, the student may be asked to sign a release of information authorizing the program to discuss this information with approved practicum sites.

Practicum sites may require criminal background checks on students before they are allowed to begin their practicum. In particular, The Joint Commission on Accreditation of Healthcare Organizations requires any student completing a practicum or internship at a healthcare facility (to possibly include mental health agencies, long term care facilities, and other non-hospital settings) to have a criminal background check prior to acceptance and starting their hours.

Depending on the type, number, and other factors, completion of a criminal background check can require as long as six weeks. For many agencies, **students will not be allowed to start until they have this on file at the agency.** If not done in advance of the intended start date, a significant delay could occur.

Disability and Compliance with the Americans with Disabilities Act

The Americans with Disabilities Act (ADA) of 1990 extends and implements civil rights protections for disabled individuals. Students requiring an accommodation related to a disability should utilize the University resources to formally document their disability and work with those resources to request accommodations during their practicum experiences. Saint Louis University has a policy that protects students from discrimination and has an office that assists students with assessment and support services.

Ethics Statement

All students in practicum must sign a statement that they understand they must comply with the NASW *Code of Ethics* during their practicum. The Ethics Statement will be discussed and signed during the student's first foundation and concentration level Integrative Seminars. The *Code of Ethics* is available on the School of Social Work website. Students in the Applied Behavior Analysis concentration must also sign the BACB's *Professional and Ethical Compliance Code* at: <https://www.bacb.com/ethics/ethics-code/> .

Harassment

Harassment is a form of discrimination that violates the policy of Saint Louis University. The full text of the policies may be viewed at the following SLU webpage: <https://www.slu.edu/human-resources/policies.php>

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Many practicum agencies that collect and/or use client health information are required to comply with the federal HIPAA law. As social work programs are not considered business associates, university programs are not required to comply. However, the School of Social Work at Saint Louis University does require all of our practicum students to complete our University's HIPAA certification program before they are approved to begin practicum. Please note that agencies may wish to orient their practicum students and take steps to ensure student compliance at their placement site.

Liability Coverage

Saint Louis University provides professional liability insurance for students' supervised practicum related activities at the practicum site and can provide verification of such coverage. Agencies/organizations shall maintain adequate general liability and professional liability insurance. As these policies vary within the community, students are strongly encouraged to address and clarify these issues prior to the acceptance of a practicum. Students have the option to purchase additional coverage at their own expense through the National Association of Social Workers Insurance Trust (800/638-8799 ext. 387) or another insurance carrier. The University does not provide automobile liability coverage.

Students who will be using their personal vehicle for agency business should negotiate automobile coverage with the agency at the time of the interview.

Lobbying Activities

Students who engage in formal lobbying activities as part of the practicum experience should discuss with the practicum agency and his/her Faculty Liaison the issue of registering as a lobbyist with the appropriate governmental entity. If the student and Field Instructor determine that registration is appropriate, the student must register as a lobbyist with the practicum agency

(not with the University). It is the responsibility of the student and the agency to comply with all laws and regulations relevant to lobbying.

Mandated Reporting

As emerging social work professionals, our expectation is that students adhere to the NASW Code of Ethics and report incidents of suspected neglect or abuse. However, we recommend students discuss these situations with their Field Instructors to gain full appreciation and knowledge of the reporting process. It is also recommended that students familiarize themselves with individual State Laws (where they are completing practicum and/or where they intend to practice after graduation) that determine who is a mandated reporter:

<https://www.childwelfare.gov/topics/systemwide/laws-policies/state/> and https://dss.mo.gov/cd/pdf/guidelines_can_reports.pdf.

Paid Practicum

While agencies are not required to financially compensate students for practicum, the Office of Field Education encourages organizations/agencies to provide funds when possible. Such arrangements are based upon negotiations between the organization/agency and the student. Possible advantages include:

1. **Investment/connection to the agency** – Receiving payment for a practicum may assist in clarifying the role and responsibilities of the intern to all concerned. Students may feel a deeper sense of commitment to the agency in exchange for payment.
2. **Ease of financial burden and stress on the student** – The combination of practicum with a source of income may allow the student to focus more energy on learning and producing quality work, rather than dividing attention between work and practicum.
3. **Recognition of the contribution to the organization** – Even a small stipend can provide recognition to the student of the quality of the contribution to the agency and build agency loyalty.

