

Cover Page

BACHELOR OF SOCIAL WORK PROGRAM (BSW) APPLICATION FOR ADMISSION

Name: _____

Application Packet Checklist

Check to be sure each completed item below is included in your application packet and meets the criteria outlined in the instructions (e.g. minimum essay length, appropriate signatures).

Application Packet (to be submitted in the following order)

- Cover Page
- Applicant Information & Eligibility form
- Personal Narrative
- Volunteer/Work Experience Verification
- Academic Reference
- Professional Reference
- Signed Policy on Student Problematic Behavior, Ethical Misconduct, Impairment, and Incompetence
- Signed Code of Ethics Statement of Understanding
- Signed Background Information Statement of Understanding
- Student Handbook Acknowledgement
- Unofficial Transcripts

The above materials are complete, accurate, and included in this packet. I understand that missing, incomplete, or inaccurate information or documentation will result in this packet being returned to me and may also result in delayed acceptance into the Social Work program and/or scheduling problems that could interfere with the timely completion of the degree.

Student Signature

Date

SW Office: Date stamp and initial in space at right

Applicant Information & Eligibility

Contact Information

WIU Student ID: _____ WIU Email Address _____ Full

Legal Name: _____

Current Mailing Address: _____ City _____ State _____ Zip _____

Permanent Address (if different): _____ City _____ State _____ Zip _____

Contact Phone Number: _____

Academic Eligibility

Use transcripts to complete the sections below. Note the following instructions:

For any courses in which you **do not** have a letter grade, use the following key to enter the appropriate information for that course. Courses are based on WIU course numbers; if you are not sure about a course you are transferring in, consult with the social work advisor.

Currently enrolled in a course: Enter "IP" under "Grade" and the current term and year.

Future enrollment in a course: Leave the grade field blank and enter the term & year you plan to complete the course.

For transfer students, a grade of TS on your transcript indicates that the course was passed with a C or better. A grade of TU indicates that the course was passed but not with a C.

1. Required Components

Course	Grade	Term & Year Taken (or will take)
a. Social Work 100	_____	_____
b. Cumulative GPA:	_____	(If no WIU GPA, use most recent GPA from previous school.)

2. Academic Progress

Course	Grade	Term & Year Taken (or will take)
Biology 100	_____	_____
English 180	_____	_____
Psychology 100	_____	_____
Sociology 100	_____	_____

Personal Narrative

Remove this page and insert narrative here. See the application instructions for more information.

WESTERN ILLINOIS UNIVERSITY- SOCIAL WORK PROGRAM ADMISSIONS Academic Reference

APPLICANT INFORMATION (TO BE FILLED OUT BY STUDENT)

Last Name:	First:	Middle:
<p>Note: The Family Education Rights and Privacy Act of 1974 give you the right to retain or waive access to this recommendation. Waiving access is not required by the Admissions Committee. Indicate below to your evaluator whether or not you waive or retain your right to access this information.</p> <p style="text-align: center;">I retain my right of access <input type="checkbox"/> I waive my right of access <input type="checkbox"/></p>		
Applicant's Signature:		

REFERENCE (TO BE FILLED OUT BY EVALUATOR)

Name of Recommender:	Position:					
Name of Organization:						
Work Address:	Phone:					
In what capacity have you known the applicant?						
How long have you known the applicant?						
Please share your opinion of the applicant with us. For each attribute, rate the applicant in comparison to their peers.						
	Cannot Judge	Poor	Below Average	Average	Above Average	Excellent
Writing skills						
Speaking skills						
Time management skills						
Ability to work with others						
Participates in class activities						
Ability to work independently						
Maturity of judgment						
Integrity						
Self-motivation						

Please comment below or in an accompanying letter on any of the above categories or other areas that you think would be helpful in assessing the applicant's capacity to succeed in a social work program.

Signature:	Date:
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Please return this form to the applicant in a sealed envelope.

WESTERN ILLINOIS UNIVERSITY- SOCIAL WORK PROGRAM ADMISSIONS

Professional Reference

APPLICANT INFORMATION (TO BE FILLED OUT BY STUDENT)		
Last Name:	First:	Middle:
<p>Note: The Family Education Rights and Privacy Act of 1974 give you the right to retain or waive access to this recommendation. Waiving access is not required by the Admissions Committee. Indicate below to your evaluator whether or not you waive or retain your right to access this information.</p> <p style="text-align: center;">I retain my right of access <input type="checkbox"/> I waive my right of access <input type="checkbox"/></p>		
Applicant's Signature:		

