

Preparations began this year for the Mid-Cycle Academic Program Review that will occur in the 2006 fall term. It seems like yesterday that we had completed the full Academic Program Review, but indeed three years have passed. The mid-cycle review provides an opportunity for a program to indicate progress toward implementation of recommendations from the full review as well as to identify post review changes and accomplishments. The BSSW program is addressing in great detail the recommendation to enhance diversity among students and faculty and in the curriculum as well as the second recommendation to provide adequate space in Henson Hall for students to work on research projects. Post review (2003 to the present) changes and accomplishments are being summarized as well in an addendum.

In the process of identifying changes and accomplishment in the past three years, there is a tendency to believe that all of them have come about by brilliant foresight and complex strategic planning. Collins and Porras (1997) in *Built to Last: Successful Habits of Visionary Companies* point out that organizations often make some of their best moves by experimentation and trial and error. This is the reality for many of the recent changes and accomplishment in the BSSW program. The program has been willing to try new ideas, keep those that work, and discard those that were unsuccessful. There has been a constant stream of change that has reset higher challenges in such areas as undergraduate research, outcomes assessment, an evidenced-based curriculum, critical thinking, interactive learning, and leadership development. The program has a penchant for not sitting still. It is predisposed to taking risks and making changes in its persistence to excel. The Annual Report provides examples of change and accomplishments during the 2005-2006 academic year and affirms the program's commitment to continuously find better ways to prepare students for generalist practice, leadership in the profession, graduate education, and engaged citizenship.

### **Highlights of 2005-2006**

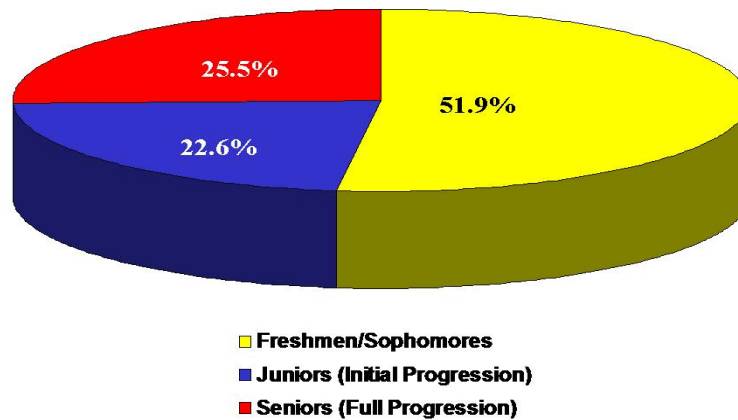
- Ms. Gayle A. Lodato was welcomed to the College of Social Work in June, 2005 as the BSSW Field Coordinator. She received her MSW from Marywood University and has extensive practice experience in the mental health field. In addition to her field practice responsibilities, Ms. Lodato is an advisor as well as the lead person for the College in undergraduate admissions and orientation activities.
- At the University of Tennessee Honors Banquet Dr. Matthew Theriot received the UT National Alumni Association's Outstanding Teaching Award. Four BSSW students were recognized at this event. Tianna Madison received a Women of Achievement Award, Laura Mann was honored as a Top Collegiate Scholar, Ashley-Paige Rollinson received an Extraordinary Professional Promise Award, and Catherine Wright received an Extraordinary Academic Achievement Award.
- Six seniors (Amber Bennett, Kelly Bunch, Melissa Lightfoot, Destiny Moore, Ashley-Paige Rollinson, and Catherine Wright) received an Award of Excellence for their research projects at the University's Exhibition of Undergraduate Research and Creative Achievement. Their faculty mentor was Dr. Matthew Theriot.
- Catherine Wright received the BSW Student of the Year Award from the Tennessee Chapter of the National Association of Social Workers (NASW). Ms. Wright received this award at Social Work Day on the Hill in Nashville on March 1, 2006. A UT student has received this honor four times in the last seven years.
- At the Annual Baccalaureate Program Directors Conference in Austin, Texas, Melissa Lightfoot, a BSSW senior, presented a paper addressing the effects of stereotypes among African Americans.
- Seniors scored above the national mean on the California Critical Thinking Skills Test.
- Catherine Wright was initiated into the Phi Kappa Phi honor society on April 13, 2006. Also at this event Jeanette Myers was recognized as the outstanding sophomore from the College of Social Work.