Possible funding sources for practicum include:

1. **Agency general revenue or grant funds** – Some agencies include stipend funds for practica in grant proposal budgets. Other agencies allocate stipend funds for students in their annual budgets or use personnel funds if the student fills in for a staff member on leave. If an agency relies on student labor to fulfill specific duties and would like to have students each semester, offering a stipend can be a very effective incentive in recruitment efforts.
2. **Government funding** – Within government agencies, a variety of government funding options may be made available for training stipends. For example, students working within the Veterans Administration, the

Missouri Division of Family Services, AmeriCorps and Vista programs have received stipends from government funding sources. Other state and local agencies may elect to use discretionary funds.

3. **Practicum at Place of Employment** – If a potential practicum exists at a student’s employment site and would entail new and appropriate learning for the student, practicum credit may be earned at the agency with specific arrangements. An additional possibility for a paid practicum exists if the student works at a practicum site. Some students are able to successfully negotiate the completion of practicum activities while on work time within a social service agency. Place of Employment practica need to be individually negotiated with the field office at each school.

Place-of-Employment Practica

Students employed in a social service setting may have the option to complete one practicum

commitment at their place of employment. In order to broaden the learning experience, a practicum completed at a student’s place of employment requires:

- 1) The practicum roles be:
 - a. different from regular employment
 - b. new learning
 - c. appropriate to student’s level of social work training
- 2) A field instructor that:
 - a. Meets all of the usual requirements for a field instructor
 - b. a person other than the student’s employment supervisor
- 3) Agency, staff, student and the Faculty Liaison **must meet** to plan, negotiate and develop a proposal on the “Place-of-Employment” form.
- 4) Student will negotiate an outcome from the experience (e.g., project, log, etc.) with the Field Instructor and Faculty Liaison.

The practicum arrangement must be approved by both the Faculty Liaison and the Director of Field Education.

Reimbursement to Agency

Students are responsible for reimbursing the practicum agency should any loss, damage, or breakage of equipment be caused by the student’s misuse of equipment.

Safety and Security of Student in Practicum

Safety of students in field is a priority for the Office of Field Education. While the University does not wish students to be protected from the realities of professional practice, immersing students in the realities of practice can also expose them to safety and security risks. The University and practicum agencies must partner to reduce risks to students in practicum. Many practicum

students have safety and security concerns as they enter the field practicum. If not addressed, concerns about personal safety can significantly impact learning opportunities in the practicum. Field Instructors and practicum sites, when applicable, should do the following regarding safety:

- Discuss safety and security matters with students at the placement interview or at the outset of the practicum. Information about the prevalence of or potential for violence while conducting practicum activities should be relayed to the student.
- Explain and enforce agency safety protocols with students, including building and office security, emergency procedures, management of violent clients, and home visit safety procedures. (NOTE: students are expected to follow agency rules regarding the necessity of home visits and home visit protocol.)
- Provide a tour of the surrounding neighborhood or areas in which the student may work and address concerns students may have regarding work in the community.
- Allow students to observe staff engaged in the work for which the student is preparing.
- Allow students to be observed while engaged in learning activities.
- Link students with agency-provided security resources (i.e., safety training, cellular telephones, beepers).

The following types of activities warrant special concern and, therefore, should be discussed with the Office of Field Education and the student prior to the assignment:

- physical restraint of clients,
- transportation of clients in the student's private vehicle,
- transportation of a client with a history of violent behavior,
- treatment of a client with a history of violence toward the staff, and
- work in the agency at times when or in areas where other staff is not present

Any incident or injury involving the student should be reported to the Office of Field Education as soon as possible.

Sharing Sensitive Information

The Office of Field Education will share all relevant information with appropriate persons including the Faculty Liaison, the agency Field Instructor, the student's academic advisor, and the social work program director for the student.

Relevant information is defined as information that may have an impact on the practicum site selection, placement or implementation process and that may affect clients, agency Field Instructors, staff, or the learning experience. Such information will be shared to enable informed choice by Field Instructors, protect clients, protect students, and facilitate the learning process. Agency Field

Instructors are also expected to share relevant information with the Faculty Liaison and Director of Field Education. The student may be required to sign a release of information form for some types of information.

Students and Field Instructors are encouraged to talk with the Faculty Liaison throughout the practicum. As a general rule, the Faculty Liaison will not initiate a discussion with the Field Instructor about a problem a student is facing until the student has first discussed the issue with the Field Instructor and feels the problem is still unresolved.