REFERENCE (TO BE FILLED OUT BY EVALUATOR)						
Name of Recommender:				Position:		
Name of Organization:						
Work Address:				Phone:		
In what capacity have you known the applicant?						
How long have you known the applicant?						
Please share your opinion of the applicant with us. For each attribute, rate the applicant in comparison to their peers.						
	Cannot Judge	Poor	Below Average	Average	Above Average	Excellent
Writing skills						
Speaking skills						
Time management skills						
Ability to work with others						
Completes commitments						
Ability to work independently						
Maturity of judgment						
Integrity						
Self-motivation						
Appreciation of diversity						
Clear interpersonal boundaries						

Please comment below or in an accompanying letter on any of the above categories or other areas that you think would be helpful in assessing the applicant's capacity to succeed in a social work program.

Signature:	Date:
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Please return this form to the applicant in a sealed envelope.

Policy on Student Problematic Behavior, Ethical Misconduct, Impairment, and Incompetence

Western Illinois University | Social Work Program

Students in the Bachelor of Social Work (BSW) program at Western Illinois University (WIU) are expected to demonstrate professional social work-specific behaviors that are consistent with the National Association of Social Work (NASW) Code of Ethics, and the Social Work Program Policy on Professional Social Work – Specific Behaviors.

The Social Work Program *Policy on Professional Social Work – Specific Behaviors* intends to support and assist students in preparing for social work practice with vulnerable and marginalized individuals, families and communities. The Program has a responsibility to protect clients, students, faculty, and the public from harm. The Program also has a responsibility to protect student's rights. The Policy provides guidelines that will help the Program to identify behaviors that suggest a student may require assistance to meet the standards of professional social work practice, or that the student is not suitable for professional social work practice.

The professional social work-specific behaviors are observable behaviors that can be demonstrated in the classroom; in written assignments and presentations; in field placements and in other contexts on campus and in the community where professional behavior is expected. Examples of professional social work - specific behaviors are included in a table in this document.

Behavior that May Result in a Review

A Student Review may occur under any of the following circumstances:

1. Noncompliance with the NASW Code of Ethics
2. Noncompliance with the Social Work Program Policy on Professional Social Work –Specific Behaviors
3. Sanctions imposed on student for violation of WIU Student Code of Conduct Policy
4. An engagement of behavior that causes individuals within the Social Work Program to have serious or persistent concern about the effect of the student's behavior on the learning environment. Reasons for the concern may include, but are not limited to, the following:
 - Speech or behavior that discriminates or harasses because of race, ancestry, place of origin, citizenship, religion, sex, sexual orientation, age, marital status, family status or disability. This includes gender harassment, sexist or hetero-sexist innuendo, climate and attitudes.
 - Intimidation or threats to harm another person in non-physical ways.
 - Aggressive language and other forms of verbal abuse.

Behaviors may be classified as, but not limited to, problematic behavior, ethical misconduct, impairment, and/or incompetence. Definitions:

- **Problematic Behavior:** Problematic Behavior refers to a student's behaviors, attitudes, or characteristics that may require remediation. The table at the end of this document provides numerous examples of problematic behaviors.
- **Ethical Misconduct:** Ethical Misconduct occurs when the NASW Code of Ethics is not followed. This code is intended to provide both the general principles and the specific decision rules to cover most situations encountered by professional social workers in their professional activities. It has as its primary goal the welfare and protection of individuals, families, groups, organizations, and communities. It is the individual responsibility of each social worker to aspire to the highest possible standards of conduct. Social workers promote social justice and social change, respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.

- Impairment is defined as an interference in professional functioning that is reflected in one or more of the following ways: Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; inability or unwillingness to acquire professional skills and reach an accepted level of competency; or inability or unwillingness to control personal stress, psychological disorder, or emotional reactions that may affect professional functioning.
- Incompetence is defined as a lack of ability. This lack of ability may include inadequate professional or interpersonal skills, or academic deficiency. When students continue to provide social work services beyond their current level of competence they are violating the ethical standard of competence. [Lamb, Cochran, & Jackson (1991). *Professional Psychology: Research and Practice*, 22, 291-296.]

When the alleged behavior is either harassment or discrimination as defined in the WIU Policy on Sexual Harassment or Discrimination, that policy will take precedence over the process described in the *Professional Social Work Specific Behaviors Policy*, and there will be an automatic review of the student for possible termination from the BSW program. In addition to a review, remediation plan or termination on the part of the Social Work Program, students may also be subject to additional review and sanctions from WIU Student Judicial Programs.

