

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Master of Social Work

Issue

Utah Valley University (UVU) requests approval to offer a Master of Social Work (MSW) effective in fall 2017. The institutional Board of Trustees approved the degree on March 30, 2016.

Background

The proposed Master of Social Work degree builds on an existing Bachelor of Social Work (BSW) program at UVU. With the MSW, graduates would be positioned to become a Licensed Clinical Social Worker (LCSW), qualifying them for responsible positions in the areas of mental health, medical social work, child welfare, etc. The proposed MSW includes specializations in mental health, addictions, and engaging with diverse populations, and meets the standards of social work's accrediting body, the Council on Social Work Education (CSWE). At 60 credits, the MSW by UVU is consistent in length with other programs across the state and nation in accordance with CSWE standards.

The proposed MSW would be based in UVU's interdisciplinary Department of Behavioral Science, and several faculty members from related disciplines (family studies, peace and justice, psychology, etc.) have expressed interest in collaborating with and teaching in an MSW program. There are currently four full-time and eight adjunct social work faculty members in the Department; two of the current full-time faculty would transfer from the BSW to the MSW program, creating a need for two additional full-time faculty members in fall 2017; and three additional full-time and one additional adjunct faculty would be needed in fall 2018. To meet CSWE standards, a program director (full-time PhD faculty member with a two-course release) would oversee the MSW program, and a field director (full-time LCSW faculty member with a two-course release) would manage the field practicum component of the program; a full-time administrative assistant and a full-time academic advisor would be hired for the MSW program, as well.

In a recent survey conducted by UVU's student association, the master's degree most requested to be added at the University was an MSW. Furthermore, there were 326 baccalaureate graduates in the behavioral sciences and 26 BSW graduates at UVU in 2014, providing a rich pool of potential applicants to an MSW program. High labor market demand for social work professionals is documented in the UVU MSW proposal, with the competition for MSW graduates in Utah seen as becoming "intense."

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Utah Valley University and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions have reviewed and are supportive of Utah Valley University's request to offer a Master of Social Work. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah Valley University to offer a Master of Social Work.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

**Program Description
Utah Valley University
Master of Social Work**

Section I: The Request

Utah Valley University (UVU) requests approval to offer a Master of Social Work (MSW) effective in fall 2017. The institutional Board of Trustees approved the degree on March 30, 2016.

Section II: Program Description

Complete Program Description

The Master of Social Work (MSW) at UVU is designed to educate and prepare students for a career at the next level in the social work profession. The MSW will prepare students to become a Licensed Clinical Social Worker (LCSW) qualifying them for a wider range of employment opportunities (mental health, medical social work, child welfare, etc.) working with various populations (children, adolescents, adults, elderly, disabled, etc.). The MSW Program at UVU will have three different specializations: Mental Health, Addictions (including substance and nonsubstance addictions; i.e., pornography, gambling, painkillers, etc.), and Engaging with Diverse Populations. These areas of focus are projected to be significant areas of growth within the social work field over the next decade and beyond as the population ages and the need for mental health care related services increases.¹

Purpose of Degree

This degree would provide students unique opportunities to extend their educational and career aspirations in a field that is highly marketable and practical. The purpose of an MSW degree is likely best stated by CSWE's Educational Policy and Accreditation Standards:

"The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons. Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate and master's levels . . . shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community. The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate and will be discussed in greater detail in the section on accreditation."²

¹ (EMSI Q1 2015 Data Set)

² CSWE: <http://www.cswe.org/File.aspx?id=13780>

Institutional Readiness

In 2008, Utah Valley State College became Utah Valley University and completed construction of a new state-of-the-art library. Shortly thereafter, the Carnegie Foundation for the Advancement of Teaching recognized UVU as one of the nation's premier "engaged universities." Engaged universities enhance the learning experience of students by tying curriculum to the needs of the community. Engaged learning, a key mission of UVU, is focused on helping students become people of integrity, responsible stewards in their areas of influence, and competent professionals. Social work educational programs are specifically geared to build professionals of character who can work in conjunction with community members to assess community needs, determine how these needs can best be met, and assist in implementing the resulting intervention plans. Formal relationships with key community members (e.g., agency directors) are developed by social work faculty to create opportunities for students to learn while contributing to the welfare of the community.

The MSW program will be housed in the interdisciplinary Behavioral Science Department at Utah Valley University. CSWE accreditation standards mandate that all MSW programs have two administrators (both of whom also serve as faculty in the program): a program director who oversees the MSW program and a field director who manages every aspect of the field practicum component of the MSW program. The field director contracts with agencies to provide field practicum experiences for students, educates agency personnel about the MSW program and agency responsibilities to students, and ensures that students have a quality experience that includes on-site supervision, etc. The program director must be a full-time, Ph.D.-level faculty member with a master's in social work. In addition, this individual must have release time from two classes to devote sufficient time to administrative duties. The field practicum director must be a Licensed Clinical Social Worker (LCSW) and have had at least two years of social work experience since licensure. This individual must have release time from two classes as well to be able to perform administrative responsibilities.

