

UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
SW 538 Social Work Practice with At-Risk Populations
(2 credits)

Mondays 5:30 p.m. – 7:30 p.m.

Instructor:	Dr. Egan
Office Hours:	Mondays: 1:00 p.m. - 2:00 p.m. Tuesdays: 12:00 p.m. – 1:30 p.m. & by appointment
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Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct code that is in the College of Social Work MSSW Handbook. (www.csw.utk.edu).

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity (*Hilltopics*, 2009).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 2227 Dunford Hall (865-974-6087). This will ensure that you are properly registered for services.

Course Description

This is a required foundation course. This course provides in-depth study of evidence-informed and evidenced-based practice models with at-risk populations. Assessment and interventions focus on individuals, groups, families, and communities.

Course Rationale

This is a 2 credit course that builds on the foundation introductory practice course in applying generalist practice to complex social problems and issues. Knowledge, values, and skills in advocacy and evidence-based intervention methods for practice with individuals, small groups, and families, and communities are essential to influence social change and empowering clients/client systems and populations at-risk. The course emphasizes assessment and intervention with client systems inclusive of their risk, protective factors and strengths in the context of the supports and demands of their environment.

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments and/or exams):

1. Assess complex client systems from an ecological perspective for practice with individuals, small groups, families, and communities with an emphasis on diverse strengths, resources, natural support systems and using culturally affirming communication and available evidenced-based, culturally affirming assessment tools. (Practice- F.2, F.3, F.4; CT/EBP- F.1, F.4; Diversity- F.1, F.3, F.4; Research-F.1. (content: skills and strategies for assessing clients/client systems, problems, issues, and organizations; culturally affirming communication and assessment; critical analysis of assessment tools for evidence-bases and culturally affirmative elements; assessing family dynamics, roles, and patterns; information technology to locate evidence-based assessment tools).
2. Evaluate the limitations and strengths of practice models and interventions and identify best practices appropriately in work with diverse client systems, families and small groups (Practice-F.6; CT/EBP-F.1, F.3; Diversity-F.4, F.6; Pops at-risk & SJ-F.1; Research- F.1). (content: generalist group work (i.e., group dynamics, processes, roles); intra-, inter- and inter-disciplinary teams; generalist family-centered, strengths-based, evidence supported interventions; using information technological resources to identify evidence-based interventions; family configurations (e.g., single parent, step-, aging, GLBTQ) and issues (e.g., child maltreatment and abuse, mental and physical health, immigration/legal status, death and dying, disability(ies), poverty, violence); intra-, inter- and inter-disciplinary teams).
3. Recognize, analyze, and tolerate ambiguity in resolving ethical dilemmas that arise in practice with individuals, families, groups, and communities. (Values/ethics-F.1, F.2; CT/EBP-F.4; Pops at-risk & SJ-F.4). (content: NASW Code of Ethics, International Code of Ethics; ethical principles; professional values; analysis of ethical dilemmas; designing resolution strategies; utilizing supervision appropriately for analysis and resolution of ethical dilemmas).
4. Identify evidence-based prevention principles and approaches to wellbeing and social and economic justice across client systems. (Practice-F.9; CT/EBP-F.5; Pops at-risk & SJ-F.3). (content: public health/risk and resilience framework (Fraser); EBP prevention models of practice; precautionary Principle (Public Health) and traditional scientific risk assessment methodologies; at-risk populations (e.g., HIV, suicide, community, and domestic violence, and substance abuse; using information technology to identify evidence-based principles and approaches).
5. Describe how advocacy and social change are applied to advance well-being, human rights, and social and economic justice in communities, and how and when to apply such generalist strategies across larger systems. (Practice-F.5, F.10; Pops at-risk & SJ- F.4., F.6; Values/ethics-F.1). (content: models of community practice, planned social change, and empowerment (e.g., grassroots, neighborhood, and community organizing); generalist roles, strategies and tactics in organizing functional communities, community social and economic development, program development, community liaison, social planning, coalition building, political and social action;

social movements and their core components for progressive change (i.e., social work roles, scope of concern, constituencies, target systems, desired outcomes).