- Laura Mann received an award at the College of Social Work Hooding and Recognition Ceremony for her performance on the two-part BSSW Comprehensive Assessment. At the same event, Patricia Ragland was honored for Extraordinary Achievement in Senior Field Practice.
- Nine-two percent of the senior class pledged donations to the College of Social Work.

**Enrollment (2005-2006)**

In 2005-2006, one hundred six (106) undergraduate students identified themselves as being in the College of Social Work. This total was up slightly from last year. Thirty-one students (29%) of the enrolled students identified themselves as African American, Latino, or Native American. As the following chart indicates 24 students (22.6% )were in initial progression status (juniors) and 27 (25.5%) students in full progression status (seniors).

**BSSW Enrollment 2005-06**



Initial Progression (24 Juniors)					
Juniors	African-American	Caucasian	Asian	Latino	Native American
Female	3	18	1	0	0
Male	0	2	0	0	0
Total	3	20	1	0	0

Full Progression (27 Seniors)				
Seniors	African-American	Caucasian	Latino	Native American
Female	7	18	1	0
Male	0	1	0	0
Total	7	19	1	0

**Field Practice**

In 2005-2006, twenty-five (25) seniors and twenty-four (24) juniors were enrolled in field practice. One junior withdrew in spring semester. Seniors participated in a sixteen-hour-per week supervised agency field practice for the academic year. Juniors were involved in an eight-hour-per week field practicum for the spring semester. In addition, students participated in a weekly, two-hour field seminar to process their field experience and to assist them in the integration of classroom content into the practice setting.

Under the leadership of Gayle Lodato LCSW, Coordinator of BSSW Field Practice, the following agencies/programs and supervisors participated in field education during the 2005-2006 academic year.

**FIELD PRACTICE SETTING**

**FIELD INSTRUCTOR**

Baptist Hospital	Linda Dupes
BRIDGE Refugee	Richard Robinson & Kim Spoon
CARIS	Tesha Humphrey
Child & Family Tennessee Runaway Shelter	Mark Wolf
Comprehensive Community Cares	Rosemary Kitts
Concord Adult Day Enrichment Services	Sharon Hammat*
Cornerstone of Recovery, Inc..	Julie Hamlin & Jo Willery
Department of Human Services	Nancy Sentell
Developmental Resource Center	Ashley Wade*
East Tennessee Human Resource Agency (ETHRA)	Margaret San Miguel
Florence Crittenton Agency	Janet McCracken
Ft. Sanders Regional Medical Center	Kristie Belew & Hope Barlow
Holston Health & Rehabilitation Center	Jennifer Wheeler
Interfaith Hospitality Network	Stanley Taylor* & Kelly Owen
Knox Area Rescue Ministries	Tami Otter
Knox County Juvenile Court	Larry Gibney
Knox County Schools	
Christenberry	Jennifer Vaught
Gresham	Chris Beatty
Juvenile Court	Teresa Parker
Powell	Cathy Bolton
Ridgedale Alternative	Robyn Smith
West High School	Katie O'Farrell
Lakeshore Mental Health Institute	Tammy Lynn
McNabb Mental Health Center	
Bridges	Wendy Carter
Centerpointe	Tina Patania
Healthy Families	Hilary Drews & Brandi Hynes
Home Base	Greg Hill
Innerchange	Brian Tunstull
MRDD	Jeanne-Marie Gisclair
Redirections	Cassie Brandon-Smith
Sisters	Cassie Brandon-Smith
TRACES	Emma Rollands
NHC - Ft. Sanders	Alison Galyon
Office on Aging	Ruth Martin
Project GRAD Schools	
Christenberry Elementary	Missy Zensen
Dogwood Elementary	Allison Chain
Lonsdale Elementary	Susan Bryant
South Knox Elementary	Kristina Smith
Vine Middle	Annette Long
RHA Health Services	Margaret Gartlgruber
Safe Haven	Pricilla Jenkins
U.T. Home Health & Hospice	Amy Sanz
UT Hospital – Transplant Department	Amy Sanz*
Wesley House	Kara Mayo

