I. INTRODUCTION

A. Study of local, regional, and national health care resources. Identification of health organizations, support groups, and health care delivery systems to be used for client referral. Activities include visits to various local agencies and attendance/participation in related activities.

B. Emphasis is placed on identification of health organizations, support groups, and health care delivery systems to be used for client referral as well as environmental concerns that must be navigated to provide appropriate advocacy for clients.

C. Strategies include visits to various local agencies and attendance/participation in related activities.

D. The Community Health Worker in the advocacy role will: identify various local health-related resources and their eligibility requirements; develop/define methods used for client eligibility and referral; identify the levels and settings of health care and roles of various health occupations within the community; and assist clients in meeting eligibility requirements and accessing needed services and benefits.

E. Strategies the Community Health Worker (CHW) can implement will be discussed, to include providing information and education on environmental health matters, engaging community members in understanding, addressing, and resolving environmental problems, supporting the use of protective interventions within the community, and educating community members on guidelines, policies, laws, and regulations concerning environmental health.

F. Prerequisite(s): None

II. LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:
A. Identify various of local, regional, and national health care resources and their eligibility requirements. (F1, 2, 5-17; C1, 3-20)

B. Develop/define methods used for client eligibility and referral. (F1, 2, 5-17; C1, 3-20)

C. Identify the levels and settings of health care and roles of various health occupations within the community. (F1, 2, 5-17; C1, 3-20)

D. Assist clients in meeting eligibility requirements and accessing needed services and benefits. (F1, 2, 5-17; C1, 3-20)

E. Identification of health organizations, support groups, and health care delivery systems to be used for client referral. (F1, 2, 5-17; C1, 3-20)

F. Describe how CHW’s can encourage health promotion, to include creating supportive environments, strengthening community action, and developing community member skills in order to address environmental health issues. (F1, 2, 5-17; C1, 3-20)

G. Identify the levels and settings of health care and roles of various health occupations within the community. (F1, 2, 5-17; C1, 3-20)

H. Discuss how living in a high drug use area presents unique factors to environmental health issues. (F1, 2, 5-17; C1, 3-20)

I. Develop a community-wide strategy to address environmental issues and maintain a healthy community. (F1, 2, 5-17; C1, 3-20)

Program Threads and SCANS Competencies

The curriculum content in all Mental Health Services courses are organized around five general content areas known as program threads.

**Program Threads:**

- Communication
- Legal and Ethical Practices
- Effective Helping
- Diversity
- Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary’s Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment.” Representatives from education, business, labor, and government identified the five competencies that are necessary in the work place.

Programs in the Mental Health Services Department are organized around these competencies and the three part foundational skills that the competencies are based on. Learning Activities and outcomes which relate to the SCANS Competencies are identified either in the Learning Guide, or in the syllabus with C1-20 and/or F1-17.
The competencies C1-20 include:

**Resources:** identifies, organizes, plans, and allocates resources (C1-C4).

**Information:** acquires and uses information (C5-C8).

**Interpersonal:** works with others (C9-C14).

**Systems:** understands complex interrelationships (C15-C17).

**Technology:** works with a variety of technologies (C18-C20).

The foundation competencies F1-F17 include:

**Basic Skills:** reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).

**Thinking Skills:** thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).

**Personal Qualities:** displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).

III. INSTRUCTIONAL MATERIALS

A. The instructional materials identified for this course are viewable through www.ctcd.edu/books

B. Other Instructional Materials: as directed by the instructor.

IV. COURSE REQUIREMENTS

A. **Reading Assignment:** It is suggested that the student first read the learning outcomes in the syllabus and then the assigned required readings.

B. **Assignments:** Assigned written work is detailed in the syllabus. All assigned work must be submitted by the due dates. No late papers will be accepted.

C. **Class Performance:** Students are required to: attend class regularly; be on time and to stay the whole class period; or an absence will be recorded. Students may be administratively withdrawn from class when their absences exceed a total of four (4) class meetings for a 16 week semester, three (3) class meetings for an 11, 8 or a 6 week semester, or if absences prevent the meeting of course objectives. See the current Central Texas College Catalog for details.

D. **Class Participation:** Students are required to be prepared for classroom discussions, unannounced quizzes, and exams. The student should be prepared to participate in all classroom group activities and assigned community, library and Internet activities as they relate to meeting the course objectives.
V. EXAMINATIONS

A. There will be a minimum of two major examinations. Examinations will be essay, multiple choice, true/false, or short answer.

