

**Edinboro University of Pennsylvania
Social Work Program**

Instructions for Completing the Application for Admission to the Program

Eligibility: Level I majors are eligible to apply for admission to the Social Work Program when they have met all of the following conditions:

- ✓ You must have completed or be currently completing your sophomore year. The University defines class standing by the number of credits earned. The completion of the sophomore year is established as the attainment of 60 credit hours. The Social Work Program will accept applications from students who have earned or will earn 54 credits at the end of the semester in which the application is completed; and
- ✓ You must have a 2.5 (C+) average GPA in your *required* social work courses (SOWK 100, SOWK 115, SOWK 205, and SOWK 250). In addition, the minimal acceptable grade for any *required* social work course is a C; and
- ✓ You must have a C- or higher in MATH 104 or a higher level math course so that you can take PSYC225 in the fall of your junior year if you have not already taken it; and
- ✓ You must have a C average (2.00) in your required supporting classes. These include SOC 100, PSYC 101, BIOL 101, SOC 326, SOC 390, and PSYC 225. SOC 100 and PSYC 101 must be successfully completed before moving into Level II; and
- ✓ You must have an overall GPA of 2.00 or higher.

Application process: Students complete the application and the essays. The entire application must be typed. This is a formal application. Be sure to proofread so that you do not make any spelling or grammatical errors.

Have someone who can assess your professional potential complete the reference form. No family members, please. Ask them to put the reference in an envelope, seal it, and sign across the seal.

Include any other material that you believe supports your application. Examples are sample class assignments that you have completed, papers you have written, workshops you have attended, verification of volunteer work you have done, copies of awards you received.

Submit the *application, essays, reference, supporting material*, a copy of your *Degree Works audit* (click “save as PDF” to print) and the signed *Student Admission Contract* by the Tuesday after spring break to the program director or to his/her designee.

You will be asked to schedule a formal admission interview where you will be given an opportunity to discuss and expand on your application. Two social work faculty members will conduct the interview. After all of the interviews are conducted, the faculty will meet to discuss all the applicants and to make a final decision.

Notice of the decision made by the faculty will be sent to your Edinboro email address. You may be accepted unconditionally, accepted with conditions, or not accepted. Your advisor and the registrar will also be notified of the outcome.

Edinboro University of Pennsylvania
Application for Admission to the Social Work Program

Identifying Information

Name: [Click here to enter text.](#)

ID: [@Click here to enter text.](#)

Edinboro email: [Click here to enter text.](#)

Academic History

Academic advisor: [Click here to enter text.](#)

Total credits earned prior to this semester: [Click here to enter text.](#)

Total credits you are taking this semester: + [Click here to enter text.](#)

Total credits you will have at the end of this semester: = [Click here to enter text.](#)

Identify the grades you received in each of the following courses. If you are currently enrolled in a course, please write “current.” If you have not yet taken a course, write “not taken.”

***Must be completed before Level II**

- *SOWK 100: [Click here to enter text.](#)
- *SOWK 115: [Click here to enter text.](#)
- *SOWK 205: [Click here to enter text.](#)
- *SOWK 250: [Click here to enter text.](#)
- *MATH 104: [Click here to enter text.](#)
- *PSYC 101: [Click here to enter text.](#)
- *SOC 100: [Click here to enter text.](#)

May be taken during Level II

- BIOL 101: [Click here to enter text.](#)
- SOC 326: [Click here to enter text.](#)
- SOC 390: [Click here to enter text.](#)
- PSYC 225: [Click here to enter text.](#)
- PSYC 226: [Click here to enter text.](#)

Overall GPA: [Click here to enter text.](#)

Social work GPA: [Click here to enter text.](#)

Supporting GPA: [Click here to enter text.](#)

(This includes the required BIOL, SOC, and PSYC courses)

Attach a copy of your Degree Works audit to your application. To print, click “Save as PDF.”

Volunteer Experiences

What volunteer work have you done since you graduated from high school? List organizations, locations, dates, and duties.

Social Work Related Employment Experiences

What paid social work related experiences have you had? List organizations, locations, dates, and duties.

Social Work Club Involvement

Describe your involvement with the Edinboro University Social Work Club as a Level I social work major. Include committees, special events, fund-raisers, etc.

Clubs, Organizations, Charitable Groups

Describe your activities in clubs, organizations, and/or charitable groups since high school.

Agency Visits and Tours

What social service agencies have you visited during your Level I experience? Identify agency, location, dates, and purpose.

Honors, Awards, and Special Recognition

Identify any awards you have received since high school. Be sure to include academic achievements. Include dates and a brief explanation for each.

Core Social Work Values

Discuss your understanding of each of the core social work values listed below. Cite an example to illustrate your understanding of each value and the role it plays in professional social work practice.

1. Service

2. Social Justice

3. Dignity and Worth of the Person

4. Importance of Human Relationships

5. Integrity

6. Competence

STUDENT ADMISSION CONTRACT
CODE OF CONDUCT

The Social Work Department at Edinboro University of Pennsylvania is a professional education program. As such, students are required to adhere to the standards, ethics, and values of the profession as identified by the National Association of Social Work (NASW). In addition, the program must meet the standards set by the Council on Social Work Education (CSWE). The following professional/behavior expectations are based on the NASW *Code of Ethics* and CSWE's accreditation.