CSWE accreditation standards also require MSW programs to manage their own budgets.³ MSW coursework will need to be taught primarily by full-time and adjunct social work faculty. Some core courses (e.g., research methods) can be taught by faculty in other disciplines. Currently, the Behavioral Science Department has four full-time social work faculty members and eight adjunct social work faculty. The MSW program will transfer two of these full-time faculty members from the current BSW and will have an immediate need for two additional faculty members to begin Fall 2017, with three more faculty members added for Fall 2018, and an additional adjunct faculty added as well (see Faculty Table below). The learning resources/instructional technology necessary for the MSW will use resources and technologies, e.g., computer, multimedia, and library resources currently utilized by the BSW and will add additional resources as the program grows.

³ Ibid.

Departmental Faculty

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	14	5	19
Full-time Non-Tenured	7		7
Part-time Tenured			
Part-time Non-Tenured	9	1	10
With Master’s Degrees			
Full-time Tenured			
Full-time Non-Tenured	2		2
Part-time Tenured			
Part-time Non-Tenured	37		37
With Bachelor’s Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	13		13
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	15		15
Total Headcount Faculty			
Full-time Tenured	14	5	19
Full-time Non-Tenured	9	0	9
Part-time Tenured	0		0
Part-time Non-Tenured	74	1	75
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for “prior to program implementation” and using the A-1/S-11 Cost Study Definition for the projected “at full program implementation.”)	57	6	63

Staff

The MSW program will be administered by a program director who is also a full-time, doctoral-level social work faculty member of the Behavioral Science Department. The field practicum component of the program will be directed by a full-time master's or doctoral-level social work faculty member of the department. CSWE allows for field directors to have only an MSW, which is the terminal degree for practicing within social work, there are many accredited MSW programs that have tenured field directors with only an MSW degree.⁴ Each of these individuals will be given release time from two classes, as mandated by CSWE accreditation standards, to carry out their administrative responsibilities.⁵ The support staff that will be needed for the MSW program includes one full-time administrative assistant. This individual would also provide some assistance for the existing BSW program. One additional full-time academic advisor would also need to be hired for the MSW, as well as other work-study students to work as teaching assistants, graduate assistants, or research assistants as needed. Some of these graduate students could also teach in the BSW program as adjuncts if they meet the necessary qualifications to do so.

Library and Information Resources

The library assigns a subject librarian to each academic department. The librarian currently assigned to the Social Work program is Emily Bullough, the Collection Management Librarian. Ms. Bullough has subject responsibility for the Department of Behavioral Sciences, which includes Psychology, Sociology, Family Studies, Archaeology, Anthropology, and Social Work. The focus of the library is to support the educational programs on campus. This is accomplished through selecting, acquiring, organizing, and maintaining equipment and materials. Librarians actively solicit recommendations from faculty to assure that collections meet program objectives and requirements.

UVU's library collection is current, with three-fourths of the collection added in the last fifteen years. Journal holdings exceed 70,000 periodical titles in 114 databases; nearly all of those titles in electronic format. Off-campus access by proxy server is available for all databases. Indexing is available for more than 480,000 journal titles. Articles not available in full-text or in the library's print holdings can be made available in two to four working days through interlibrary loan.

Determining the precise number of items in the collection that are relevant to the study of social work can be problematic. Only 1,335 items have the specific subject of social work. However, there are over 18,000 items on psychology, 9,000 items on sociology, and 1,500 items on social welfare. The library subscribes to roughly 1,000 journals related to social conditions, social welfare, sociology, family and women's studies, and psychology. Of these, sixteen are social work specific:

- AFFILIA: Journal of Women and Social Work
- Australian social work
- Canadian Journal of Social Work Education
- Child and Adolescent Social Work Journal
- Child & Family Social Work
- Health and Social Work

⁴ CSWE: <http://www.cswe.org/File.aspx?id=13780>

⁵ Ibid.

- International Social Work
- Journal of Education for Social Work
- Journal of Social Work
- Journal of Social Work Education
- Journal of Social Work Practice
- Qualitative Social Work
- Research on Social Work Practice
- Social Work
- Social Work Education
- Social work research

The library collection is growing rapidly. Over the past five years 52,789 volumes were added to the collection (an average of 10,558 volumes per year). In addition, 9,850 audio/visual items were added to the collection. In all, the library has expended an average of \$346,131 per year to improve resources for faculty, students, staff, and the community.

Currently the holdings are adequate for the proposed MSW program, but acquisitions will continue to be necessary as the program grows and additional resources are needed to keep pace with emerging research.