*\*Provided supervision outside of their agency*

Forty-one (41) different program field sites were used this academic year for the forty-nine (49) students who were initially enrolled. Twelve sites or twenty-nine percent (29%) these sites were new. Students provided services to clients and communities in Blount and Knox Counties. School social work represented twenty four percent of students assigned to school settings. In addition to the high interest in

working with children and adolescents (28%), other fields of practice that attracted students were alcohol and drug treatment (12%), health care (12%), corrections (8%), developmental disabilities (6%) and aging (6%). This represents 15,000 hours of service provided to the community by baccalaureate social work students.

Forty-seven field instructors provided educational supervision for students in their field placements. Four percent of these instructors had both a BSSW and a MSSW degree in social work; seventeen percent had a BSSW only; seventy-nine percent had the MSSW degree without the BSSW degree. In summary, twenty-one percent of our field instructors had a BSSW degree. Students received a minimum of one hour of weekly supervision from their field instructors. This means that agency field educators voluntarily contributed a minimum of 2,205 hours of instructional time to our students' educational experience.

This year, nineteen (19%) field instructors completed the nine hours of field instruction training. Many had already attended and completed all three modules in previous years. All three training modules were offered twice, once in the fall and once in the spring. Another session will be offered in early August. The training was held at the Black Cultural Center. This facility has a wonderful conference room with an attached kitchen which allowed field consultants to bring in refreshments. The Black Cultural Center is convenient to Cumberland Avenue and local restaurants for the lunch break.

Students were given a twenty nine item close-ended questionnaire at the end of the academic year to evaluate their field practice experience. The questionnaire uses a five-item Likert-type scale that ranges from strongly disagrees to strongly agree; plus, there were three open-ended questions at the end of the questionnaire to allow students to fully express their thoughts or concerns. Historically, most students have consistently evaluated their field practice experience and their field instructors very positively. This year was no exception. Most students were made to feel welcome by their field instructor and were well oriented to the agency and its services. Field practice assignments were given that reflected generalist practice. In respect to the college and University's initiative to be more aware of diversity it is very encouraging to note the solid agreement on the following: field instructors provided experience with diverse clients in a variety of situations and field instructors emphasized the importance of being sensitive to issues of human diversity in service delivery. Students also reported that the field practice assignments highly reflected generalist practice and provided opportunities for generalist practice in various size systems (from micro to macro). Finally, students expressed very strong agreement regarding the support and availability of the three field practice consultants/seminar leaders.

The annual appreciation reception for the College's field instructors was held on Thursday, April 6th at The University Club. This was the first year to hold the reception in the evening, allowing for field instructors who might not otherwise be able to leave work to attend. The Keynote speaker was Dr. Vickie Stout. Dr. Stout spoke to the field instructors about the need to maintain their own physical, emotional and spiritual health in order to relate to clients and students. The following awards were presented to field instructors for their outstanding work and dedication over this past academic year:

- Susan Bryant, Project Grad social worker, was recognized and honored for her consistent commitment to provide a sound educational experience for her students. Ms. Bryant provided a strong educational focus to the field experience while structuring a wide variety of assignments to challenge the student. Supervision time was used to help the student integrate theory and practice.
- Tammy Lynn was recognized by the Bachelors Social Work Student Organization for her commitment to education through field instruction. She provided constructive feedback, maintained professional boundaries, and demonstrated a firm commitment to advocacy and social justice.
- Nancy Sentell, Department of Human Services, was recognized for her long time dedication to the field of education in social work. Nancy Sentell provided field instruction to baccalaureate Social Work students for 13 years and always made time for her students, provided a high level of supervision and provided thoughtful and thorough learning plans. Ms. Sentell worked for the department for 30 years and will be retiring this fall. She will be greatly missed by the college.