B. No make-up examinations will be scheduled; alternative arrangements must be made with the instructor individually PRIOR to the exam date. Unexpected absences due to illness or extenuating circumstances will require the students to see the instructor as soon as possible.

VI. SEMESTER GRADE COMPUTATIONS

It is the student’s responsibility to complete the course requirements as defined within the syllabus. The final grade will be based on the information below.

<table>
<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (25 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Written Assignments (50 points each)</td>
<td>400</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Journal Project</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

A student must take the final examination to receive a grade for the course.

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>C</td>
</tr>
<tr>
<td>600-699</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

NOTE: The faculty reserves the right to adjust a student's grade for instances of disruptive/uncivil classroom behavior.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. **Course Withdrawal:** It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.
CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters, or Friday of the 9th week during the 12-week fall and spring semesters.

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade for submission to the registrar.

C. Incomplete Grade: The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course . . .” Prior approval from the instructor is required before the grade of “IP” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. Americans With Disabilities Act (ADA): Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.

G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including
expulsion.

H. **Discrimination Policy:** Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, national origin, gender, disability, age or veterans’ status.

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VIII. COURSE OUTLINE

A. Module One: Characteristics Public and Health Care Systems

1. **Learning outcomes:** Upon successful completion of this module the student will be able to:

   a. Define public health. (F1, 2, 5-17; C1, 3-20)
   b. Define your personal commitment and feelings about working as a community health worker. (F1, 2, 5-17; C1, 3-20)
   c. Describe the hospital and health care systems in your area including public health care (city, state and federal supported) and private health care (not for profit and for profit). (F1, 2, 5-17; C1, 3-20)
   d. Define public health's approach to health problems. (F1, 2, 5-17; C1, 3-20)
   e. Identify the sciences of public health. (F1, 2, 5-17; C1, 3-20)
   f. Identify types of disasters and public health responses. (F1, 2, 5-17; C1, 3-20)
   g. Discuss the Office of Emergency Management. (F1, 2, 5-17; C1, 3-20)
   h. Discuss the Federal Emergency Management Agency. (F1, 2, 5-17; C1, 3-20)
   i. Define the Principles of Emergency Planning and Preparedness. (F1, 2, 5-17; C1, 3-20)
   j. Discuss the challenges of public health in the 21st century to include infectious disease, environmental pollution, and management by objectives. (F1, 2, 5-17; C1, 3-20)
   l. Define public health's approach to health problems in a community. (F1, 2, 5-17; C1, 3-20)

   **Key Terms/Concepts:** Affordable Care Act, advocate, capitation, credentialing, health inequalities, social justice, communicable diseases, WHO, Public Health, Medical Care, Assessment, Community

2. **Learning Activities:**

   a. **Read:** Chapters 1, 30, & 31

      • Newspaper/internet sources/Module Notes/Power Points
History of Health Care  http://www.processhistory.org/chapin-healthcare/
• https://kaiserfamilyfoundation.files.wordpress.com/2011/03/5-02-13-history-of-health-reform.pdf

3. Written Assignment:

a. **Module One Written Assignment:** Collect and clip two stories from a local, regional, national newspaper or internet news source that focus on some issue of health or social care services provided to a community. News stories can be of local, state, national, or international interest. (A minimum of two stories per week are required.) Each story must be accompanied by a brief handwritten summary (one paragraph long) in your own words about why you think the article is important to the community and whether or not it has an impact on you. Why/Why not?

b. **Journal Assignment:** The student will complete a project, selecting a targeted environmental issue (i.e. drug/alcohol use/abuse, the manufacturing of drugs, low-income status, etc.) and describe the specific objectives to address the issue. You will work on your topic turning in a completed journal on the date designated by your instructor. The Journal Assignment will be graded on overview of the problem, who does it impact, how does it impact them, what is there environmental cost (financial resources, political implications, condition of the neighborhood, city, county state, nation, globally). The student will describe problems associated with not addressing the specific issue, and resources available to assist those needing help.

4. Discussion Assignments:

a. **Discussion:** Discuss the hospital and health care systems in your area including public health care (city, state and federal supported) and private health care (not for profit and for profit). Point out any similarities and/or differences as it relates to entities in your respective area as you respond to two of your classmates.

