**Concordance list**  
debate  
   leanings from participating in the **debate** presentations  
   The **debate** statement was That employers have  
   direction and arguments for the **debate;** b discuss what I would  
   The **debate** format was very new to  
   I did participate in **debate** club in my high school  
   the debates that preceded my **debate** presentation  
   The **debate** format is a useful tool  
   When I first received the **debate** topic I was very intrigued  
   focus and style of my **debate.**  
   the pro side of this **debate.**  
   I decided to frame the **debate** around management rights and clarified  
   added some strength to my **debate** rebuttal  
   I realized presenting my **debate** in a manner that acknowledged  
   the pro side of this **debate.**  
   In summary having my **debate** scheduled in the middle of  
   The lessons learned from this **debate** reflect the objectives of the  
   b development of logical affirmative **debate** arguments c increased skill in  
   The **debate** experience was a positive one  
   learned from this course and **debate** exercise for future projects and  
   When I received my **debate** topic I was at first  
   This **debate** process was a good reminder  
   The **debate** format could still be preserved  
   the opposing side of the **debate,** I would have been forced  
   more comfortable with advancing other **debate** strategies similar to that of  
   Self evaluation of the **debate** process The purpose of the  
   for presenting issues in a **debate** fomat and critically examining them  
   strengths and weaknesses during this **debate** process  
   Strengths Part of the **debate** process involves taking a position  
   As part of the **debate** process the emphasis is on  
   the pro side of the **debate** this writer felt that defining  
   This writer provided a strong **debate** with compelling arguments to promote  
   The rebuttal to X s **debate** was strongly presented based on  
   the main arguments of the **debate** and continued to focus on  
   This **debate** was researched from a wide  
   This **debate** utilized APA guidelines regarding format  
   were the focus of this **debate.**  
   cartoon that in the initial **debate** was confusing to some  
   includes an analysis that the **debate** had strong arguments supporting the  
   Upon retrospection the **debate�** s main premises were less  
   rebuttal did have a stronger **debate** tone to counteract x s  
   Conclusion This **debate** was a learning experience that  
   This **debate** successfully presented the position that  
   we had to do the **debate** process when I started the  
   others would respond to the **debate.**  
   In my **debate** and the other debates that  
   found I probably enjoyed the **debate** the best  
   I feel our **debate** went very well  
   and con side of the **debate.**  
   The **debate** hit on some very relevant  
   This first **debate** was a learning experience for  
   of a structured on line **debate.**  
   the pro side of this **debate.**  
   my ability to critically analyze **debate** content  
   opportunity to engage in structured **debate** with a peer in a  
   Overall I perceived our **debate** development process and implementation were  
   the opportunity to present the **debate** on Mandatory Flu Shots for  
   for creative license in the **debate** process  
   during the introductory pro immunization **debate.**  
   Use of **debate** process and terminology was moderately  
   perceive that we maintained strict **debate** process  
   the issues addressed in the **debate.**  
   ensure that I cited my **debate** resources utilized  
   We reviewed several **debate** resources and consistently referred to  
   group would join in the **debate.**  
   guidance prior to posting the **debate** process for the group but  
   enjoyed every step of the **debate** process a Discovery and brainstorming  
   read about an on line **debate,** I wondered how effective it  
   kept the momentum of the **debate** as the topic of flu  
   enjoyed the implementation of the **debate** style presentations and discussions as  
   with the outcome of our **debate.**  
   The **debate** around electronic health records EHRs  
   am nonetheless fascinated by the **debate.**  
   with insight into how the **debate** should proceed  
   to format and structure a **debate.**  
   I had to do the **debate** over again I would have  
   This resulted in a **debate** that was easy to follow  
   Upon reflection I feel the **debate** accomplished what it was meant  
   The **debate** was well planned and though  
   Overall I believe the **debate** set a high standard for  
   engage in an online formal **debate** did it start with fear  
   My first thoughts around the **debate** were how to begin  
   putting the findings into a **debate** format online at that was  
   as you were posting your **debate** Here goes  
   However the **debate** format forces one to clearly  