Required text:

Dworkin, J. (2005). *Advanced social work practice: An integrative, multilevel approach*. Boston, MA: Pearson Education, Inc.

Required readings:

***** Readings are available at UT Hodges Library @ utk.lib under Electronic Reserves for this course and instructor.**

BB: posted on our Blackboard site

 **Details of Course grading criteria, point distribution, and points and details of assignment, quizzes, & discussion boards can be found at end of Course Sessions section of this course outline**

COURSE SESSIONS

NOTE: As indicated in the course description above, this course builds upon the foundation practice course (SW 522). Therefore, students are expected to refresh their knowledge from that course, such as the following:

Psychosocial assessment(s)

Generalist interventions (e.g., problem-solving, crisis intervention, motivational interviewing, small group work, family-centered interventions, short-term interventions, etc.)

August 24, 2009 - in the classroom

Topics:

Overview of course and assignments

Discussions of student presentations in class

What is problem-based learning? What is integrated practice?

What is strengths-based practice? What is evidence-based practice?

The client pathway

Required readings:

Dworkin: Chapter 1

Case study: 2-1 Strengths-based and solution-focused narrative intervention (p. 12-16)

******* Dodd, S-J, & Jansson, B. (2004). Expanding boundaries of ethics education: Preparing social workers for ethical advocacy in an organizational setting. *Journal of Social Work Education, 40*(3), 455-465.

*******Jenson, J.M. (2007). Research, advocacy, and social policy: Lessons from the risk and resilience model. *Social Work Research, 31*, 3-5.

*******Ungar, M. (2004). A constructionist discourse on resilience: Multiple contexts, multiple realities among at-risk children and youth. *Youth and Society, 35*, 341-365.

BB: Graphic: The client pathway posted on Blackboard

August 31, 2009

Discussion Board #1 Opens August 31 and closes September 14. The case study and questions for discussion for each group are posted on our Blackboard site: *Three Assessments*.

September 7, 2009-Labor Day holiday**September 14, 2009- in the classroom**

Topics: Care coordination: Four Models
 Case study: 3-2: Outreach to homeless youth at risk (p. 37-39)
 Case Study: 2-4: Assessment challenges with an adult homeless male (p. 25-28).

Required readings:

Dworkin:

Case study: 3-2: Outreach to homeless youth at risk (p. 37-39)

Case Study: 2-4: Assessment challenges with an adult homeless male (p. 25-28).

***Fertig, A. R. & Reingold, D. A. (2008). Homelessness among At-Risk Families with Children in Twenty American Cities. *Social Service, September*, 82(3) 485-510.

***Finifter, D.H., Jensen, C.J., Wilson, C.E. & Koenig, B.L. (2005). A comprehensive multitiered, targeted community needs assessment model. *Family and Community Health*, 28, 293-306.

***Jenson, J.M. (2006). Advances and challenges in preventing childhood and adolescent problem behavior. *Social Work Research*, 30, 131-134.

BB: Coordination of care: Four Models

September 21, 2009 Online: Discussion Board #2: Opens September 21 and closes September 30. The case study and questions for each discussion group are posted on our Blackboard site.

September 28, 2009 - in the classroom

Topics: Community-based practice
 Case study: 3-4 Community-based services for youth released on parole (p. 42-44)
 Case study: 3-1: A school-based program for teen parents (p. 34-36)

Required Readings:

Dworkin:

Case study: 3-2: Outreach to homeless youth at risk (p. 37-39)

Case Study: 2-4: Assessment challenges with an adult homeless male (p. 25-28).

***Analyzing communities. (2004). In F. Netting, P. Kettner, & McMurty, S. In *Social work macro practice* (3rd ed., (p. 163-203). Boston, MA: Allyn and Bacon, Pearson Education Inc.

***Chino, M. & DeBruyn, L. (2006). Building true capacity: Indigenous models for indigenous communities. *American Journal of Public Health*, 96, 596-599.

***Haber & Toro. (2004). Homelessness among families, children, and adolescents: An ecological- developmental perspective. *Clinical Child and Family Psychology Review*, 7, 123-163.

***Harris, M., & Franklin, C. (2003). Effects of a cognitive-behavioral, school-based, group intervention with Mexican American pregnant and parenting adolescents. *Social Work Research*, 27(2), 71-83.