Verification of Health Records

Students are responsible for any verification of health records, proof of immunizations, or a Tuberculosis test that is required by a practicum site. The School will not provide the information or store the documentation on behalf of the student. Should a student elect not to provide the required information, she/he is informed that a practicum at that agency/organization may not be an option.

Additional Practicum Information

Required Practicum Hours

Practica in all concentrations (*except Applied Behavioral Analysis (ABA)*; see *next paragraph for specific ABA requirements*) requires a time commitment of 300 clock hours per semester. The student is required to complete a minimum of 15 hours per week at his/her practicum site. The minimum duration of a practicum is 10 weeks. The maximum numbers of hours that a student can accrue is 30 per week, unless the student is completing two practica within the same semester. The maximum time allowed for the completion of a practicum is 20 weeks. (*Please see Practicum Enrollment Options below.*)

Students in the Applied Behavioral Analysis concentration (MSW ABA or MS ABA) are required to complete 300 clock hours in the MSW Foundation Practicum and 325 clock hours for Practicum I, II, III, and IV Concentration Practica, for a total of 1300 for **Concentration** Practicum I-IV. **MS ABA** students taking Practicum V are required to complete 200 clock hours. The student is required to complete a minimum of 10 hours/week at their practicum site. The minimum duration of a practicum is 11 weeks. The maximum time allowed for the completion of a practicum is 20 weeks. The maximum number of hours that a student can accrue is 30 per week. The student must be engaged in the practicum at least three weeks per month.

Students must record their hours and learning activities in the “Log of Practicum Hours” and “Learning Agreement” form and submit through Canvas a completed form at the end of their practicum hours. Time spent in activities that

count toward the total required hours are those that generally would count as employment activities. Examples of activities for which students would not be able to count their hours include meals, traveling to and from the practicum site, and after-hour social events associated with the practicum. ***Practicum hours may be counted for time conducting research or working on projects that is performed off-site, but must be limited to 30 hours or less of the 300 hours required for one practicum.*** In addition, any off-site work must have products or an outcome related to a learning objective.

MSW Program – Students in the Community & Organization and Clinical concentrations are required to complete a total of 900 clock hours of practica. Students in the Applied Behavioral Analysis concentration must complete 1300 clock hours of practica. A student may receive advanced standing for the professional foundation practicum based on prior undergraduate achievement in a CSWE accredited social work program. Students receiving advanced standing credit for their BSSW practicum complete two practica (600 hours), rather than three (900 hours), with the exception of students in the Applied Behavioral Analysis program, who will complete 1300 hours. **Note:** after four semesters of practica, students will receive 1300 hours of the 1500 BACB® required experience hours. Students may work additional hours within their semesters, or work up to 200 hours additional following graduation, to complete these remaining hours.

BSSW Program – Each student is required to complete a total of 480 clock hours of practica over two semesters. Students complete two semesters of practicum at the same agency during their senior year.

Practicum Enrollment Options

MSW Program – Generalist (foundation) practicum must be completed following the completion of SWRK 5750 (Social Work Practice with Individuals, Families and Groups), within the first 18 hours of the MSW program, and must be completed following or concurrent with foundation coursework.

A **concurrent practicum** consists of one practicum during the semester completed in no less than 10 weeks and no more than 20 weeks. This flexibility in the duration of the practicum equates to approximately 15-30 hours/week in the Fall, Spring, or Summer. Students may begin the practicum two weeks prior to the beginning of the semester and extend the practicum two weeks following the end of the semester for a total of 20 weeks. Arrangements that deviate from this policy must be arranged prior to the start of the practicum by the Faculty Liaison.

A **block practicum** consists of two concentration-level practica completed during

the semester in no less than 15 weeks and no more than 20 weeks. This may be completed in approximately 30-40 hours per week. Students may begin the practicum two weeks prior to the beginning of the semester and extend the practicum two weeks following the end of the semester for a total of 20 weeks. Arrangements that deviate from this policy must be arranged prior to the start of the practicum by the Faculty Liaison. MSW Foundation and Concentration practica may not be completed within the same semester.

BSSW Program – BSSW seniors enroll in one practicum in the fall semester and one practicum in the spring semester of their senior year. Both practica are completed at the same agency.