B. Module Two: Government Responsibility and Powers as it relates to Public Health

1. **Learning outcomes:** upon successful completion of this module the student will be able to:

a. Describe the contributions of CHWs in promoting the health of individuals and communities worldwide. (F1, 2, 5-17; C1, 3-20)

b. Describe Medicaid to include eligibility, enrollment procedures, transportability, and range of services available. (F1, 2, 5-17; C1, 3-20)
c. Discuss federal versus state authority. (F1, 2, 5-17; C1, 3-20)
d. Discuss how public health is organized and paid for in the US. (F1, 2, 5-17; C1, 3-20)
e. Define and discuss state health department. (F1, 2, 5-17; C1, 3-20)
f. Become familiar with federal agencies involved with public health. (F1, 2, 5-17; C1, 3-20)
g. Define the nongovernmental role in public health.

Key Terms/Concepts: Food and Drug Administration, Health Education, Injury Nongovernmental Organization, Surgeon General, Community Health, eligibility, enrollment, transportability, natural helping system

2. Learning Activities:

a. Read: Chapter 3

   • Newspaper/internet sources/Power Points

3. Written Assignments:

a. Module Two Written Assignment: Collect and clip two stories from a local, regional, national newspaper or internet news source that focus on some issue of health or social care services provided to a community. News stories can be of local, state, national, or international interest. (A minimum of two stories per week are required.) Each story must be accompanied by a brief hand written summary (one paragraph long) in your own words about why you think the article is important to the community and whether or not it has an impact on you. Why/Why not?

b. Journal Assignment: Continue to research and update your journal.

4. Discussion Assignments:

a. Discussion: Discuss the role of nongovernmental roles in public health respond to two of your classmates.

C. Module Three: Biomedical basis of Public Health

1. Learning outcomes: upon successful completion of this module the student will be able to:

a. Discuss how cardiovascular disease is a factor in public health. (F1, 2, 5-17; C1, 3-20)
b. Discuss cancer as the leading causes of death in the United States. (F1, 2, 5-17; C1, 3-20)
c. Discuss how atherosclerosis, cholesterol and hypertension contribute to cardiovascular disease. (F1, 2, 5-17; C1, 3-20)
d. Identify how a community health worker can serve clients with diabetes and other chronic diseases. (F1, 2, 5-17; C1, 3-20)

Key Terms/Concepts: Cancer, Cardiovascular disease, Cholesterol, diabetes, Hypertension, National Institutes of Health, Sensitivity, Medicaid

2. Learning Activities:
   a. Read: Chapter 11
   • Newspaper/internet sources/Power Points

3. Written Assignments:
   b. Module Three Written Assignment: Collect and clip two stories from a local, regional, national newspaper or internet news source that focus on some issue of health or social care services provided to a community. News stories can be of local, state, national, or international interest. (A minimum of two stories per week are required.) Each story must be accompanied by a brief hand written summary (one paragraph long) in your own words about why you think the article is important to the community and whether or not it has an impact on you. Why/Why not?
   c. Journal Assignment: Continue to research and update your journal.

4. Discussion Assignments:
   a. Discussion: Discuss the impact of cardiovascular disease, diabetes, or smoking on public health. Respond to two other classmates.

D Module Four: Social and Behavioral Factors in Health

1. Learning outcomes: upon successful completion of this module the student will be able to:
   a. Discuss regulation as it relates to behavior. (F1, 2, 5-17; C1, 3-20)
   b. Describe the role of education as it relates to social and behavioral health> (F1, 2, 5-17; C1, 3-20)
   c. Be able to evaluate several factors that have been considered for containing the costs of health care. (F1, 2, 5-17; C1, 3-20)
d. Be able to explain factors associated with the lack of health insurance coverage by people in the United States. (F1, 2, 5-17; C1, 3-20)

e. Be able to explain the impact on America of the Medicare and Medicaid programs. (F1, 2, 5-17; C1, 3-20)

**Key Terms/Concepts:** Social Norms, Medicare, Medicare Part A and B, Medigap, Medical Insurance, Vision Insurance, Mental Health Insurance, Provider, Medicare Advantage

2. **Learning Activities:**

   a. **Read:** Chapters 13

   - Newspaper/internet sources/Power Points

3. **Written Assignments**

   a. **Module Four Written Assignment:** Collect and clip two stories from a local, regional, national newspaper or internet news source that focus on some issue of health or social care services provided to a community. News stories can be of local, state, national, or international interest. (A minimum of two stories per week are required.) Each story must be accompanied by a brief handwritten summary (one paragraph long) in your own words about why you think the article is important to the community and whether or not it has an impact on you. Why/Why not?

   b. **Journal Assignment:** Continue to research and update your journal.