October 5, 2009 Online: Discussion Board #3: Opens October 1 and closes October 12. The case study and questions for each discussion group are posted on our Blackboard site

October 12, 2009 - in the classroom

Topics: Organization-based practice
 Case study: 2.5: The impact of agency policy on intervention with a family affected by attention-deficit hyperactivity disorder and/or oppositional defiant disorder (p. 29-32).
 Case study: 5-1: A Bosnian family's struggle with serious mental illness (p. 57-60)

Required Readings:

Dworkin:

Case study: 2.5: The impact of agency policy on intervention with a family affected by attention-deficit hyperactivity disorder and/or oppositional defiant disorder (p. 29-32).

Case 5-1: A Bosnian family's struggle with serious mental illness (p. 57-60)

***Analyzing human service organizations. (2004). In F. Netting, P. Kettner, & McMurty, S. In *Social work macro practice* (3rd ed., (p. 255-296). Boston, MA: Allyn and Bacon, Pearson Education Inc.

*** Glisson, C. (2000). Organizational climate and culture. In R. Patti (Ed.), *Handbook of social welfare management* (pp. 195-218). Thousand Oaks, CA: Sage.

October 19, 2009 Online: Quiz #1.

October 26, 2009 - in the classroom

Topics: Practice with refugees and newcomers
 Case study: 5-2: Resettlement of a Jewish refugee family from the former Soviet Union (p. 61-64)
 Case study: 4-2: A Cambodian women with severe psychological & social trauma (p. 49- 51): 5-3: Interventions for recent Hmong immigrants (p. 65-67)

Required readings:

Dworkin:

Case study: 5-2: Resettlement of a Jewish refugee family from the former Soviet Union (p. 61-64)

Case study: 4-2: A Cambodian women with severe psychological & social trauma (p. 49- 51): 5-3: Interventions for recent Hmong immigrants (p. 65-67)

***Birman, D., Trickett, E. & Buchanan, R.M. (2005). A tale of two cities: Replication of a study on the acculturation and adaptation of immigrant adolescents from the former Soviet Union in a different community context. *American Journal of Community Psychology*, 35, 83-101.

***Congress, E. (2004). Cultural and ethical issues in working with culturally diverse patients and their families: The use of the Culturagram to promote culturally competent practice in health care settings. *Social Work in Health Care*, 39(3/4), 249-262.

***Cox, K.F. (2005). Examining the role of social network intervention as an integral component of community-based, family-focused practice. *Journal of Child and Family Studies*, 14, 443-454.

***Nicholson, B. & Kay, D. (1999). Group treatment of traumatized Cambodian women: A culture-specific approach. *Social Work, 44*, 470-479.

November 2, 2009 Online: Discussion Board Groups: Preparation for 4-student class presentation project

November 9, 2009 - in the classroom

Topics: Culturally related health beliefs

Western and alternative medical models

Case study: 6-1: Dealing with endstage illness cultural issues and interdisciplinary team (p. 69-71)

Case study: 6-2: AIDS in remission: Reversing direction (p. 72-74)

Case study: 6-3: Northeast valley: A Latino community overcoming vulnerability (p.75-78)

Required readings:

BB: Culturally related health care beliefs & Western-Alternative medical models

Dworkin:

Case: 6-1: Dealing with endstage illness cultural issues and interdisciplinary team (p. 69-71)

Case: 6-2: AIDS in remission: Reversing direction (p. 72-74)

Case: 6-3: Northeast valley: A Latino community overcoming vulnerability (p.75-78)

***Bowie, S., & Rocha, C. (2004). The promise of public housing as a community-based model of health care. *Health & Social Work, 29*(4), 335-340.

***Bronstein, L.R. (2003). A model for interdisciplinary collaboration. *Social Work, 48*, 297-306.

***Heflinger, C.A. & Christens, B. (2006). Rural behavioral health services for children and adolescents: An ecological and community psychology analysis. *Journal of Community Psychology, 34*, 379-400.

***Turbin, M.S., Jessor, R, Costa, F.M., Zhang, Q. D. H., & Wang, C. (2006). Protective and risk factors in health-enhancing behavior among adolescents in China and the United States: Does social context matter? *Health Psychology, 25*(4), 445-454.

