

NURS 9: REASONING AND CRITICAL THINKING ON HEALTH TOPICS

In Workflow

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Approval Path

1. Fri, 29 Jan 2021 01:27:48 GMT
Tanya Altmann (kristi): Approved for NURS Chair
2. Wed, 03 Feb 2021 00:38:38 GMT
Heather Thompson (heather.thompson): Rollback to Initiator
3. Fri, 19 Feb 2021 01:07:09 GMT
Tanya Altmann (kristi): Rollback to Initiator
4. Fri, 19 Feb 2021 16:02:11 GMT
Tanya Altmann (kristi): Approved for NURS Chair
5. Thu, 25 Feb 2021 23:06:00 GMT
Heather Thompson (heather.thompson): Approved for HHS College Committee Chair
6. Thu, 25 Feb 2021 23:30:02 GMT
Mary Maguire (maguirem): Approved for HHS Dean

New Course Proposal

Date Submitted: Fri, 19 Feb 2021 05:32:50 GMT

Viewing: NURS 9 : Reasoning and Critical Thinking on Health Topics

Last edit: Thu, 25 Feb 2021 21:21:50 GMT

Changes proposed by: Bridget Parsh (102041483)

Contact(s):

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Catalog Title:

Reasoning and Critical Thinking on Health Topics

Class Schedule Title:

3 unit hybrid course

Academic Group: (College)

HHS - Health & Human Services

Academic Organization: (Department)

Nursing

Will this course be offered through the College of Continuing Education (CCE)?

Yes

Please specify:

CCE and Stateside

Catalog Year Effective:

Spring 2022 (2022/2023 Catalog)

Subject Area: (prefix)

NURS - Nursing

Catalog Number: (course number)

9

Course ID: (For administrative use only.)

TBD

Units:

3

In what term(s) will this course typically be offered?

Fall, Spring, Summer

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Nursing currently does not have a lower division GE course. Critical thinking is foundational to the field of nursing, and essential for safe nursing care. This course can expose students to nursing and develop critical thinking skills, especially as related to health.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Provides students with an introduction to critical thinking and reasoning in evaluating societal issues related to health. Students will examine sources of health information, including mass and social media to critically examine fact versus fiction. Emphasizes logical steps in problem-solving, decision-making, reasoning, and the construction of arguments about health problems and promotion. The study of critical thinking will be supplemented with readings, discussions, collaboration, presentations, dialogues, and written assignments around the topic of health.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'

Upon completion of this course, the student will be able to:

1. Identify characteristic reasoning and argumentation methods in relation to health.
2. Summarize the internal and external influences, including culture and social/mass media that impact values, understanding, and decision-making related to health.
3. Collaborate with peers in order to formulate and present logical arguments in relation to societal issues surrounding health.
4. Evaluate contemporary health topics for facts versus opinions.

The course objectives are aligned with the CSU Sacramento General Education (GE) Learning Outcomes for Area A3: Critical Thinking. For GE Area A3, students will be able to:

5. Identify and apply the elements of sound logical reasoning to compose and critique deductive and inductive arguments.
6. Identify and critique fallacies, biases, and errors in reasoning.
7. Identify and evaluate the use of facts and opinions as evidence in the construction of arguments.
8. Identify and evaluate methods and reasoning appropriate to the discipline associated with the course.

Attach a list of the required/recommended course readings and activities:

NURS 9 readings (1).pdf

weekly topics and readings NURS 9.pdf

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

1. Module quizzes: weekly quizzes based on readings & course content (CO 1, 2, 4, & 5-8)
2. Oral Presentation: Argumentative Group presentation (CO 1-8)
3. Health topic paper with argument decision tree (CO 1, 2, 4 & 5-8)
4. Argumentative speech outline (CO 1, 2, 4 & 5-8)
5. Synchronous participation (CO 1-8)
6. Small group presentations (CO 1-8)

For whom is this course being developed?

General Education

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

Yes

Indicate which department(s) will be affected by the proposed course:

Department(s)
Anthropology
Communication Studies
English
Environmental Studies
Philosophy
Sociology
Physics

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Personal and social responsibility
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

A3. Critical Thinking

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

N9 syllabus 02 18 21.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Area A3: Critical Thinking

Section 1.

Indicate in written statements how the course meets the following criteria for Category A3. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Students study about and consciously develop skills in critical thinking.

For the course, we chose a critical thinking textbook that is not focused on health. During class we will apply critical thinking concepts to health topics. Session 1 focuses on critical thinking, reasoning, and logic. Quizzes are focused on these topics.

Knowledge through logical analysis and argument construction is pursued throughout the course.

Each week critical thinking is discussed, arguments are analyzed. Using outside readings and the textbook, students will write a health topic paper with an argument decision tree. Drafts will be due throughout the course.

Instruction develops understanding of logical relationships between premises and conclusions.

Students will also develop and present an argumentative speech using skills of critical thinking and analysis.

Instruction develops ability to recognize more common formal and informal fallacies.

Students work in a group throughout the semester to develop a presentation based on research arguments about a given topic and come to a conclusion based on information learned thus far in the course.

Grading reflects emphasis on logical processes.

Grading is based on Weekly Module Quizzes, a Paper developed over the whole semester (multiple submissions including topic, outline, first two pages, and final submission), group presentation, and class participation. Students also have an opportunity to gain extra credit by attending an event on campus related to course content.

Develops basic skills, applicable to a variety of academic subjects and to the fulfillment of such roles as citizen, consumer, leader and moral agent.

- 1) Skill in evaluating the validity, strength and relevance of arguments.
- 2) A sense of logical structure of both inductive and deductive forms.
- 3) Awareness of uses and abuses of argument language, including connotation, ambiguity and definition.
- 4) Skill in handling a variety of arguments in variety of contexts.
- 5) Ability to argue fairly and to handle bias, emotion, and propaganda.

During asynchronous sessions, students learn concepts related to arguments, logic, and critical thinking. During class, students apply these concepts in discussion, writing, and arguments.

Includes a writing component described on course syllabus.

- 1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.
- 2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Lower Division. Course includes submitting parts of a paper throughout the semester. First submission is the outline, then the first two pages with appropriate sources cited. This provides the writer feedback before submitting the final paper.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found on PP. 2-3 of the 'Statement of Policies Pertaining to the G.E. Program' of August, 1991.

Critical thinking is foundational to the college experience and of critical importance in the field of nursing. Students in this course will gain the ability to argue, make decisions, and use logic while avoiding the distractors of emotion, propaganda, and bias (implicit and recognized).

Chairs of departments with critical thinking (A3) courses were notified of this course proposal. Those who responded provided positive feedback.

Please attach any additional files not requested above:

NURS 9 consult with Com Studies & Philosophy.pdf
 Contact with other department.pdf
 Public Health support NURS 9 proposal.pdf

Reviewer Comments:

Tanya Altmann (kristi) (Fri, 29 Jan 2021 01:27:37 GMT): Consultation with affected departments has been done and can be provided on request. Offered through CCE summers only if there is student interest.

Heather Thompson (heather.thompson) (Wed, 03 Feb 2021 00:38:38 GMT): Rollback: Committee approved the form with pending changes. Please refer to the discussion during meeting. Committee members from the department will provide the detailed changes to the chair/author. Once re-submitted, the chair may approve the proposal immediately.

Tanya Altmann (kristi) (Fri, 19 Feb 2021 01:07:09 GMT): Rollback: I cannot make the edits you requested so need to roll it back for you to edit..../Tanya

Key: 14344