Admission Requirements

Requirements for admission to the MSW Program include:

1. A bachelor's degree from a regionally-accredited university or college.
2. Academic credentials attesting to strong scholarship – generally a grade point average of 3.0 or above.
3. Completion of three required prerequisite courses: Introduction to Social Work; Research Methods, and Statistics.

Recommended courses:

Abnormal Psychology. Courses with substantial contents on abnormal psychology, mental health deviance, drug addictions, violence, etc.; Human Development Over Life Span. A course that covers the entire life span; Human Biology. Human biology (Zoology) or any biology course covering anatomy and physiology that emphasizes the impact of organic, chemical, and body systems impairments on human behavior (Note: not Introduction to Biology); Social Science with Macro Context. (e.g. social institutions, organizations, systems, policies. Intro to Sociology, Political Science, Economics, or Anthropology.)

In addition to the above mentioned requirements, favored applicants show:

1. Adherence to the highest standards of conduct and ethics.
2. Emotional maturity.
3. Leadership and problem solving ability.
4. An aptitude for understanding and relating to people.
5. A demonstrated history of social service experience through volunteer or paid work experience in human service settings.

These skills and qualities are assessed through professional recommendations, an autobiographical statement, a critical thinking essay, student transcripts, and a resume.

Student Advisement

Students interested in being admitted to the MSW program will meet with the MSW academic advisor to ensure that they meet admission requirements and to review program requirements. Students who meet admission requirements will submit the admission application to the MSW Selection Committee. Those who are selected for inclusion in the program will be notified electronically and by mail. They will subsequently be provided with access to the MSW Student Handbook containing useful information on the program such as the program's mission and goals, a description of the MSW faculty, core curriculum, class sequencing, and electives, extracurricular opportunities, and graduation requirements. MSW students will be encouraged to meet with their advisor a minimum of once a year to ensure that they are progressing satisfactorily.

Justification for Graduation Standards and Number of Credits

In order to successfully graduate from the MSW Program at UVU students will need to complete 60 credit hours of graduate level coursework beyond the baccalaureate degree. The reason for this seemingly high number of credits is due to accreditation standards established by CSWE. Social work is a specialized profession and in order to allow for non-BSW students to receive their MSW they must complete the foundational courses that focus on social work. The number of credits required is commensurate with other MSW programs in the state, with the University of Utah and Utah State both requiring 60 credit hours to complete their MSW programs. The number of credits needed to graduate can be reduced if the student has a BSW from an accredited program because some of the coursework is redundant; this is in accordance with CSWE's Educational Policy and Accreditation Standards and will be explained further in the "Similar Programs" section.

External Review and Accreditation

The development of the proposal for the MSW Program was completed by existing faculty at UVU without any significant assistance from outside consultants. Some clarification was sought from the Council on Social Work Education (CSWE), but this was minimal. The accreditation organization for MSW programs is CSWE and the accreditation requirements are as follows: (1) MSW program's mission and goals reflect the social work profession's purposes, values, and the program's context; (2) MSW program curriculum prepares its graduates for advanced practice through mastery of nine core competencies: Competency One: Demonstrate Ethical and Professional Behavior; Competency Two: Engage Diversity and Difference in Practice; Competency Three: Advance Human Rights and Social, Economic, and Environmental Justice; Competency Four: Engage In Practice-informed Research and Research-informed Practice; Competency Five: Engage in Policy Practice; Competency Six: Engage with Individuals, Families, Groups, Organizations, and Communities; Competency Seven: Assess Individuals, Families, Groups, Organizations, and Communities; Competency Eight: Intervene with Individuals, Families, Groups, Organizations, and Communities; Competency Nine: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities; (3) a minimum of six full-time faculty assigned to the MSW program, with full-time appointment in social work, and whose principal assignment is to the MSW program; (4) The master's of social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The

majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work; (5) program has a director who has an earned master's degree in social work from a CSWE-accredited program with a doctoral degree preferred; a full-time appointment to the social work program; and a minimum of 50% release time to carry out administrative functions of the program; (6) program has a designated field director who has an earned master's degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate or post-master's social work degree practice experience; and a minimum of 50% release time to carry out field administrative functions; (7) program has adequate resources to achieve its mission and goals; and (8) program has an identified system of assessment to evaluate the achievement of competencies.⁶

CSWE accreditation consists of three stages: pre-candidacy, candidacy, and initial accreditation. In the pre-candidacy stage, the program submits a Candidacy Eligibility Application, an application fee of \$7298 (this is the current amount, but may be subject to change), and a Letter of Institutional Intent and Commitment. The application is reviewed by the educational specialist of CSWE's Division of Standards and Accreditation. When approved, program faculty of the applying university submit a document demonstrating that it is in compliance with the CSWE accreditation requirements. The CSWE educational specialist assigned to the program application reviews the document to determine the institution's readiness for a CSWE commissioner site visit. If the specialist determines that the university has met accreditation requirements, a commission made up of two social work faculty from different universities is formed and assigned to make an on-site visit. Following the commission's fact-finding visit to the university, the commission prepares a report that is sent to the university. Program faculty at the university subsequently prepare a written response to the commission's report and send it back to CSWE. These materials are then reviewed by the commission to determine whether the program should be granted candidacy status.⁷