November 16, 2009 Online: Quiz #2.

November 23, 2009 - in the classroom

Group presentations on organizations, communities, and policies

Case 3-3: Response to school violence: A community-based approach (p. 40-41)

Case 4-3: Saving *STOP*: A community-based program to reduce jail recidivism among the mentally ill (p. 52-55).

Case 7-1: Primary prevention to promote effective parenting: The parent university (p. 80-84)

Required readings:

Dworkin:

Case 3-3: Response to school violence: A community-based approach (p. 40-41)

Case 4-3: Saving *STOP*: A community-based program to reduce jail recidivism among the mentally ill (p. 52-55).

Case 7-1: Primary prevention to promote effective parenting: The parent university (p. 80-84)

November 30, 2009 - in the classroom

Group presentations on organizations, communities, and policies

Case 7-2: Integrated services in American Indian county (p. 85-88)

Case 7-3: Partners in care: Enhancing medical and psychosocial care for the elderly (p. 89-92)

Case 7-4: Restoring organizational functioning: Challenge for a new executive director (p. 93-95)

Required readings:

Dworkin:

Case 7-2: Integrated services in American Indian county (p. 85-88)

Case 7-3: Partners in care: Enhancing medical and psychosocial care for the elderly (p. 89-92)

Case 7-4: Restoring organizational functioning: Challenge for a new executive director (p. 93-95).

🕒 **Details of Course grading criteria, point distribution, and points and details of assignment, quizzes, & discussion boards**

COURSE EXPECTATIONS and GRADING POLICY

1. Students are expected to participate fully in all online activities and in all classroom sessions.
2. Students are expected to read all assigned readings thoroughly before coming to class.
3. Students are expected to complete and submit out of class written assignments on time & in response to requirements of each assignment as provided and to meet the following criteria:
 - a) Of graduate level quality in writing and organization.
 - (1) Errors in spelling and grammar in a paper written outside of the classroom will result in reductions of ½ point for each error in the overall score for an assignment (does not apply to Discussion Boards)
 - b) Properly citing sources in accordance with the Publication Manual of the American Psychological Association (5th edition) in textual citations & reference lists, and
 - (1) Use 12 fonts, double-spacing, 1" margins on all 4 sides, and inclusive non-sexist language.

Total Point Distribution for Final Course grade; total points for course grades are <u>not</u> rounded— e.g., 81.999 = 81.0 (= C+)	Points for Course Assignments, Quizzes, & Activities
100 – 95 A	3 Discussion Boards (4 points each) 12 points
94 – 88 B+	Quiz #1 20 points
87 – 82 B	Quiz #2 20 points
81 – 76 C+	2-student case study presentation & paper 20 points
75 – 70 C	4-student group case presentation 25 points
69 & Below F	Pop quiz(zes) ~ <u>3 points</u>
	Total points achievable in this course 100 points

Descriptions, details and grading criteria of discussion boards, assignments, quizzes, and activities.

NOTE: The instructor reserves the right to have POP QUIZ(zes) if it appears that students are not reading the required readings.

Discussion boards

Discussion boards facilitate student's achieving competencies in the following content areas: *systems, problems, issues, and organizations; culturally affirming communication and assessment; assessing family dynamics, roles, and patterns; empowerment (e.g., grassroots, neighborhood, and community organizing; generalist roles)*

Discussion Board Grading: These five Discussion Board activities are worth 4 points each. Grading of each Discussion Board is as follows:

0-1.0 point = inadequate participation & inadequate content in response to discussions;

- 1.1-2.0 points = partially adequate participation & partially adequate content in responses discussions;
- 2.1-3.0 points = adequate participation & adequate content in response to discussions;
- 3.1-4.0 points = adequate participation & adequate content in response to discussions \pm evidence of critical thinking in responses to discussion.

D Bd. #1: *Three Assessments*. Discussion questions and items are posted on each D. Bd. group

D Bd. #2: Case study 2-3: Clinical practice in a rural community. Discussion questions and items are posted on each D. Bd. Group.

D. Bd. #3: Case Study 4-1: Multilevel solutions to violence with an African American family using oppression and feminist theories. Discussion questions and items are posted on each D. Bd. Group.