### **Senior Exit Survey**

Twenty-one seniors (84% of the class) anonymously completed the exit survey in April 2006. Using a

five-point Likert type scale (5-extremely helpful, 4-very helpful, 3-helpful, 2-not very helpful, 1-not helpful at all), the seniors responded to the follow question, “to what extent were the college’s classes helpful in developing your competencies for generalist practice?” The respondents identified the senior field practice classes (SW 480 and SW 481) as being the most helpful. This outcome was consistent with results from previous years. As shown below, no course received a mean score below 3.60.

Course	Mean Score
SW 480-481 – Field Practice (Senior Year)	4.76
SW 380 – Field Practice (Junior Year)	4.45
SW 460 – Integrative Seminar	4.19
SW 312 – Practice Methods I (Problem-Solving Process)	4.15
SW 316 – Culturally Responsive Social Work	4.11
SW 313 – Practice Methods II (Case-Management and Crisis Intervention)	4.10
SW 200 – Introduction to Social Work	4.05
SW 412 – Practice Methods III (Group/Community)	4.05
SW 416 – Social Welfare Policy and Issues	3.95
SW 250 – Social Welfare	3.81
SW 314 – Human Behavior and Social Environment	3.75
SW 310 – Social Work Research	3.60

Using the Likert-type scale identified earlier, the senior responded to questions regarding the helpfulness of the program in preparing them to the program’s educational objectives. The following chart denotes that the program is recognized by the seniors as being very helpful to extremely helpful in meeting all of the educational objectives. No item received a mean score less than 4.10. For the first time, the educational objective focusing on research methods received the highest mean score. Overall the findings were an improvement from last year’s results.

Educational Objectives	Mean Scores
Using research methods, evaluate the extent to which the goals of the change process have been met.	4.50
Adhere to the NASW Code of Ethics in one’s practice and extend professional knowledge through participating in professional development activities as well as by sharing one’s expertise.	4.45
Enhance the problem-solving, coping and developmental capacities of people in the context of their unique, diverse environments through appropriate interpersonal skills and professional use of self.	4.35
Develop a goal-oriented plan that empowers people to address problems identified in the assessment.	4.35

Accurately link people to available services that provide resources and opportunities.	4.35
Recognizing the historic mission of social work and the importance of human diversity, use a multi-cultural perspective to respond on behalf of vulnerable populations that have experienced discrimination and limited opportunities.	4.25
Critically assess one's skill-level, knowledge-base, and use of self in the professional role and consult with and seek guidance and feedback in a non-defensive manner from one's supervisor.	4.25
Identify and analyze policies impacting service delivery systems that affect clients' well-being.	4.25
Advocate for effective and humane resource systems and work with others to change those systems that are unjust, inequitable, and unresponsive to people.	4.25
Address both the person and environment through an awareness of bio-psycho-social functioning of people, the theoretical understanding of the relationship between people and social systems, and an understanding of diversity and at-risk populations.	4.25
Assess the relationship between people and social institutions based on gathered information, including existing research findings.	4.10

In open-ended questions, seniors were asked to discuss the strengths and weaknesses of the BSSW program. Field practice, faculty, and the curriculum were consistently identified as strengths of the program. No weakness was identified more than once. The final question of the exit survey asks the seniors if they had the opportunity to do it all over again would they enroll in the BSSW program at the University of Tennessee. The following chart identifies an overall positive response. The 2006 class, however was not as committed "to do it all over again" as previous classes. For example, the respondents in the 2005 class were unanimous in indicating "Definitely Yes," and in 2004, sixty-five percent of the respondents indicated "Definitely Yes."