The length of time a program stays in the candidacy stage depends on the program's rate of development. Each year in candidacy, a program is expected to achieve a particular level of compliance with CSWE's Educational Policy and Accreditation Standards, pay a fee, and have a commissioner site visit. At the end of the second year of candidacy, the program prepares a written self-study, which is reviewed by the commission to determine the program's readiness for a third site visit. If the program is deemed ready, a two-member site team visits the program and then submits a written report of their assessment of the program. This report, along with the program's response to the site team's report, are subsequently submitted to the commission for initial accreditation review. Initial accreditation is granted for a four-year period. Subsequent re-accreditations take place every eight years thereafter.⁸

⁶ CSWE: <http://www.cswe.org/File.aspx?id=13780>

⁷ Ibid.

⁸ Ibid.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected				
		Year 1 (17-18)	Year 2 (18-19)	Year 3 (19-20)	Year 4 (20-21)	Year 5 (21-22)
Data for Proposed Program						
Number of Graduates in Proposed Program	0	0	20	24	24	24
Total # of Declared Majors in Proposed Program	0	20	44	48	48	48
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	57.00	59.75	63.00	63.00	63.00	63.00
Total Department Student FTE (Based on Fall Third Week)	1,674	1,703	1,740	1,746	1,746	1,746
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	29.37	28.50	27.61	27.71	27.71	27.71
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable	N/A					

Expansion of Existing Program

This is a new program, however, many of the resources necessary for the proposed MSW are already in place with the existing BSW program, i.e. library resources, field placement, etc.

Section III: Need

Program Need

The job market outlook for MSWs is already very positive within traditional social work positions, yet there are likely opportunities for MSWs in other sectors as well.⁹ The skills that students receive in the MSW program at UVU will prepare them well to work in the community (locally, regionally, nationally, globally) in an ethical and professional manner that will reflect the high standards that UVU maintains. Several local agencies have expressed a desire for an MSW program at UVU for a variety of reasons. Doug Gale, Executive Director of Scenic View Academy, stated that: "There is a demand in the Utah Valley Area for an MSW program as several of my peers in other agencies are looking for ways for their quality employees to receive advanced training . . . I would think that if UVU started with a program of 12-15 students the program would immediately fill and have a waiting list."¹⁰ Another community leader, Bert Peterson, Associate Region Director for DCFS, stated: "It would be a benefit to staff in our agency to have a local MSW program for them to attend . . . I have had the wonderful opportunity to observe the progressive mindset of the leadership of the BSW program at UVU . . . and I have been very impressed with the level of their (students) initiative and the high level of their social work skill and work ethic."¹¹ Finally, Richard Nance, Director of the Utah County of Drug and Alcohol Prevention and Treatment, stated: "Pressure on the other MSW programs in the state to produce a behavioral health workforce means that there will be an inadequate labor pool of qualified professionals to fill future job openings—especially in Utah County . . . With the advent of the Affordable Care Act, the Utah Justice Reinvestment Initiative, and the impending expansion of Medicaid by the state legislature, competition for MSW's in Utah will become intense."¹² There is clearly a need for an MSW program at UVU to provide support to the surrounding community and more importantly the community is prepared and well-motivated to support an MSW program as well.

Labor Market Demand

Social work is a very broad and diverse field so it is difficult to describe all the different positions available for graduates, but the Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. There are several codes that are related to social work, but the following CIP code is the most specific for the proposed MSW.

Detail for CIP Code 51.1503

Title: Clinical/Medical Social Work.

Definition: A program that prepares individuals for the specialized professional practice of social work, in collaboration with other health care professionals, in hospitals and other health care facilities and organizations. Includes instruction in social work, psychiatric case work, clinical interviewing techniques, therapeutic intervention strategies, patient testing and evaluation, patient and family counseling, social rehabilitation, patient care planning, record-keeping, and support services liaison.

Standard Occupational Classification (SOC) Code(s) for Proposed Program include the following: 21-1020 Social Workers; with the following subcategories; 21-1021 Child, Family, and School Social Workers; 21-1022 Healthcare Social Workers; 21-1023 Mental Health and Substance Abuse Social Workers; 21-1029 Social Workers, All Other; Minor Group: 21-1000 Counselors, Social Workers, and Other Community and Social Service Specialists; and Major Group: 21-0000 Community and Social Service Occupations

⁹ Please see <http://www.fastcoexist.com/3035124/is-the-msw-the-new-mba>

¹⁰ Doug Gale, letter to author, May 4, 2015.

¹¹ Bert Peterson, email message to author, May 1, 2015.