Confidentiality and Sharing of Information

The Social Work Program recognizes that the safety, confidentiality and self-determination of students or others is an important priority. In developing a response to a situation, the Program must balance confidentiality against its duty to protect existing and future students or persons who might otherwise be placed in jeopardy by a student who is acting in an unprofessional manner under this policy. Every effort will be made to keep information as confidential as possible under the circumstances. Information will be shared on a need to know basis.

The Review Process

Problematic behavior, ethical misconduct, impairment, and/or incompetence may be identified by a variety of persons, including but not limited to students, faculty, supervisors, clients, and/or members of the public. Any concern raised should be brought to the attention of the Social Work Program Coordinator. When a potential concern reaches the Program Coordinator, she/he will inform all permanent full-time members of the Social Work faculty (herein after *faculty* shall refer to permanent full-time faculty) and the academic/professional advisor. The issue will be discussed within seven (7) working days unless, in the judgment of the faculty, it must be dealt with immediately.

Following this meeting, the student will be informed in writing by the Program Coordinator of the issues in her/his case and asked to meet with the Social Work faculty and the academic/professional advisor to discuss the situation. The academic/professional advisor will work with the student to help her/him understand the issue and the procedures and prepare for the meeting. The academic/professional advisor will provide the student with support throughout the process, unless she/he has raised the concern. In that case the Program Coordinator will do so. Because of confidentiality issues, student representatives shall not be involved in these matters.

Review Process Steps

1. The Program Coordinator is informed of possible non-compliance of Professional Social Work – Specific Behavior Policy and calls a meeting of all full-time faculty and the professional/academic advisor to discuss the possible need for a Review.
2. Following this meeting, the student will be informed in writing by the Program Coordinator of the issues in her/his case and asked to meet with the Social Work faculty and the academic/professional advisor to discuss the situation. The academic/professional advisor will work with the student to help her/him understand the issue and the procedures and prepare for the meeting. Areas to be reviewed and discussed at this meeting will likely include the nature, severity, and consequences of the student's actions.
3. First Review Meeting. Ample time will be allowed in this meeting for the student to present her/his view of the situation and to ask questions. She/he may ask another person, not involved in the situation, to accompany her/him as an observer at the meeting. The observer may not ask questions, present material, or serve as a witness.
4. After the First Review meeting with the student, the faculty and the academic/professional advisor will meet to determine the next step. If they determine that action must be taken in this situation, they will develop a written plan for remediation or other appropriate course of action and will schedule a meeting to discuss this plan or action with the student within ten (10) working days of their initial meeting with the student.
5. Second Review Meeting. The student is informed in writing of the need for an additional meeting and that a remediation plan is being written. All reasonable student input will be considered by faculty and must be received no later than three (3) days before the meeting. Students will submit their written information through email to the Program Coordinator.
6. During the Second Review Meeting, the student will be given the opportunity to accept the plan for remediation or course of action, or to provide a written rebuttal. If the student chooses to provide a rebuttal, the student will have five (5) working days to submit the plan. The faculty and academic/professional advisor will meet again to consider any new evidence presented by the student, and will provide written documentation of their decision within ten (10) working days of the date the rebuttal was received. Based on the outcome of the decision, the student will receive a copy of the original remedial plan or an updated remedial plan. This remedial plan will be final.
7. After the First or Second Review Meeting, or after considering the student's written rebuttal, faculty may conclude that dismissal from the program is the proper course of action. The student will be sent an official letter of termination from the program. If terminated, the student is strongly advised to schedule an appointment with the professional/academic advisor to evaluate the student's adjustment to the decision, to recommend available options, and to provide potential sources of guidance and assistance as necessary.
8. If the student agrees with the remediation process, the written plan will be followed. The plan must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan include - but are not limited to - an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of academic enrollment or Practicum responsibilities, increased faculty advisement and/or faculty and agency supervision, behavioral counseling with the Office of Student Development,

or leave of absence and mental health counseling/therapy. Faculty consultation with the counselor/therapist regarding progress toward goals will be required before the student is readmitted.

9. Progress must be reviewed by the faculty and academic/professional advisor before the student is allowed to continue in the social work program or to graduate. The student will be given an opportunity to provide written comments on the written review document. After the review, a copy of the current remediation plan, and the final written review, including faculty, academic/professional advisor, and student signatures, must be placed in the student's file. If progress is viewed as insufficient, the faculty and academic/professional advisor may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described below.
10. Appeals Process. If, after following the above process, the student is not satisfied with the remedial plan or has been terminated, the student may elect to appeal. Appeals are directed to the Associate Dean of the College of Education and Human Services.

Additional Points of Emphasis

Clearly not every contingency can be covered in this policy. Exceptions may be made in unusual circumstances and/or if public/student welfare is at risk. Confidentiality must be maintained at all times. This policy is subject to annual review/revision.