	Frequency*	Percent
Definitely Yes	11	57.8
Probably Yes	3	15.8
Not Sure	3	15.8
Probably No	1	5.3
Definitely No	1	5.3

*\*nineteen seniors answered this question*

### **Coke with the Director**

In the past couple of years, participation in "Coffee with the Director" has been minimal. It was strongly suspected the 7:15 AM meeting time was a significant factor. This year, the time and place for informal meetings with the director changed. During the academic year, "Coke with the Director" was offered at 3:30 on Tuesday afternoon in the director's office. No appointment was necessary and there was no set agenda. During the academic year 13 students participated in this opportunity. Students met with the director to discuss a variety of topics, including course substitutions, community service opportunities, foreign study, Social Work Day on the Hill, BSSW-SWO activities, graduate school, and fund raising.

## Program Changes

In recent years, a number of students who entered the University of Tennessee with an interest in social work have changed majors in their freshman year. It appeared that students were questioning their decision to major in social work and retreating from their initial career choice. A research study was developed to answer the questions, who furnishes support to a student who has decided to major in social work and what level of support is given. Results from the study indicated that the strongest level of support was received from the students' mothers, their friends, and college advisors. There was much less support from high school principals, high school counselors and teachers, as well as from the students' fathers. Information from this research influenced the BSSW program to do the following during the 2005-2006 academic year:

- Moved the Introduction to Social Work course (SW 200) from the sophomore year to the freshman year
- Developed a student ambassador program to assist in admissions and orientation activities
- Revised handouts for high school students, their parents, and high school counselors and teachers
- Sent a welcome letter to admitted students who have identified an interest in social work
- Invited first-year students to have "Coke with the Director"

## Advising

Twenty-two seniors (88% of the senior class) anonymously completed a survey to evaluate advising. The seniors were requested to rate their assigned advisor's skill and knowledge using a five-point Likert-type scale (5-strongly agree, 4-agree, 3-neutral, 2-disagree, and 1-strongly disagree). The composite results indicated BSSW seniors rated their assigned advisors' skill and knowledge favorably and identified a high rate of satisfaction.

<b>My current major advisor:</b>	<b>2005-06 Mean Scores</b>
allow sufficient time with me at our appointments	4.64
cares about advising	4.59
is approachable and easy to talk to	4.59
shows genuine concern for me	4.45
helps me clarify academic goals	4.41
listens to my ideas and opinions	4.41
is on time for our appointments	4.36
is flexible in arranging meeting times	4.32
helps me clarify future goals	4.27
<b>My current major advisor is knowledgeable about:</b>	
the college and major curriculum	4.86
course selection for the next semester	4.68
university policies (petitions, late drop, graduation requirements)	4.50

course selection for my long-term academic plan	4.45
my duties, responsibilities relating to academic planning	4.45
graduate/professional school options	4.41
career opportunities	4.36
my academic needs (e.g., study skills, time management)	4.36
work, scholarship, and co-op opportunities	4.27
my personal interests or needs	4.09
campus-wide and college/major extra-curricular opportunities	4.05
making referrals	3.95

**Rate your general satisfaction with your assigned major advisor:**

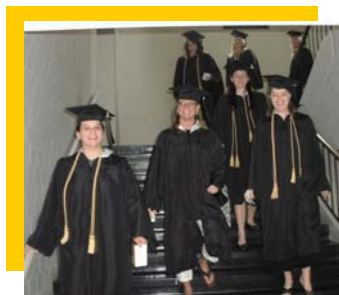
general satisfaction	4.64
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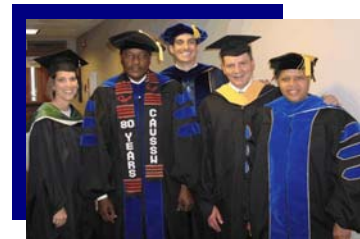
**Graduation**



Class of 2006



BSSW Graduates



BSSW Faculty

Twenty-three seniors graduated in spring 2006. Two seniors are scheduled to graduate in summer 2006. More than 25% were accepted into graduate social work programs.