¹² Richard Nance, email message to author, April 29, 2015.

Because social work is a very diverse profession, there were several EMSI reports generated from the CIP codes provided. The service area EMSI reports show that for the CIP code 51.1503 there was a significant increase the past few years within the three county service area across the board for all related jobs.¹³ Specifically, for the percentage change compared to the national average the smallest difference was 6.3% locally vs. 2.4% nationally, the greatest difference was 9.7% locally vs. 1.0% nationally. With regard to the category of “Regional Program Completions” vs. number of “Annual Openings” the largest gap was 55 for the code 51.1503, Clinical Medical Social Work, (which is precisely what the MSW is designed for). It is important to note here that BYU is the only regionally located MSW program (there are no MSW programs through USHE in UVU’s region), and as was pointed out earlier many of their graduates do not remain in the community, which leaves a significant employment gap.

The State data were similar, although there were some notable differences compared to the regional data. Specifically, for the percentage change compared to the national average the smallest difference was 4.5% statewide vs. 2.4% nationally, the greatest difference was 6.1% statewide vs. 1.0% nationally. With regard to the category of “Regional Program Completions” vs. number of “Annual Openings” there was a significant difference between regional and state data. The largest gap for available jobs was 257 for the code 51.1503, Clinical Social Work, (again, precisely what the MSW is designed for). Moreover, in the Burning Glass report, there are 413 listed postings for social work alone, and another 1501 job listings in related fields.¹⁴ With the data from the EMSI and Burning Glass reports it is clear that there is an existing need for more MSW graduates, and the need is projected to persist for the foreseeable future.

Another important piece of information found in the EMSI report is that for the category of Mental Health Counselor, The University of Phoenix and Argosy University (both located in Salt Lake) are listed as regional universities that graduated 118 students in this field; several UVU students have pursued graduate degrees at these institutions. An MSW program at UVU would provide an important alternative for UVU graduates that would provide better training at a greatly reduced price compared to the aforementioned programs.

Student Demand

Approximately 2400 UVU students have declared Behavioral Science as their major, and many of these go on to pursue graduate degrees, with the majority of the those being MSW programs. According to IRI data, in 2014 there were 306 graduates in Behavioral Science and another 26 with a BSW degree, which was the number of our first graduating class and the number of students enrolled in the BSW has increased each year. Not all of these graduates go on to pursue an MSW, but a significant number of them do, and it would be beneficial to the students and the community to offer an MSW locally where students could stay and work within the surrounding community.

In addition to the IRI data, several students from the BSW program at UVU have expressed strong interest in an MSW program at UVU because of their positive experiences as undergraduates. A few examples of these here:

¹³ EMSI Q1 2015 Data Set: Please see http://www.economicmodeling.com/2015/07/02/emsi_2015-2_data_now_available/

¹⁴ Please see <http://burning-glass.com/labor-insight/>

"I would love if UVU would offer an MSW program. My experience in the undergrad program was nothing except amazing. I know the staff could teach at the master's level and really help make great LCSWs. I also think that if UVU were to offer an MSW program that many people would apply. There are so many trying to get into that program, and UVU could help its community out by making it more available to its members."¹⁵

"I would be more than thrilled if Utah Valley University was able to get a Master in Social Work. Social work is something that many students are able to relate to and such a big part today in society. Being able to have an MSW at UVU would help me in many ways. I love UVU and the many opportunities that UVU has given me. If I didn't attend UVU, I would still be taking 'lower classes' still figuring out what I want to do for the rest of my life. UVU helped me realized what I was good at and how I could make a differences in this world. By having a MSW at UVU I would be able to feel more confident in getting a Master's. School is not something that comes easy to me, and being able to already know my professors and how they grade, teach, etc. would help me in the learning process. I am more than grateful for the opportunity I had in getting my BSW at UVU and would be more than thrilled to receive my master's there as well."¹⁶

There was a survey conducted this past year by the UVU Student Association to determine which master's degrees students wanted most. There were 621 respondents representing seven different colleges, and 20% of the students listed the MSW as the master's program they would be the most interested in. It was the number one requested program to add at UVU, which is also significant because the same survey asked students if they would stay at UVU for graduate school if they had the choice and 92% said they would.

Similar Programs

As was previously mentioned, the University of Utah and Utah State both currently offer MSW programs. While the program at UVU would be similar due to CSWE accreditation standards and curriculum requirements, UVU's program would differ in the following ways.

First, in addition to the mental health and addiction tracks UVU plans to offer a special track that neither of the other USHE programs offer, "Engaging with Diverse Populations". This specialized track will focus on working with the Latino and Pacific Islander communities that live in Utah. Every MSW student will be required to complete Social Work with Latino, Pacific Islanders, and other Communities of Color. In addition, students who choose the Engaging with Diverse Populations track will receive training on how to engage and empower these communities across a wide range of parameters and problems. This also fits well with UVU's special initiative of inclusion of historically disenfranchised populations in order to promote better education, employment opportunities, and living standards for these communities.