Field Instructor Resources

Documentation of Field Instruction

Upon request, a letter can be issued from the Office of Field Education certifying services rendered as a field instructor for a specific time period. Additionally, at the end of the semester field instructors will receive a certificate from the Office of Field Education that attests to the field instruction provided to the student that may be used for continuing education requirements for social work licensure.

Practicum Forms

Necessary practicum forms for students and field instructors are available electronically on the School of Social Work's external and/or internal web sites. In some cases, forms are also available electronically on the collaborative web site.

Supervision and Evaluation Suggestions

The following guidelines are designed to assist student and field instructor in maximizing the practicum experience. The manner in which these functions are carried out will vary from setting to setting. As many students will not work for the agency in which they complete a practicum, students are most in need of transferable social work skills they can use in a variety of service systems.

1. **Orientation and Introductions** - Formal or informal orientations should include an introduction to:

- Setting – physical facilities, parking, schedule, personnel, dress code, etc.
- Policies and procedures – documentation, service delivery, reimbursement, communications, etc.
- Agency and community resources
- Introductions to staff, volunteers, professionals and support staff

While orientation usually takes place most intensively during the first

one or two weeks of placement, some types of orientation can be spread out over the semester, such as sessions on the nature of specific presenting problems, background on pertinent client issues and other programs with which the student is not intimately involved.

2. **Regularly scheduled, private supervisory conferences for one hour per week** – Individual supervision sessions should be carried out as regularly scheduled sessions. Some flexibility to change the time is, at times, necessary; however, it is helpful to have a prearranged time to which the student and field instructor can be held accountable.
3. **Supervision available as needed** – Frequent, unprompted supervision during the initial phases of the field placement is especially critical to the success of the field placement for many students. If the field instructor is not personally available, someone else can be designated to answer questions that must be answered immediately.
4. **Clear supervision and work expectations** – Students, field instructors and agencies benefit from clear supervision and work expectations. While some field instructors expect students to prepare for and bring an agenda to the supervision session, others prefer to structure the time for the student. The expectations for the quality of work vary widely among field instructors as well. Students benefit from very clear expectations that are communicated at the beginning of their practicum and reiterated if and when expectations change.
5. **Immersion into work as early as possible in the placement** - The student should move from reading about the agency and observing others to actually practicing social work as quickly as possible. For example, assigning a piece of a larger assignment that can be completed along with another staff member is a helpful beginning experience for the student.
6. **Exposure to relevant and varied learning experiences** – The learning objectives for a student’s practicum, explicated in the Learning Agreement, depend upon the degree sought, concentration and level of practicum. However, all students benefit from both breadth and depth of learning experiences. The Faculty Liaison may also be a helpful resource as to possible practicum learning activities. Students should be engaged in work activities consonant with professional social work and should not be involved in work unrelated to practicum learning objectives. For example, students should not be primarily observing, filing or engaged in other clerical duties that do not require a professional degree and are unrelated to their learning objectives.
7. **Documentation** - The student should be responsible for some recording in official agency records and utilize computers, when

possible. The content, style and frequency will vary with each setting. Students benefit from this exposure, as documentation is required in virtually all areas of social work practice.

8. **Feedback** - Evaluative feedback to the student should address positive points and areas in which further growth is needed. Students benefit from immediate, balanced feedback as well as ongoing verbal and written feedback throughout the practicum. Field instructors are encouraged to use a variety of evaluative strategies, which may include (but are not limited to): direct observation, audio/video recording, process recording, third party reports and written materials.
9. **Coordination and evaluation** - The student, field instructor and task instructor (if applicable) should be involved in the learning agreement, site visit and evaluation processes. The student, field instructor and task instructor (if applicable) should maintain a copy of the Learning Agreement and Evaluation for their records. The student should also receive a copy of any other written performance evaluations that may be completed by the agency. Evaluative feedback should be discussed with the student to enable clarification and mutual agreement.
10. **Relevant reading** - Time can be allotted during field placement for reading materials relevant to work in the agency (i.e., activity on an individual case, group/community issues, legislative issues affecting clients, etc.). The field instructor may need to direct the student to very specific sources of material, such as journal articles or literature belonging to other staff.
11. **Community events** - Students are encouraged by faculty to explore the possibility of attending workshops and special events in the community that are in any way related to field placement as part of their practicum. This must be negotiated between the student and the agency and can be included as practicum hours.
12. **Dealing with problematic behavior or performance issues of the student** – Behavior and/or performance problems that interfere with practicum activities occasionally occur with students. If problems arise, field instructors are strongly encouraged to take the following steps:
 - a) Gather and document pertinent information to present to the student concerning the problematic behavior or performance issue that interferes with achieving the learning objectives.
 - b) Present the information to the student as soon as possible.
 - c) Provide the student, if possible, with specific suggested actions or steps that can lead to increased professional performance.