**Baccalaureate Student Social Work Organization (BSSW-SWO)**

This year, a special effort was placed on the silent auction to benefit the Undergraduate Social Work Scholarship Fund. The auction is a major event at the College's Homecoming Gala. Members collected a record number of items for the auction. Due a successful auction, the BSSW-SWO was able to contribute \$3000.00 to the scholarship fund at the Hooding and Recognition Ceremony. Professional development activities included participating in "Social Work Day on the Hill" and organizing two panel discussions, one focusing on school social work and the other addressing medical social work. During the academic year, members of the organization volunteered in a number of community service activities including: Camp Rainbow, "Coats for the Cold" program, Walk for Success, Race for the Cure, and Second Harvest Food Bank.

The following chart identifies the number of members who were involved in community service as well as the number of volunteer hours that were provided in 2005-2006.

Community Service	Number of Volunteers	Hours Provided
Camp Rainbow	10	275
Walk for Success	7	21
Race for the Cure	4	8
Second Harvest Food Bank	15	34
Coats for the Cold	10	Donations
Homeless Management	7	58
Samaritan Place	13	13
Safe Haven	8	8
<b>Total:</b>	<b>74</b>	<b>415</b>

## Scholarships

Student	Award
Victoria Ford	Social Work Undergraduate Scholarship
Melissa Lightfoot	Social Work Undergraduate Scholarship
Laura Mann	John/Grace Millen Fellowship
Jessica Milstead	UT Federal Credit Union Scholarship
Patricia Ragland	John/Louise Harrison Scholarship
Yarielis Torres	Gideon Fryer Scholarship
Mary Catherine Wright	UT Federal Credit Union Scholarship

## Faculty Publications

### Journal Articles

Dulmus, C. N., Sowers, K. M., & Theriot, M. T. (2006). The prevalence and bullying experiences of victims and victims who become bullies (bully-victims) at rural schools. *Victims & Offenders*, 1 (1), 15-31.

Hall, J. C. (in press). An exploratory study of differences in self-esteem, coping responses, and kinship social support among African American college ACOAs and non-ACOAs.

Hall, J. C., & Theriot, M. T. (in press). An exploratory study evaluating the effectiveness of an innovative model for teaching multicultural social work education. *Journal of Teaching in Social Work*.

Theriot, M. T., Johnson, T. K., Mulvaney, M., & Kretschmar, J. A. (in press). Does slow and steady win the race? The impact of block versus concurrent field on BSW students' professional development and

emotional well-being. *Journal of Baccalaureate Social Work*.

### **Faculty Presentations**

Dulmus, C. N., **Theriot**, M. T., Sowers, K. M., Rowe, W., & Thomlison, R. (2005, November). Teaching techniques to assist students in locating evidence-based social work best practices. Presentation at the annual conference of the Association of Baccalaureate Social Work Program Directors, Austin, Texas.

**Hall**, J.C. (2006, January). Poster presented at 10<sup>th</sup> Annual Society of Social Work and Research Conference, San Antonio, Texas.

**Hall**, J. C. (2006, March). Panelist in the Women's History Day, "Building Communities: One Dream at a Time," UT College of Veterinary Medicine, Knoxville, TN.

**Hall**, C. J., **Theriot**, M. T., & **Bowie**, S. L. (2006, February). An exploratory study of the effectiveness of multicultural social work education. Paper presented at the 52<sup>nd</sup> Annual Program Meeting of the Council on Social Work Education, Chicago, Illinois.