Second, the MSW would include a significant number of hybrid courses (classes where up to half of the content and coursework is completed online) in order to provide increased flexibility for students who may choose to continue working while in school or who have other constraints on their time. The current social work faculty believe that this will provide the optimal balance between traditional in-class training and utilization of current technologies. Social work is a very practice-oriented field, and a hybrid approach

¹⁵ Email message to author, May 21, 2015.

¹⁶ Email message to author, May 20, 2015.

allows for specialized application of knowledge and theories that can be effectively learned online. UVU eventually plans to offer all core courses and the majority (if not all) of electives as hybrid courses.

Finally, the MSW at UVU also plans to offer an Advanced Standing Program. Advanced standing allows students to waive the majority of first year coursework if they have graduated from an accredited BSW program. This is in accordance with CSWE's EPAS standards that seeks to limit redundancy between an MSW and BSW program. UVU plans to offer this option to students as soon as CSWE Accreditation will allow. The current advanced standing programs at Utah State and the University of Utah limit the number of students who are able to take advantage of this reduced credit program. All graduates from UVU's BSW program, as well as BSW graduates from the University of Utah, Weber State, and Utah State, will qualify for the advanced standing program at UVU. An advanced standing program at UVU will enable a larger number of students to complete their MSW faster and prepare them for the workforce at an accelerated pace.

Collaboration with and Impact on Other USHE Institutions

On August 27, 2015 the BSW Program Director sent the following email to Hank Liese, Dean of the College of Social Work at University of Utah and Derrick Tollefson, MSW Program Director at Utah State:

"I wanted to let you know that Utah Valley University is in the process of proposing a new MSW Program that, if approved, will begin in fall semester of 2017. I have attached the Executive Summary that provides a brief overview of our proposal and what the program will entail. Briefly stated, we plan to offer three tracks; Mental Health, Addictions, and Engaging with Diverse Populations. The projected growth and need for MSW's, along with student demand to continue their education at UVU, has prompted this development. The primary catchment area for the proposed MSW program at UVU will be Utah County, Wasatch County, and Summit County. I do not anticipate any detrimental impact on your respective programs and believe that the establishment of an MSW program at UVU will provide additional for collaboration across USHE institutions and provide long-term improved client services. We are excited for this opportunity, if you have questions please feel free to contact me."

The BSW Program Director received positive responses from both the University of Utah and Utah State and will continue to communicate with their programs in order to optimize collaborative efforts.

Benefits

An MSW program at UVU will provide greater opportunities for students within its catchment area as well as opportunities for faculty and students in the behavioral sciences to engage in graduate level education. One of the ways the MSW may provide more opportunities for students is the proposal to offer three different avenues to complete the MSW; a full-time program, a part-time program, and an advanced standing program. The full-time program would be a traditional full-time day program, while the part-time program would be primarily in the evening and/or on weekends to accommodate working students. The advanced standing program is something that is fairly unique to social work education because CSWE allows students who have successfully completed a BSW from an accredited program (which UVU already has) to skip the foundational courses, typically completed in the first year of the MSW, as well as the first year practicum. This significantly reduces the redundancy of the coursework required as well as tuition costs for students. The benefit to USHE is that UVU would be able to fill the gap in Utah County, and the surrounding catchment area, so that students could more easily complete their MSW degree without having to relocate to the University of Utah or Utah State. Moreover, while some students within UVU's catchment

area may attend BYU's MSW program, there are a limited number of slots and many of BYU's students are from out of state and typically return to their home states for employment.¹⁷ As mentioned above, the need for MSW's is projected to grow significantly over the next decade and despite the fact that Utah State and the University of Utah graduate a significant number of MSW students, there is still a dearth of MSW's to fill needed positions both locally and nationally.

Consistency with Institutional Mission

The proposed MSW program is appropriate to the University's mission, roles, and goals of being serious, inclusive, and engaged. UVU exists, according to its mission statement, to provide opportunity, promote student success, and meet regional educational need. Human service agency administrators have repeatedly identified the need for an MSW program in Utah Valley. Directors of a large number of these agencies have written letters to the University's personnel expressing the region's need for a local MSW program to provide interns for their agencies and future employees whom they can hire for staff positions.

The University is committed to foster engaged learning. An important feature of social work education is that it involves a cooperative effort between students, social work faculty, faculty in related disciplines, and key players in the community. Social work education is engaged learning.

A key value of social work is integrity. Social work educational programs put a high premium on preparing people of integrity to make a difference in the world. This is in harmony with the University's commitment of developing competent professionals who are people of integrity and who can serve as stewards of a globally interdependent community.