4. **Discussion Assignments**

   a. **Discussion:** Discuss the evolution of Medigap programs. What could be the impact of citizens who need the coverage but do not have it? Or discuss the role of regulation on an individual’s behavior. Is effective? Why/Why not. Respond to two other classmates.

E. **Module Five: Introduction to Health Care and Health Policy in the United States**

1. **Learning outcomes:** upon successful completion of this module the student will be able to:

   a. Understand the types of coverage available in health insurance plans. (F1, 2, 5-17; C1, 3-20)

   b. Be able to explain the impact on America of the Medicare and Medicaid programs. (F1, 2, 5-17; C1, 3-20)

   c. Be able to explain the principle underlying managed health care delivery systems. (F1, 2, 5-17; C1, 3-20)
d. Understand the basic features of HMOs and PPOs. (F1, 2, 5-17; C1, 3-20)

e. Take and defend a position regarding development of a national health care program. (F1, 2, 5-17; C1, 3-20)

f. Remain current and understand the health care reform developments at the federal government level. (F1, 2, 5-17; C1, 3-20)

g. Become familiar with health challenges among minorities. (F1, 2, 5-17; C1, 3-20)

h. Discuss the importance of stress and social support in minority communities. (F1, 2, 5-17; C1, 3-20)

i. Apply the Psychological Models of Health Behavior in minority communities. (F1, 2, 5-17; C1, 3-20)

**Key Terms/Concepts:** Security Disability, Supplemental Security Income, Social Security, Ecological model, Health belief model, Self-efficacy, socioeconomic status (SES), Social support, Stress, Trans theoretical model

2. **Learning Activities:**

   a. **Read:** Chapter 14

      • Newspaper/internet sources/Power Points

3. **Written Assignments**

   a. **Module Five Written Assignment:** Collect and clip two stories from a local, regional, national newspaper or internet news source that focus on some issue of health or social care services provided to a community. News stories can be of local, state, national, or international interest. (A minimum of two stories per week are required.) Each story must be accompanied by a brief hand written summary (one paragraph long) in your own words about why you think the article is important to the community and whether or not it has an impact on you. Why/Why not?

   b. **Journal Assignment:** Continue to research and update your journal.

4. **Discussion Assignments**

   a. **Discussion:** Discuss the one aspect of the Ecological Model that would be pertinent to your local minority community. Discuss why you chose that particular aspect. Respond to two other classmates.

F. **Module Six: Enemies of Public Health**

1. **Learning outcomes:** Upon successful completion of this module the student will be able to:
a. Discuss unhealthy eating patterns and their relation to obesity. (F1, 2, 5-17; C1, 3-20)
b. Discuss promoting healthy eating. (F1, 2, 5-17; C1, 3-20)
c. Discuss physical activity as it relates to health. (F1, 2, 5-17; C1, 3-20)
d. Discuss the obesity epidemic? (F1, 2, 5-17; C1, 3-20)
e. Describe the federal benefits for eligible U.S. veterans, their dependents, and other beneficiaries. (F1, 2, 5-17; C1, 3-20)
f. Discuss and understand the priorities for benefits, documentation needed to apply for benefits. (F1, 2, 5-17; C1, 3-20)
g. Describe the federal benefits for survivors of U.S. veterans. (F1, 2, 5-17; C1, 3-20)
h. Define SNAP Supplemental Nutrition Assistance Program. (F1, 2, 5-17; C1, 3-20)
i. Discuss Infant Mortality (IMR). (F1, 2, 5-17; C1, 3-20)


2. Learning Activities:
   a. Read: Chapters 16 & 18
      • Newspaper/internet sources/Power Points

3. Written Assignments
   a. Module Six Written Assignment: Collect and clip two stories from a local, regional, national newspaper or internet news source that focus on some issue of health or social care services provided to a community. News stories can be of local, state, national, or international interest. (A minimum of two stories per week are required.) Each story must be accompanied by a brief hand written summary (one paragraph long) in your own words about why you think the article is important to the community and whether or not it has an impact on you. Why/Why not?
   
   b. Journal Assignment: Continue to research and update your journal.
4. Discussion Assignments

  a. Discussion: Discuss your thoughts on whether or not obesity has become or is becoming an epidemic in your local areas or state. Include thoughts on why or why not. Or discuss your thoughts on teenaged pregnancy as it relates to public health. Include suggestions for preventing teenaged pregnancy or do you believe it can be prevented. Be sure to respond to at least one other posting.