SIGNED:

Student

Date

Faculty Interviewer

Date

The student's signature on this document verifies that he/she has read the policy and agrees to its terms.
Revised August 9, 2016.

PROFESSIONAL SOCIAL WORK SPECIFIC-BEHAVIORS

The following table provides examples of some of the more important ethical requirements and related behavior concerns. It is the responsibility of students to understand the Code of Ethics in its entirety, and be aware of additional ways in which problematic behaviors may arise. Included in this table are several Council of Social Work Education practice behavior guidelines. This is not an exhaustive listing.

Professional Attribute	Code of Ethics Statement(s)	Characteristic Behavior	Behavioral Concerns
Respectful treatment of and attention to others.	<p>Ethical Principle: “Social workers respect the inherent dignity and worth of the person.”</p> <p>1.12: “Social workers should ...use accurate and respectful language in all communications to and about clients.”</p> <p>2.01: “Social workers should treat colleagues with respect ...”</p>	<p>Nonjudgmental listening to instructors and other students.</p> <p>Not being disruptive within the classroom.</p> <p>Attempt to defuse potentially tense encounters. Tactfully focus on issues and rational arguments when disagreeing with an opinion. Support others within the context of group projects.</p>	<p>Snickering, sighing or making faces when others are speaking, or purposefully ignoring others when they are speaking.</p> <p>Disruptive behaviors in the classroom such as having cellphones on, texting during class, working on other assignments, side conversations, talking over other students or professors.</p> <p>Arriving late to class or leaving early on a regular basis.</p> <p>Personalizing arguments or attacking others during the course of class discussions, or speaking derisively about other students or professors behind their backs. Challenging a professor or student in a defiant or aggressive manner.</p>
Honesty and integrity	<p>Ethical Principle: “Social workers behave in a trustworthy manner.”</p> <p>4.04: “Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.</p>	<p>Honesty in communication with fellow students, faculty, employers, clients and others.</p> <p>Displaying a professional manner, especially when in a field agency or in a public setting.</p>	<p>Cheating on tests, engaging in plagiarism, dishonest statements regarding course activities, etc.</p> <p>Deception in procuring volunteer/paid service hours.</p> <p>Deception in agency record-keeping within the context of a field placement or other agency involvement.</p>

Professional Attribute	Selected CSWE Guideline	Selected Characteristic Behavior	Selected Behavioral Concerns
Competence	<p>Ethical Principle: “Social workers practice within their area of competence.”</p> <p>1.04 (a) “Social workers should provide services and represent themselves only within the boundaries of their education, training, ...”</p> <p>4.05 (a) “Social workers should not allow their own personal problems, psychological distress, ...to interfere with their professional judgment or performance ...”</p>	<p>Honesty with field agencies about area of knowledge and experience.</p> <p>Ensure proper boundaries are maintained when engaging in discussions with clients, co-workers and field supervisors.</p> <p>Students will not commit to a course of education or to a field placement if unsure of one’s ability to follow through with the commitment due to personal issues.</p>	<p>Engaging in any type of intervention or treatment that the student does not understand, especially when clients may be harmed.</p> <p>Consistent issues related to reliability (e.g., chronic lateness or absences, not following through on group projects, late assignments) in classes and/or field placements. Failure to meet syllabus expectations.</p> <p>Problematic boundary or conflict of interest issues, especially related to clients (e.g., a personal relationship with clients or family members outside the Agency auspices). Emotional and/or physical issues that interfere with competent practice.</p>
Confidentiality	<p>1.07 (b) “Social workers may disclose confidential information when appropriate with valid consent ...”</p> <p>1.07 (i) “Social workers should not discuss confidential information in any setting unless privacy can be ensured.”</p>	<p>Students will discuss issues related to practicum clients if they can share information in a way that does not compromise confidentiality.</p> <p>Student’s respect for fellow students and others is such that they are very cautious of what personal information they share with others and in how they share information.</p>	<p>Disclosing confidential information about clients in course assignments, discussions with fellow students, etc.</p> <p>Disclosing personal information about fellow students that is hurtful or demeaning. Disclosing personal information about fellow students or faculty in a public forum or on social media without their prior consent.</p>