UVU is also committed to making higher education more available to individuals and in assisting them to develop the skills and abilities they will need to make meaningful contributions in the world. Social workers make meaningful contributions in the work they do with diverse populations in dealing with problems in a variety of settings including, but not limited to, mental health, medical, addictions, and child welfare.

Section IV: Program and Student Assessment

Program Assessment

The purpose of the program assessment is to evaluate whether MSW students have developed the knowledge, values, and skills necessary to meet the nine core competencies as required by CSWE's Educational Policy and Accreditation Standards (2015), which include the following:

- Competency 1: Demonstrate Ethical and Professional Behavior;
- Competency 2: Engage Diversity and Difference in Practice;
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice;
- Competency 4: Engage In Practice-informed Research and Research-informed Practice;
- Competency 5: Engage in Policy Practice;
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities;
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities;

¹⁷ Please see (<https://socialwork.byu.edu/Pages/Students/Prospective%20Students/MSW/Letter.aspx>).

- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities; Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Each Competency is covered in at least two courses and throughout the practicum experience. Assessment is used to continually inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

The program assessment plan utilizes two measures that will provide both summative and normative measures, each conducted at multiple points, as well as one additional qualitative measure conducted just prior to students' completion of the program.

The first measure entails field instructors' assessments of students' practicum and of UVU's MSW program. The second measure consists of several assessment tools included in the Social Work Education Assessment Project (SWEAP, formerly the BEAP). The SWEAP measures specific outcomes that are tied to the nine core competencies and their corresponding practice behaviors and seeks to measure student readiness for practice across the nine core competencies. There is some overlap in these assessment tools, particularly with the Field Instructor Assessment and the Field Placement/Practicum Assessment Instrument. The primary reason for including both field-related measures is to ensure that students are meeting the core competencies and practice behaviors. However, another reason for including both measures is to provide the field instructors the opportunity to utilize one instrument that will be shared with the student (the Field Instructor Assessment), and one that will be completed confidentially (the Field Practicum Placement Assessment Instrument). The reasoning behind this is that the MSW is a new program and it would be beneficial to compare the two field-related measures to determine whether there are any significant differences when the evaluation is shared with the student versus an evaluation that is confidential. Eventually it may be determined that one assessment is sufficient, but for now the program plans to practice caution and be thorough. By assessing student learning from multiple perspectives, the internal validity of the program assessment is increased.

Expected Standards of Performance

CSWE has established a set of nine standards or competencies for students in MSW programs which will be used in the proposed MSW program as a basis for determining student outcomes. These standards/competencies are as follows:

Competency 1: Demonstrate Ethical and Professional Behavior

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.

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to

facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication

in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Section V: Finance

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget - Prior to New Program Implementation	Departmental Budget					
		Year 1 (2016-17)		Year 2 (2017-18)		Year 3 (2018-19)	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries & Wages	\$2,558,029	\$168,350	\$2,726,379	\$185,450	\$2,911,829	\$0	\$2,911,829
Benefits	\$949,557	\$94,890	\$1,044,447	\$96,899	\$1,141,346	\$0	\$1,141,346
Total Personnel Expense	\$3,507,586	\$263,240	\$3,770,826	\$282,349	\$4,053,175	\$0	\$4,053,175
Non-personnel Expense							
Travel	\$19,350	\$5,000	\$24,350	\$5,000	\$29,350	\$0	\$29,350

Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Expense	\$41,185	\$20,000	\$61,185	\$10,000	\$71,185	\$0	\$71,185
Total Non-personnel Expense	\$60,535	\$25,000	\$85,535	\$15,000	\$100,535	\$0	\$100,535
Total Expense (Personnel + Current)	\$3,568,121	\$288,240	\$3,856,361	\$297,349	\$4,153,710	\$0	\$4,153,710
Departmental Funding	Year 1 (2016-17)		Year 2 (2017-18)		Year 3 (2018-19)		
Appropriated Fund	\$3,568,121	\$252,305	\$3,820,426	\$251,771	\$4,072,197	-\$7,678	\$4,064,519
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees/Differential Tuition	\$0	\$35,935	\$35,935	\$45,577	\$81,513	\$7,678	\$89,191
Total Revenue	\$3,568,121	\$288,240	\$3,856,361	\$297,349	\$4,153,710	\$0	\$4,153,710
Difference							
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$107		\$113		\$119		\$119

* *Projected Instructional Cost/Student Credit Hour* data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

Funding Sources

Funding will consist of tuition paid by students admitted into the program.