G. Module Seven: Mental Health and Public Health

1. Learning Outcomes: Upon successful completion of this module the student will be able to:

   a. Define and discuss the major categories of mental illness, (Anxiety, Psychosis, Mood Disturbances, Cognition Disturbances). (F1, 2, 5-17; C1, 3-20)
   b. Discuss biological factors that may contribute to mental illness in children. (F1, 2, 5-17; C1, 3-20)
   c. Discuss and define eating disorders. (F1, 2, 5-17; C1, 3-20)
   d. Discuss mental health in adulthood. (F1, 2, 5-17; C1, 3-20)
   e. Identify eligibility for Veterans health care. (F1, 2, 5-17; C1, 3-20) Discuss mental health benefits for Veterans. (F1, 2, 5-17; C1, 3-20) Identify challenges in health care for Veterans. (F1, 2, 5-17; C1, 3-20)

Key Terms/Concepts: Anxiety disorder, Attention deficit hyperactivity disorder (ADHD), Autism, Bipolar disorder (manic-depressive illness), National Comorbidity Survey (NCS), Post-traumatic stress disorder (PTSD), Psychosis, Schizophrenia

2. Learning Activities:

   a. Read: Chapters 19

   • Clippings/Articles/Power Points

3. Written Assignments

   a. Module Seven Written Assignment: Collect and clip two stories from a local, regional, national newspaper or internet news source that focus on some issue of health or social care services provided to a community. News stories can be of local, state, national, or international interest. (A minimum of two stories per week are required.) Each story must be accompanied by a brief hand written summary (one paragraph long) in your own words about why you think the article is important to the community and whether or not it has an impact on you. Why/Why not?
b. **Journal Assignment:** Continue to research and update your journal.

4. **Discussion Assignments**

   a. **Discussion:** Discuss your thoughts on the prevalence of mental illnesses in the United States. Note your thoughts with two other classmates.

**H. Module Eight: Medical Care and Public Health**

1. **Learning Outcomes:** Upon successful completion of this module the student will be able to:

   a. Discuss when medical care is a public health responsibility. (F1, 2, 5-17; C1, 3-20)
   b. Define the conflict between public health and the medical profession. (F1, 2, 5-17; C1, 3-20)
   c. Become familiar with licensing and regulation.
   d. Discuss ethical and legal issues in medical care.
   e. Discuss ethical issues in medical resource allocation.
   f. Discuss the problems with access to medical care.
   g. Discuss the rising costs of medical care.
   h. Discuss the managed care approach public health.
   i. Explain the individual citizen’s rights under Medicaid and describe a “State Medicaid Fair Hearing”. (F1, 2, 5-17; C1, 3-20)
   j. Describe Medicaid Managed Care. (F1, 2, 5-17; C1, 3-20)
   k. Describe eligibility and basic medical insurance coverage for the original Medicare plan as well as coverage, Medicare Advantage, and Medigap. (F1, 2, 5-17; C1, 3-20)
   l. Describe the new Medicare Prescription Drug Plan. (F1, 2, 5-17; C1, 3-20)
   m. Describe the Medicare Helpline. (F1, 2, 5-17; C1, 3-20)
   n. Describe the Social Security retirement system SSI and SSD to include eligibility, enrollment and benefits. (F1, 2, 5-17; C1, 3-20)

2. **Learning Activities:**

   a. **Read:** Chapters 26 & 27
      
      - Newspaper/internet sources/Module Notes/Power Points
      - [https://www.wbur.org/commonhealth/2018/03/13/us-health-costs-high-jha](https://www.wbur.org/commonhealth/2018/03/13/us-health-costs-high-jha)

   **Key Terms/Concepts:** Advance directive, Affordable Care Act, Children’s Health Insurance
3. **Written Assignments:**

   a. *Module Eight Written Assignment:* Collect and clip two stories from a local, regional, national newspaper or internet news source that focus on some issue of health or social care services provided to a community. News stories can be of local, state, national, or international interest. (A minimum of two stories per week are required.) Each story must be accompanied by a brief handwritten summary (one paragraph long) in your own words about why you think the article is important to the community and whether or not it has an impact on you. Why/Why not?

   b. *Journal Assignment:* Finish research and complete your journal.

4. **Discussion Assignments**

   a. *Discussion:* Look on the UNOS website (https://unos.org/click) on your region of the country discuss what you learned about what is taking place in your area or how you can get involved.