Quiz #1 is a multi-response & true/false item quiz (20 points) on the concepts, and terms of the course covered through the week of the quiz in readings, discussions, presentations with attention to the glossary at the end of the Dworkin text. The quiz is timed for 60 minutes total. Details are given on the Blackboard site for Quiz #1. The quiz allows students to demonstrate achieving competence in the following areas:

skills and strategies for assessing clients/client systems, problems, issues; culturally affirming communication and assessment; critical analysis of assessment tools for evidence-bases and culturally affirmative elements; assessing family dynamics, roles, and patterns; generalist family-centered, strengths-based, evidence supported interventions.

Quiz #2 is a multi-response & true/false item quiz (20 points) on the concepts, and terms of the course covered since Quiz #1 through the week of Quiz #2 in readings, discussions, presentations with attention to the glossary at the end of the Dworkin text. The quiz is timed for 60 minutes total. Details are given on the Blackboard site for Quiz #2. The quiz allows students to demonstrate achieving competence in the following areas:

generalist group work (i.e., group dynamics, processes, roles); intra-, inter- and inter-disciplinary teams; family configurations (e.g., single parent, step-, aging, GLBTQ) and issues (e.g., child maltreatment and abuse, mental and physical health, immigration/legal status, death and dying, disability(ies), poverty, violence; prevention.

Class presentation of case study analysis (two students)

This assignment facilitates students' achievement of competence in the following areas:

skills and strategies for assessing clients/client systems, problems, issues, and organizations; culturally affirming communication and assessment; assessing family dynamics, roles, and patterns; NASW Code of Ethics, International Code of Ethics; ethical principles; professional values; analysis of ethical dilemmas; designing resolution strategies. public health/risk and resilience framework (Fraser); EBP prevention models of practice; precautionary Principle (Public Health) and traditional scientific risk assessment methodologies; at-risk populations (e.g., HIV, suicide, community, and domestic violence, and substance abuse.

Instructions:

Step #1: Students will be assigned a case scenario from the Dworkin text during the classroom session as indicated in the outline above. Though this assignment is a group assignment by design, each individual student receives his or her own score for the assignment.

Step #2: Students are expected to cover each of the following areas in their class presentation of the assigned case (total 11 points achievable for presentation):

- 1) a summarized social work assessment of two of the following:
 - a) individuals, small groups, families, organizations, and/or communities as relevant to the case study assigned (3 points total; 1.5 points each)
 - b) include in the summary each of the following for each level identified :
 - i) the complex client/client systems from an ecological perspective; (2 points)
 - ii) the client/ client system's diverse strengths, resources, and natural support systems; (2 points)
 - iii) prioritized issues that must addressed in developing appropriate intervention(s); (2 points)
- 2) identify and explicate the existing or potential ethnical conflicts in this case scenario. (2 points)

AND:

3) a 1-2 page paper summarizing your own part/parts of the presentation; indicate in the paper to which of the above (1 a., b., c., 2) you are responding; submit through the Blackboard Assignment page for our course.

This paper is DUE by the classroom session to which the presentation is assigned.

Remember to adhere to the writing criteria noted above in this outline. Points: 9 points total: 7 points for content & 2 points for graduate level writing)

Total points achievable for this assignment = 20 points

4-student Group Project

The purpose of this assignment is for students to demonstrate skills and knowledge in the following areas:

prevention, public health strategies; strategies and tactics in organizing functional communities, community social and economic development, program development, community liaison, social planning, coalition building, political and social action; social movements and their core components for progressive change (i.e., social work roles, scope of concern, constituencies, target systems, desired outcomes); information technology to locate evidence-based assessment tools & interventions. at-risk populations (e.g., HIV, suicide, community, and domestic violence, and substance abuse; using information technology to identify evidence-based principles and approaches;

Though this assignment is a group assignment by design, each individual student receives his or her own score for the assignment.