Reallocation

Not applicable

Impact on Existing Budgets

The program costs for the proposed MSW Program will come from new tuition dollars (see above table). The budget for the Behavioral Science Department will be impacted positively because the new administrative assistant for the MSW will also oversee much, if not all, of the administrative functions for the BSW Program as well, which will free up time from existing staff within the Behavioral Science Department. Moreover, two of the current full-time faculty from the BSW Program will be moving to the new MSW Program, which will necessitate hiring additional adjunct faculty members for the BSW Program, but which will actually reduce the overall costs for that program due to salary/pay differentials.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
SW 6000	Social Work Practice I (Individuals)	3
SW 6020	Social Work Practice II: Groups	3
SW 6030	Social Work Practice III: Advanced Practice with Individuals and Families	3
SW 6040	Social Work Practice IV: Advanced Practice with Groups and Complex Cases	3
SW 6050	Social Work Practice V: Advanced Practice with Organizations and Communities	3
SW 6200	Human Behavior and the Social Environment I	3
SW 6210	Human Behavior and the Social Environment II	3
SW 6300	Social Welfare Policy and Analysis	3
SW 6320	Social Work with Latino, Pacific Islanders, and other Communities of Color	3
SW 6400	Social Work Research Methods	3
SW 6500	Addictions	2
Field Practicum Requirement	Complete the following:	
SW 6810	Integrative Seminar I	1
SW 6820	Integrative Seminar II	1
SW 6830	Integrative Seminar III	1
SW 6840	Integrative Seminar IV	1
SW 6910	Foundation Field Practicum I	4
SW 6920	Foundation Field Practicum II	4
SW 6930	Advanced Field Practicum I	4
SW 6940	Advanced Field Practicum II	4
SW 6950	MSW Capstone	2

Course Prefix and Number	Title	Credit Hours
	Sub-Total	54
Elective Courses	Choose one of the following options:	6
Addictions Track		
SW 6510	Clinical Issues in Substance-Related Addictions	2
SW 6520	Clinical Issues in Non-Substance-Related Addictions	2
SW 6530	Psychopharmacology	2
Mental Health Track	Complete six credits from the following	
SW 6610	Spirituality in Social Work	2
SW 6620	Marriage and Family Therapy	2
SW 6630	Mental Health Diagnosis	2
SW 6640	Crisis Intervention	2
SW 6650	Couples Therapy	2
SW 6660	Family Violence Across the Lifespan	2
	Other departmental approved courses	
Engaging with Diverse Populations Track		
SW 6700	Advanced Practice with Communities of Color and Other Diverse Populations	2
SW 6710	Policy Practice with Communities of Color and Other Diverse Populations	2
SW 6720	Engaging and Empowering the Latino Community	2
	Sub-Total	6
	Total Number of Credits	60

Program Schedule

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
SW 6000	Social Work Practice I (Individuals)	3
SW 6200	Human Behavior and the Social Environment I	3
SW 6300	Social Welfare Policy and Analysis	3
SW 6810	Integrative Seminar I	1
SW 6910	Foundation Field Practicum I	4
	Semester total:	14
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
SW 6020	Social Work Practice II: Groups	3
SW 6210	Human Behavior and the Social Environment II	3
SW 6500	Addictions	2
SW 6820	Integrative Seminar II	1
SW 6920	Foundation Field Practicum II	4
	Social Work Elective from track	2
	Semester total:	15

Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
SW 6320	Social Work with Latino, Pacific Islanders, and other Communities of Color	3
SW 6030	Social Work Practice III: Advanced Practice with Individuals and Families	3
SW 6400	Social Work Research Methods	3
SW 6830	Integrative Seminar III	1
SW 6930	Advanced Field Practicum I	4
	Social Work Elective from track	2
	Semester total:	16
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
SW 6040	Social Work Practice IV: Advanced Practice with Groups and Complex Cases	3
SW 6050	Social Work Practice V: Advanced Practice with Organizations and Communities	3

SW 6950	MSW Capstone	2
SW 6840	Integrative Seminar IV	1
SW 6940	Advanced Field Practicum II	4
	Social Work Elective from track	2
	Semester total:	15

Section VII: Faculty

Kris Doty is a graduate of Utah Valley University, having received her bachelor's degree in Behavioral Science. She earned a Master of Social Work degree from Brigham Young University and a doctorate in social work from the University of Utah. She researches issues surrounding Mormon culture, welfare reform, and program evaluation. Kris is a licensed clinical social worker with a specialty in crisis intervention. Her practice experience includes crisis counseling in the emergency room at Utah Valley Regional Medical Center and conducting individual and group therapy at a residential treatment facility for adults with learning disabilities. She is currently a disaster mental health volunteer with the American Red Cross and maintains a small private practice. She is also a popular speaker and trainer on topics related to depression, perfectionism, and self-care. Kris is currently the Chair of the Department of Behavioral Science at Utah Valley University and teaches in the BSW program.

Lars Eggertsen has a Bachelor's in Family Science from Brigham Young University, a Master's in Social Work from Loma Linda University, and a Doctorate from the University of Utah. He has worked with a variety of populations in various aspects of social work practice. His primary areas of emphasis are social policy, child welfare, and international social work. Currently, Dr. Eggertsen teaches a variety of courses at Utah Valley University where he has been a full-time faculty member since 2008.