**Theriot**, M. T. & Dulmus, C. N. (2005, November). Undergraduate student research projects: A student discussion panel of experiences and lessons learned. Roundtable discussion at the annual conference of the Association of Baccalaureate Social Work Program Directors, Austin, Texas.

### **Funded Research**

**Hall**, J. C. (2005 to the present). An Exploratory Study of the Effectiveness of Multicultural Social Work Education, principal investigator, University of Tennessee, Faculty Development Grant.

### **Faculty Honors**

#### **Frank J. Spicuzza**

2005 UT College of Social Work Distinguished Alumnus Award

#### **Matthew T. Theriot**

2006 University of Tennessee National Alumni Association Outstanding Teacher Award

### **Conclusion**

Previous annual reports have clearly identified the program's mission to develop generalist social workers who are strategic-thinkers, life-long learners, and opinion shapers. The program is dedicated to preparing practitioners for the challenges of today's complex, pluralistic world. Tennessee state historian, Wilma Dykeman once said, "a people without vision will perish, but without hard work, the vision will perish." In the BSSW program, there is a commitment toward the successful achievement of the program's mission. It is a conviction being actualized by a faculty and staff "going the extra mile." The continuous curricular revision, the welcomed involvement of students in faculty research, the focus on evidence-based practice and critical thinking, student advising that goes far beyond course selection, and meetings with students outside the classroom to discuss leadership possibilities, foreign study, and undergraduate research are clear examples of the resolve and intensity of this commitment to the program's mission. The deep dedication and determination of the faculty, staff, and administration to prepare our students for leadership and service as generalist social workers are evident in this report. This commitment to educational excellence bodes well for the future of the BSSW program.

### **2005-2006 Memories**

Mr. Frank Spicuzza retired from the University in May 2006 after 33 years of service. Frank began

work at the University in 1972 as a faculty member in the human services department in the College of Liberal Arts. While in this position, he taught social work, history, and political science courses and played a critical role in the creation of the new Bachelor of Science in Social Work (BSSW) program. Frank moved with the BSSW program to the College of Social Work in 1986. He was director of the BSSW program from 1987 to 1989 and from 1992 until his retirement in 2006.

During his 33 years as a faculty member at the University of Tennessee, he received the University of Tennessee Citation for Excellence in Advising (1993, 2003), the University of Tennessee Chancellor's Citation for Extraordinary Service to the University (1998), and the National Association of Social Workers-Tennessee Chapter Lifetime Achievement in Social Work Award (2001). While serving as faculty advisor to the BSSW Student Organization, the organization was awarded the prestigious Point of Light Award (#1921) by the Points of Light Foundation and Volunteer Center National Network. In addition to these awards, Frank Spicuzza leaves in retirement a legacy of noteworthy publications and presentations on undergraduate social work education.

This page is dedicated to Frank for his service and commitment to the College of Social Work and the BSSW program.



Billie & Frank Spicuzza and Gina Cox



Frank and Phyllis Betz Allison



Frank's retirement celebration at King Tuts



Frank and Judy Fiene



Frank and colleagues from the early 1980s

## **UT-BSSW Program Faculty and Staff**

### **Administration**

Karen Sowers, Dean, College of Social Work  
Frank Spicuzza, Director, BSSW Program

### **Faculty** (Primary Responsibility – BSSW Program)

Stan Bowie, Ph.D.  
J. Camille Hall, Ph.D.  
Frank Spicuzza, MSSW  
Matthew Theriot, Ph.D.

### **Coordinator of BSSW Field Practice**

Gayle Lodato, MSSW, BSSW Field Coordinator

### **Adjunct Faculty (2005-06)**

Sharon Hammat, MSSW  
Christy Hickman, MSSW  
Heather Parris, MSSW  
Teresa Rector, MSSW

### **Program Secretary**

Gina Cox, CPS

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