Professional Attribute	Selected CSWE Guideline	Selected Characteristic Behavior	Selected Behavioral Concerns
Professional Demeanor	Practice Behavior #4: Demonstrate Professional Demeanor in Behavior, Appearance, and Communication	In class settings, field placements, and other areas where the student is readily identifiable as a social work student, s/he should be aware of personal appearance and actions.	Use of disparaging, crude, or offensive language, especially in public settings. Sexually provocative manner of dressing or behavior in all social work settings.
Managing Personal Values and Information	Practice Behavior #7: Recognize and Manage Personal Values in a Way that Allows Professional Values in Guide Practice.	<p>Students demonstrate an awareness of the proper use of self-disclosure of personal information, and its potential impact on others.</p> <p>Students understand when their personal values may be limiting client self-determination.</p> <p>Students understand the power relationship inherent in the client/worker dyad (e.g., that workers may have an undue influence over vulnerable clients) and are cautious of overly influencing clients.</p>	<p>Sharing personal issues about oneself or one's background at times/places or in ways that make others (especially clients) uncomfortable, or might make others question the student's judgment.</p> <p>Pushing clients to make specific decisions that relate to the student's rather than the client's value or belief system.</p> <p>Students use their own personal past experiences with social work(ers) and/or insight gained from overcoming a difficult situation as their only guide to assisting clients with similar issues.</p>

CODE OF ETHICS STATEMENT OF UNDERSTANDING

Social Work Major Application

Initial each statement below that you are in agreement with. If you have concerns or do not agree, leave the statement blank and be prepared to discuss the issue and any questions you have at your interview.

The National Association of Social Workers Code of Ethics can be accessed online at <http://www.socialworkers.org/pubs/code/default.asp>

COMMITMENT TO SOCIAL WORK VALUES

- _____ 1. I have read the National Association of Social Workers Code of Ethics.

- _____ 2. I understand what it means to make a commitment to follow the NASW Code of Ethics, and I have no concerns regarding this commitment or I have raised these concerns with social work faculty.

- _____ 3. I understand I have a responsibility to follow the NASW Code of Ethics as a future professional social worker and commit myself to follow the NASW Code of Ethics as a student social work major, in my field practicum, and as a future professional social worker.

- _____ 4. I understand that failure to act in a manner in keeping with the NASW Code of Ethics could result in dismissal from the social work program.

FACULTY REVIEW

The above statements have been reviewed by the student and faculty and any concerns have been discussed.

Student Signature

Date

Faculty Signature

Date

BACKGROUND INFORMATION STATEMENT OF UNDERSTANDING

Social Work Major Application

BACKGROUND INFORMATION

1. Have you ever been convicted of a crime other than a routine traffic offense? Yes No
(A DUI is not considered a routine offense and must be reported. A DUI does not automatically preclude admission to the major.)

Please list conviction(s) and year(s) received: _____

2. Have you ever been subjected to dismissal, suspension, probation, or other serious disciplinary or academic sanction by any educational institution, employer, professional associations? Yes No

If you answered yes to questions 1 or 2, please explain the circumstances on a separate piece of paper. An affirmative answer does not automatically disqualify you from admission into the social work major. Your answer will be reviewed in relation to your entire application.

POTENTIAL IMPACT OF BACKGROUND INFORMATION

Initial each statement below that you are in agreement with. If you have concerns or do not agree, leave the statement blank and be prepared to discuss the issue and any questions you have at your interview.

_____ 5. I understand that failure to previously disclose adverse information related to questions 1, 2 or 4 during the course of the application process will be grounds for dismissal from the social work program.

_____ 6. I understand that some field placements and employment settings will require that I give consent to a criminal and/or financial background check. I understand I may not be able to secure a practicum placement because of any past criminal actions.

_____ 7. I understand that the Illinois Licensed Social Worker (LSW) exam application will ask me to indicate any felony convictions. I understand that it may be extremely difficult, if not impossible, for me to become a licensed social worker if I have a felony conviction.

FACULTY REVIEW

The above statements have been reviewed by the student and faculty and any concerns have been discussed.

Student Signature

Date

Faculty Signature

Date

BSW PROGRAM STUDENT HANDBOOK ACKNOWLEDGEMENT

Social Work Major Application

Initial each statement below that you are in agreement with. If you have questions, leave the statement blank and be prepared to discuss them at your interview.

The BSW Program Student Handbook may be accessed online at
http://www.wiu.edu/coehs/health_sciences/undergraduate_programs/BSW%20Handbook.pdf

- _____ 1. I have read the Western Illinois University BSW Program Student Handbook.
- _____ 2. I understand that I am responsible for knowing the information in the Handbook.
- _____ 3. I have discussed my questions regarding the Handbook with Social Work faculty.

FACULTY REVIEW

The above statements have been reviewed by the student and faculty and any questions have been discussed.

Student Signature

Date

Faculty Signature

Date

Transcripts

Insert unofficial copies of transcripts here.