# **Bobby Bellflower DNSc, NNP-BC**



No Conflicts of Interest

Objective: The participant will be able to

1. Discuss techniques to engage online Health Policy students using debate principles.



# **Health Policy:**

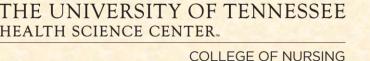
- Core course for all Doctor of Nursing Practice (DNP) students
- Teach students how to research the subject
- Students learn to synthesize information
- Develop strong points with specific information to support their subject

THE UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER.

# Health Policy

Health policy pertains to

- Patients
- Colleagues
- Profession
- Economics
- Populations
- Security



Why choose tools like Zoom and debate techniques?

- Easy to use
- Students use Zoom in most of their classes
- Debates require that all participants prepare well
- Interactive and controlled



Debate teams are assigned a captain

#### **Debate rules**

#### 3 minutes for opening statement

#### Debate rubric



#### Debate teams—4 people on each team

Each team is assigned a specific side of a topic

• Personal beliefs are not considered

Research notes are turned in before the debate

• All references are included in the notes



May use the debates as a teaching tool for part of the Health Policy course, for marketing, presentations, instructional design, and course instructions Moderator and two other graders for each debate

All debates will be recorded

THE UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER.

- The moderator will ask address a question to each team captain with three (3) minutes to answer the question
- May defer the question to a team member for more clarity, but it will be part of the three minutes.
- After the first questions are answered, allowed two (2) minutes to respond to questions the moderator may give you.



- The opposing team will be allowed one (1) minute for rebuttal, no cross rebuttals allowed.
- Every student will participate.
- For clarification of the questions, please ask the moderator
- At the end of the debate, each Team Captain is allowed a two-minute summary or may defer to a team member.



# Post-debate debriefings of each debate about what went well and what could be improved

# Student debriefing- 10 minutes











- Three semesters data
- Is this an effective learning tool for you to learn how to address Health Policy?



End of Course Evaluations	Neutral, less effective and not effective (3 or <3 on Likert Scale)	Effective or very effective (4,5 on Likert Scale)
Spring 2018, Summer 2018, Fall 2018	7%	93%



 Brown, Z. (2015). The use of in-class debates as a teaching strategy in increasing students' critical thinking and collaborative learning skills in higher education. *Educational Futures*, 7(1). Retrieved from https://www.researchgate.net/publication/298410885\_The\_use\_ of\_in-

class\_debates\_as\_a\_teaching\_strategy\_in\_increasing\_students'\_critical\_thinking\_and\_collaborative\_learning\_skills\_in\_higher\_education

Nicklen, P., Keating, J. L., Paynter, S., Storr, M. & Maloney, S. (2016). Remote-online case-based learning: A comparison of remote-online and face-to-face, case-based learning - a randomized controlled trial. *Education for Health, 29*(3), 195-202. doi: 10.4103/1357-6283.2042133.



Any Questions?

Thank you Bobby Bellflower bbellflo@uthsc.edu