- d) Allow the student adequate time to attempt to rectify the situation. Provide honest, balanced feedback to the student on the progress of changes.
- e) Document the continuation of any persisting problems. Indicate, in writing, to the student that the continuation of the behavior or performance issue is problematic. Document the consequences that will result if changes do not occur. Contact the Faculty Liaison/Academic Advisor and send a copy of the documentation.

Students and Field Instructors are encouraged to talk with the Faculty Liaison/Academic Advisor throughout the practicum. As a general rule, the Faculty Liaison/Academic Advisor will not initiate a discussion with the field instructor about a problem a student is facing until the student has first discussed the issue with the field instructor and feels the problem is still unresolved.

Web Sites

Behavior Analyst Certification Board: [BACB.com](http://www.bacb.com)

Saint Louis University School of Social Work, Field Education web page:

http://www.billikennews.com/public-health-social-justice/education/field_education.php

Social Work Code of Ethics

The National Association for Social Workers (NASW) *Code of Ethics* is available from the NASW website located at:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Social Work Educational Policy and Accreditation Standards

The Council of Social Work Education's (CSWE) Educational Policy and Accreditation Standards for undergraduate and graduate social work programs are available from their web site at: <https://www.cswe.org/>

Practicum Resource Materials

Practicum resource information is available in the following locations:

1. **Field Education Bulletin Board** - The following information and materials are available from the Field Education Bulletin Board located on the second floor hallway of the School of Social Work:
 - Practicum Opportunities – announcements of new and current practicum opportunities

- Practicum Due Dates
 - General Practicum Announcements
 - Sites Actively Seeking Students – sites that have vacancies for the upcoming semester are posted on the “hot” board
2. **On-Line** - The following information is available on-line through the SLU School of Work (SSW) web site (<https://www.slu.edu/social-work/field-education.php>) or internal (students and staff) SSW Google website.
- Practicum requirements (including Student Field Policy and Procedure Manual)
 - Contact information
 - Field Instructor Certification Program information (through a link to the St. Louis Field Education Collaborative website)
 - Field Instructor Manual
 - Google Drive (internal) - the on-line practicum management system includes all practicum-related documents. Students access the Google drive through their SLU email account. Field Instructor access to documentation will be provided as needed from the Faculty Liaison.
3. **Information through E-Mail**
- Students - The Office of Field Education sends out field updates, due dates, and other relevant information to students through their SLU email accounts. Students may also register for weekly email updates about practicum postings or other field opportunities.
 - Field Instructor – Faculty Liaisons will email Field Instructors throughout the semester with contact information, due dates, documentation links, and other relevant information as needed. Faculty Liaisons will also email Field Instructors and students at mid-semester to schedule a site visit.

Resources of the SLU School of Social Work

Doerr Center for Social Justice Education and Research

In 1996, the School of Social Work established the Emmett J. and Mary Martha Doerr Center for Social Justice Education and Research to initiate, facilitate, and sponsor research, education and direct service projects grounded in the ethics and values of the social work profession and the Jesuit commitment to social justice.

In pursuit of these goals, the Center supports the following:

- **Student Projects** – This category includes stipends for practicum and international coursework, as well as educational events hosted for students.

- Faculty-Community Collaborative Projects– A Call for Proposals is issued by the Center on a regular basis to agencies seeking opportunities to engage in research with faculty and students. A number of research projects are financially supported each year, based on the merit of the project.

For more information about collaboration efforts, please contact the Center for Social Justice at (314) 977-2734 or visit the web page at: <https://www.slu.edu/social-work/centers/index.php>

Career Services

[Saint Louis University's Career Services](#) is a resource for students and alumni. Career counselors and other professional staff provide career counseling and assistance with job search including assistance with resumes, cover letters, networking, and interviewing. Full-time and part-time employment opportunities and resumes are listed on Handshake, the department's data base. For more information, please contact Eliza Angarano, Career Development Specialist for the School of Social Work, at 314-977-2168 or eliza.angarano@slu.edu.