

# **Using Zoom to Teach Debate Techniques in Health Policy for Online Doctor of Nursing Practice (DNP) Students**

**Bobby Bellflower DNSc, NNP-BC**

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No Conflicts of Interest

Objective: The participant will be able to

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

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## 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

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## Health Policy

- Health policy pertains to
  - Patients
  - Colleagues
  - Profession
  - Economics
  - Populations
  - Security

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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

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Debate teams are assigned a captain

Debate rules

- 3 minutes for opening statement

Debate rubric

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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

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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



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- 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.

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- 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.

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

Student debriefing- 10 minutes

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

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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%

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Any Questions?

Thank you  
Bobby Bellflower  
[bbellflo@uthsc.edu](mailto:bbellflo@uthsc.edu)