

Bachelor of Social Work Program

School of Social Work

Salem State University

352 Lafayette Street

Salem, Ma 01970

Dear Student,

Congratulations on completing Phase I of the “pre-Social Work major,” including SWK101, 102, 200 and 270 plus an additional 30 credits from the Salem State University Core Curriculum! You are now invited to apply for Phase II of the Social Work curriculum to become a full-fledged social work major. Become a Social Work major is an exciting undertaking that can launch you into a career in helping others. It is also a serious commitment to your education and a profession with high expectations. For example, when making application, students must show evidence of at least a 2.3 overall GPA (C+); at least a 2.0 (C) in SWK 101, 102, 200 and 270 taken at (or transferred into) SSU; and a minimum 2.7 (B-) average from SWK101, 102, 200 and 270. The School of Social Work also has a set of Professional Standards that students must uphold.

To apply to Phase II, here’s what you need to do:

1. **Complete** the BSW Application Form
2. **Complete** the two-page essay (please limit yourself to two pages; that’s hard to do!) detailed on the Application Form and **attach** it to the Application Form.
3. **Attach** a hard copy of your latest SSU transcript (you can find this in your Navigator Account) to the Application Form, in order to confirm that you have completed 30 credits of the SSU Core Curriculum, or have transferred some or all of those credits to SSU from another institution.

4. Read the Professional Standards of the School of Social Work available in the BSW Handbook (online at the SSU website, BSW Program page) and sign a written statement agreeing to uphold the Standards.

5. **Confirm** that your instructors in SWK 101, 102, 200 [or 510] and 270 have submitted Instructor Review Forms on your behalf to Christina Yunta, the BSW Administrative Assistant (Academic Building Room 104).

6. **Submit** materials in #1 through #4 to Christina Yunta, BSW Administrative Assistant (AB Room 104).

Please complete and submit these materials as soon as possible. Don't risk being stopped in your forward progress to graduation!

When reading your application, the Admissions Committee will look for evidence of solid, written, verbal and interpersonal communication skills. The Committee also expects emotional stability sufficient to safely and effectively practice social work, as articulated in the SSC School of Social Work's Professional Standards. Within two weeks of the Application due date, the BSW Program Coordinator will inform applicants about their acceptance status into the major. The status could be:

- Acceptance
- Conditional Acceptance
- Rejection (students may re-apply if and when factors in the rejection have been resolved).

Good wishes on this important process!

The BSW Admissions Committee

BSW Application Form

Name: _____

Cell Phone: _____

Email: _____

1. I earned the following grades in my pre-social work major courses:

- SWK101: The Profession of Social Work _____
- SWK102: Social Work Past & Present _____
- SWK200: Social Service Volunteer Practicum (or SWK510): _____
- SWK270: Race, Class and Ethnicity _____

2. I have completed the following 30 credits of the SSC core curriculum (left side of flow sheet) and 6 credits from the right side of flow sheet (on top of SWK101, 102, 200 and 270). Please list grades on the attached BSW flow sheet.

3. Please submit a 2 typed page, double-spaced, 12 font essay addressing each of the topics below in a thoughtful manner:

- reason for choosing social work as a major and career
- assessment of personal strengths and challenges
- assessment of life experience and their integration with career choice
- assessment of personal values and their alignment with social work's professional value system
- strategies for self-care and stress management to use while in the BSW Program and as a professional social worker
- Any other information that would be helpful for us to know about you

4. Please invite your Social Work professors from SWK101, 102, 200 and 270 to complete the attached Instructors' Review Forms.

5. Provide signed evidence of having read the Professional Standards of the School of Social Work, BSW Handbook, and the National Association of Social Work Code of Ethics (all available on the BSW Webpage).