1. I agree to adhere to the BSW Program Policies as contained in all social work course syllabi.
2. I understand that I must maintain a C+ average in the required social work courses in order to continue in the program.
3. I understand that I must re-take any required social work course in which I do not earn at least a C.
4. I agree to adhere to the social work department's professional standards, as outlined in course syllabi and the BSW handbook.
5. I agree to treat other students, faculty, and staff with respect, honesty, courtesy, and fairness, and should avoid unwarranted criticism.
6. I will not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, age, religion, sex, sexual orientation, marital status, political belief, or mental or physical disability.
7. I agree to take appropriate remedial action if I encounter personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with my ability to meet program requirements.
8. I agree that I will not allow my private conduct to interfere with my ability to meet the program's expectations.
9. I agree to continue to work on areas of professional growth. If a faculty member issues a Professional Standards Check-In Form or refers me to the Student Standards Review Committee, I understand that I am expected to work toward the goals set by the faculty member and/or committee.
10. I agree to purchase professional liability insurance through the approved vendor before enrolling in field education.

Statement of Understanding

I understand that even if I am admitted to the social work program at Edinboro University of Pennsylvania, if my professional development is not deemed satisfactory by the social work faculty and the Student Standards Review Committee, the program has the right and responsibility to request re-evaluation of my suitability for the social work program.

I hereby agree to abide by the standards outlined in this document, the BSW Program Policies, and the department professional standards document, and further understand that I must maintain a 2.00 overall grade point average, a 2.00 average in the required supporting courses, and a 2.50 in required social work courses in order to apply for field placement.

Signature

Date

Essays

The Council on Social Work Education (CSWE) has identified nine core competencies that all social work students are expected to achieve before completing their BSW degree. We have selected two that we would like for you to address. In each case, we have provided CSWE's description of the competency. You do not need to address every part of CSWE's descriptions in your essays; they are provided simply to help you to better understand the competency in social work practice. In addition, we have included a third essay that is based on the social work department's professional standards document.

Each of the three essays should be approximately 2-3 pages long, double spaced, in Times New Roman 12 point font with 1" margins.

Essay 1: Demonstrate Ethical and Professional Behavior (CSWE Competency 1)

Questions to address in essay 1:

- a. During your Level I experience, how, specifically have you worked toward achieving this competency?
- b. What progress have you seen in yourself in this area?
- c. What personal challenges have you encountered in this area? Identify and discuss at least one.
- d. How, specifically, will you continue your growth in this area as you move into Level II of the social work program?

CSWE description of this competency: Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Essay 2: Engage Diversity and Difference in Practice (CSWE Competency 2)**Questions to address in essay 2:**

- a. During your Level I experience, how, specifically have you worked toward achieving this competency?
- b. What progress have you seen in yourself in this area?
- c. What personal challenges have you encountered in this area? Identify and discuss at least one.
- d. How, specifically, will you continue your growth in this area as you move into Level II of the social work program?

CSWE description of the competency: Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Essay 3: Professional Standards

Please review the BSW program professional standards document (posted on the BSW program website and included in BSW course syllabi and the BSW handbook). This document identifies four areas of professional expectations: academic performance, conduct/behavior, emotional self-control (self-understanding), and communication skills. Then complete the following steps:

- a. Complete the Professional Standards Self-Assessment on the following pages. Include the completed self-assessment in your application.
- b. Based on your self-assessment, for each of the four areas, identify at least one personal strength and at least one issue that you know that you need to continue to work on. In your essay, discuss these areas of strength and weakness. How, specifically, will you address your areas of weakness as you move into Level II of the program?

Professional Standards Self-Assessment

Social workers are held to certain professional standards in the field. In the BSW program, therefore, students are also held to professional standards. These professional standards are included in the BSW handbook and in every social work syllabus.

As part of the Level II application process, we would like you to complete this assessment of your own professional development thus far. We do not expect you to be perfect, or even to be able to rate most areas as “very strong” at this stage in the program. We are simply looking for an honest self-assessment of those areas in which you are strong as well as those which you know that you need to continue to work on. Being able to acknowledge our own strengths and weaknesses is an important mark of emotional and professional maturity, and it is a critical skill for effective social work practice.

Please rate your own level of strength or weakness for each of the items below, where 1 = an awareness that you are very weak in this area, and 5 = an awareness that you are very strong in this area.

<u>Professional Standard 1: Academic Performance</u>	Very weak				Very strong
	1	2	3	4	5
Plans and organizes work effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Turns in complete assignments on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes arrangements for special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attends class regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates use of critical thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very weak				Very strong
	1	2	3	4	5
<u>Professional Standard 2: Conduct/Behavior</u>					
Demonstrates ability to work cooperatively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively participates in class discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows respect for others’ opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is open to feedback from peers/faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates willingness to respect and understand people across all intersections of diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducts self according to the NASW Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriately credits others’ work (examples: proper quoting and paraphrasing of sources, accurately representing the division of labor for group projects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very weak				Very strong
<u>Professional Standard 3: Emotional Self-Control</u>	1	2	3	4	5
Uses self-disclosure appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appears to be able to handle discussion of uncomfortable topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deals appropriately in class with issues which arouse emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands the effects of one's behavior on others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not allow personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with professional/academic judgment and performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Professional Standard 4: Communication Skills</u>	1	2	3	4	5
Written assignments demonstrate good spelling, appropriate use of punctuation, clear structure, paragraphing, good organization, and follow logical sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to use APA style, including citations, formatting, and other style requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to write effectively in professional documentation, including class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a working proficiency of the English language in written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows professionalism in all written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is able to clearly articulate ideas, thoughts, and concepts verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the ability to communicate verbally in a clear manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a working proficiency of the English language in verbal communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows professionalism in all verbal communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>