Instructions

In this assignment, four students are assigned one case scenario as listed for the last two classroom sessions above to present to the class each of the following:

- a) assess the organizational, community, or policy of the assigned case study; (5 points)
- b) apply the ecological perspective in assessing the organization, community or population affected by the policy; (5 points)
- c) include an emphasis of cultural strengths, resources, natural support systems of the population served; (5 points)

- d) conduct a comprehensive literature review/search to identify available evidenced-based, culturally affirming organization, or community intervention strategies, or approaches to policy revisions, or advocating for policy or for its change; (5 points)
- e) engage the class in discussion of the above elements. (5 points)

Time limit for each presentation is 25 minutes with an additional ~5-10 minutes for class discussion and/or questions.

Scenarios:

Case 3-3: Response to school violence: A community-based approach (p. 40-41)

Case 4-3: Saving *STOP*: A community-based program to reduce jail recidivism among the mentally ill (p. 52-55).

Case 7-1: Primary prevention to promote effective parenting: The parent university (p. 80-84)

Case 7-2: Integrated services in American Indian county (p. 85-88)

Case 7-3: Partners in care: Enhancing medical and psychosocial care for the elderly (p. 89-92)

Case 7-4: Restoring organizational functioning: Challenge for a new executive director (p. 93-95)

Additional resources

- Campbell, A.N., Fisher, D.S., Picciano, J.F., Orlando, M.J., Stephens, R.S. & Roffman, R.A. (2004). Marketing effectiveness in reaching the non-treatment seeking marijuana smoker. *Journal of Social Work Practice in the Addictions*, 4, 39-59.
- Chung, I.W. (2006). A cultural perspective on emotions and behavior: An empathic pathway to examine intergenerational conflicts in Chinese immigrant families. *Families in Society: The Journal of Contemporary Social Services*, 87, 367-376.
- Emmons, K., & Rollnick, S. (2001). Motivational interviewing in health care settings. *American Journal of Preventive Medicine*, 20(1), 68-74.
- Glisson, C. & Schoenwald, S.K. (2005). The ARC organizational and community intervention strategy for implementing evidenced-based children's mental health treatments. *Mental Health Services Research*, 7, 243-259.
- Gorin, S. (2003). The unraveling of managed care: Recent trends and implications. *Health & Social Work*, 28(3), 241-246.
- Henggeler, S.W., Schoenwald, S.K. & Swenson, C.C. (2006). Methodological critique and meta-analysis as Trojan horse (letter to the editor). *Children and Youth Services Review*, 28, 447-457.
- Jacobson, M. & Rugeley, C. (2007). Community-based participatory research: Group work for social justice and community change. *Social Work with Groups*, 30, 21-39.
- Knight, K., McGowan, L., Dickens, C., & Bundy, C. (2006). A systematic review of motivational interviewing in physical health settings. *British Journal of Health Psychology*, 11, 319-332.
- Littell, J.H. (2005). Lessons from a systematic review of effects of multisystemic therapy. *Children and Youth Services Review*, 27, 445-463.
- Littell, J.H. (2006). The case for Multisystemic Therapy: Evidence or orthodoxy? *Children and Youth Services Review*, 28, 458-472.
- Mann, E.A. & Reynolds, A.J. (2006). Early intervention and juvenile delinquency prevention: Evidence from the Chicago Longitudinal Study. *Social Work Research*, 30, 153-167.
- Mulroy, E.A. & Lauber, H. (2004). A user-friendly approach to program evaluation and effective community interventions for families at risk of homelessness. *Social Work*, 49, 573-586.

- Murguia, A., Peterson, R., & Zea, M. (2003). Use and implications of ethnomedical health care approaches among Central American Immigrants. *Health & Social Work, 28*(1), 43-52.
- Rubak, S., Sandboek, A., Lauritzen, T., & Christensen, B. (2005). Motivational interviewing: A systematic review and meta-analysis. *British Journal of General Practice, April*, 305-312.
- Schaeffer, C.M. & Borduin, C.M. (2005). Long-term follow-up to a randomized clinical trial of Multisystemic therapy with serious and violent juvenile offenders. *Journal of consulting and Clinical Psychology, 73*, 445-453.
- Weaver, H. (2003). *Voices of First Nations People*. New York: Haworth Press.
- Weaver, H. (2005). *Explorations in cultural competence: Journeys to the four directions*. Belmont, CA: Thomson/Brooks/Cole.