Evaluation Rubric: BSW Admissions Essay

	Barely	Somewhat	Fully
1. Did the student explain his/her reasons for choosing social work as a major and as a career? (Max 15 Points)	5 points	10 Points	15 Points
2. Did the student identify and discuss personal strengths and challenges related to choosing social work as a major and as a career? (Max 15 Points)	5 points	10 Points	15 Points
3. Did the student discuss life experience and how it has informed his/her decision to choose social work as a major and as a career? (Max 15 Points)	5 points	10 Points	15 Points
4. Did the student discuss their personal value system and the extent to which it is aligned with social work's professional value system? (Please refer to the NASW Code of Ethics in the BSW Admissions Packet) (Max 15 Points)	5 points	10 Points	15 Points
5. Did the student discuss strategies for self-care and stress management to use while in the BSW Program and in the social work profession? (Max 15 Points)	5 points	10 Points	15 Points
6. Did the student provide any other helpful information to help the Admissions Committee get to know them? (Max 10 Points)	3 points	6 Points	10 Points
7. Did the student essay evidence college level writing, spelling, grammar, communication skills and effort? (15 Points)	5 points	10 Points	15 Points
Total Points			

**INSTRUCTOR REVIEW FORM
BSW ADMISSSIONS**

STUDENT NAME: _____

INSTRUCTOR NAME: _____

DATE: _____

CLASS(ES) FOR WHICH THE STUDENT IS BEING REVIEWED:(e.g., SWK 270) _____

SEMESTER(S) DURING WHICH EACH CLASS ABOVE WAS TAUGHT: (e.g., fall, 2009) _____

GRADE(S) GIVEN TO THIS STUDENT, AND/OR ANTICIPATED GRADE(S): _____

TO THE INSTRUCTOR COMPLETING THE ATTACHED FORM:

PLEASE WRITE A SCORE (1,2,3, or 4) TO THE RIGHT OF EACH ITEM, UNDER THE WORD "SCORE". AFTER SCORING ALL 20 ITEMS, PLEASE CHECK THE APPROPRIATE RECOMMENDATION BOX (ONLY ONE, PLEASE). FEEL FREE TO ADD NARRATIVE COMMENTS IN THE SECTION PROVIDED. FINALLY, PLEASE SIGN THIS FORM AT THE END.

MANY THANKS FOR YOUR INPUT!

The BSW Admissions Committee

ACADEMIC AND PROFESSIONAL ATTRIBUTES	1 UNACCEPTABLE	2 NEEDS IMPROVEMENT	3 ACCEPTABLE	4 EXEMPLARY	SCORE
1. Attendance: attend classes dependably	Student missed 20% or more of total class time.	Student missed multiple classes for unexplained reasons.	Student was present except in rare or unusual cases.	Student was always on time and attended all classes.	
2. Punctuality: be punctual and engaged	Student was often late for class or left early from class .	Student was late for class or left early for class a few times.	Student was on time and stayed until the end of class, except in rare circumstances.	Student was always on time and stayed until the end of class.	
3. Manage communication and contacts.	Student did not contact me to inform me of tardiness/ absences; provided no rationale.	Student contacted me about being tardy or absent, only after the fact.	Student contacted me before the class(es) when (s)he would be tardy/absent, except in rare circumstances.	Student always contacted me in advance of a class to which (s)he would be tardy/absent	
4. Demonstrate respect in relationships	Student was frequently disrespectful to classmates and/or faculty.	Student was occasionally disrespectful to classmates and/or faculty.	Student was usually respectful to classmates and faculty.	Student was always respectful of classmates and faculty.	

ACADEMIC AND PROFESSIONAL ATTRIBUTES	1 UNACCEPTABLE	2 NEEDS IMPROVEMENT	3 ACCEPTABLE	4 EXEMPLARY	SCORE
5. Demonstrate self-awareness	Student rarely showed self-awareness of the impact of verbal and/or non-verbal communication.	Student only occasionally showed self-awareness of the impact of verbal and/or non-verbal communication.	Student almost always showed a high level of self-awareness about impact of verbal & non-verbal communication	Student always maintained a high level of self-awareness about the impact of verbal & non-verbal communication	
6. Demonstrate awareness and responsiveness to diversity	Interactions rarely reflected respect and appreciation for diverse opinions, experiences and/or people.	Interactions only occasionally reflected respect and appreciation for diverse opinions, experiences and/or people.	Interactions almost always reflected respect and appreciation for diverse opinions, experiences and/or people.	Interactions always reflected respect and appreciation for diverse opinions, experiences and/or people.	
7. Strive for a high level of oral expression	Student consistently got feedback that oral expression was poor, unprofessional or missing.	Student's oral expression is difficult for others to understand:poor grammar/syntax, rambling, or refusal to speak in class.	Student was usually articulate and appropriate in oral expression.	Student was always articulate and appropriate in oral expression.	
8. Strive for a high level of written expression	Student consistently got feedback that written expression was unacceptable or unprofessional.	Student's written work lacks clarity and contains errors; is often difficult to understand.	Student almost always produced written work that was clear, and had very few errors.	Student always produced clear written work that was free, or very nearly free, of errors.	

ACADEMIC AND PROFESSIONAL ATTRIBUTES	1 UNACCEPTABLE	2 NEEDS IMPROVEMENT	3 ACCEPTABLE	4 EXEMPLARY	SCORE
9. Demonstrate initiative, reliability & dependability	Rarely took initiative to complete work in a timely fashion; seldom or never got reading done on time.	Occasionally took initiative to complete work in a timely fashion; sometimes got reading done on time.	Almost always took initiative to plan and complete work in a timely fashion.	Always took initiative to plan and complete work in a timely fashion.	
10. Demonstrate evidence of motivation to improve oneself	Student was not receptive to suggestions and feedback on ways to improve performance.	Student was sometimes receptive to feedback, but did not adjust performance accordingly.	Student was almost always receptive to feedback, and adjusted performance accordingly.	Student was always receptive to feedback, and adjusted performance accordingly.	
11. Show evidence of critical thinking about course content.	Student seemed unable to grasp material at level that allows for critical thinking.	Student showed moments of synthesizing material, but was seldom able to provide evidence of critical thinking.	Student often showed evidence of critical thinking about course content.	Student consistently showed evidence of critical thinking about course material.	
12. Take notes on class lecture and discussion.	Student never took notes on class lecture and discussion.	Student seldom took notes on class lecture and discussion, or tried to do so, with poor results.	Student usually took appropriate notes on class lecture and discussion.	Student always took notes on class lecture and discussion, referencing those notes, as appropriate.	

ACADEMIC AND PROFESSIONAL ATTRIBUTES	1 UNACCEPTABLE	2 NEEDS IMPROVEMENT	3 ACCEPTABLE	4 EXEMPLARY	SCORE
13. Listen to and interact with classmates on class topics.	Student seemed to “tune out” interaction with classmates completely.	Student sometimes listened to and/or participated in class discussion.	Student usually listened to others and participated in class discussions.	Student always listened to others and participated in class discussions appropriately.	
14. Develop test-taking skills.	Unable to complete tests in acceptable way: froze on tests; failed to understand items or directions; or was entirely unprepared.	Struggled to pass tests: sometimes failed to comprehend or think critically about test items; or was only partially prepared.	Passed tests with good overall understanding of test content; usually applied critical thinking, with occasional lapses.	Student achieved success on test format, and was regularly able to convey critical thinking skills and excellent mastery of course material.	
15. Use BSW Program communication systems (if applicable)	Never used school email, WebCT, student mailbox, etc., as were appropriate.	Rarely checked school communications sources, so was often uninformed of important info.	Consistently checked school communication sources and responded in a timely manner.	Demonstrated mastery of school-based communications.	
16. Interacted appropriately during group activities	Missed key meetings with group, failed to communicate with group members, frustrated and angered other group members	Contributed little to the group, did the least amount of work necessary, free-loaded.	Contributed a fair amount to the group project, met deadlines and responsibilities.	Assumed a leadership/co-leadership role in the group. Mediated and helped to resolve conflicts. Held others accountable to deadlines to help produce an excellent group project.	

INSTRUCTOR'S ADMISSION RECOMMENDATION FOR THIS STUDENT (Please check only one box):

- I recommend this student for admission to the Salem State BSW Major.
- I DO NOT recommend this student for admission to the Salem State BSW Major.
- I recommend this student be reconsidered for admission Salem State BSW Major, only after the student has met certain conditions. I recommend these conditions below, along with this timeline for completion of those conditions:

TIMELINE: _____

OTHER COMMENTS/INPUT: _____

Please sign and date below:

NAME

DATE

Thank you for completing this form, thus helping us to better manage admission of and support for students, and to provide more effective gate keeping for our profession.

*Please submit form directly to Christina Yunta, BSW
Administrative Assistant (AB104).*

Acknowledgement of Professional Standards

I have read the Professional Standards of the School of Social Work at Salem State University and agree to uphold those Standards.

Signature: _____

Date: _____