   I enjoyed the **debate** process as a leader and  
   topic I was assigned to **debate,** should all registered nurses be  
   first time I did a **debate** and the first time I  
   I was excited to **debate,** I was glad I was  
   been helpful if perhaps your **debate** could have started us off  
   Preparing for the **debate** was sort of answered above  
   Posting the **debate,** I was not nervous I  
   I did learn how to **debate** slightly would need to do  
   Like an example **debate.**  
   opportunity to reflect on the **debate** held on the topic should  
   with the structure for a **debate** I chose three main propositions  
   truth or dare throughout the **debate.**  
   agree to disagree throughout this **debate** assisted in the maintenance of  
   conceivably that in a real **debate** no one could defend with  
   This exercise of **debate** proved to be an invaluable  
   my initial response to the **debate** forum was of more curiosity  
   I remember my **debate** partner and I had a  
   in a non web base **debate** the participants use their hands  
   on my preparation for the **debate** assignment I have to say  
   never participated in an official **debate** and I felt my debating  
   to how I could successfully **debate** a topic on the affirmative  
   justification for participating in a **debate,** on either side of an  
   I accessed the web site **Debate** Central and found a plethora  
   this was effective in the **debate** because there was strong evidence  
   most important parts of any **debate** I tried to apply the  
   can I prepare an effective **debate** in support of that issue  
   very efficiently clarified that the **debate** should be based on reliable  
   to say preparing for the **debate** involved a huge amount of  
   As I posted my **debate** online I felt a little  
   The Editors of Idea 2003 **Debate** is a broader activity than  
   add power to the arguments **Debate** requires research in order to  
   This **debate** was my first and has  
   priority list and presenting a **debate** on this topic would give  
   the affirmative position on the **debate** entitled That all RNs must  
   Debaters while contemplating on my **debate** topic  
   be required in developing a **debate** presentation  
   an excellent example of a **debate** and prepared me for how  
   The main **debate** presentation was messy as one  
   which was appropriate for the **debate** title  
   a graphic representation of the **debate** theme  
   this title well represented the **debate** topic  
   However one commented that my **debate** position was not clearly stated  
   Although this was my first **debate,** the strategies that I used  
   take my side of the **debate.**  
   useful for improving my future **debate** presentations in PowerPoint format  
   we don t have to **debate** each other in front of  
   this is not a spontaneous **debate** and that I have time  
   learn how to present a **debate** topic and once I had  
   How are we going to **debate** on line  
   in the formatting of my **debate.**  
   When I finally posted my **debate,** I felt relieved that the  
   to try to win a **debate** if facts are missing  
   point and position on the **debate.**  
   essential component of a successful **debate.**  
   preferred was a sample PowerPoint **debate** at the beginning that could  
   learning that occurred during my **debate** topic of Should Nursing Faculty  
   posted the introduction for our **debate** based on the introduction draft  
   enhanced my position in the **debate.**  
   my postings and accessed the **debate** each day  
   don t believe that my **debate** partner fully discussed the classroom  
   of this I continued my **debate** based on our definition which  
   I truly enjoyed the **debate** process  
   that the class showed each **debate** along with all of the  
   The **debate** helped me to clarify the  
   self evaluation immediately after the **debate** and was able to give  
   course was an online formal **debate.**  
   The topic I chose to **debate** was the pro side to  
   I will self evaluate my **debate** in relation to the debate  
   Prior to researching my **debate** topic I contacted the professor  
   reviewing the structure of the **debate,** I did present a debate  
   I incorporated those into my **debate.**  
   the information presented in the **debate.**  
   In gathering information for my **debate,** I included references from thirteen  
   some key points from the **debate** presentation to leave the reader  
   the rebuttal portion of the **debate** presentation I used elements of  
   argued using information from my **debate** and references that the priorities  
   During the week of my **debate** presentation I presented my debate  
   did not include in my **debate.**  
   this specifically so that my **debate** had strong and clear messages  
   presenting this topic in a **debate** format I better understood the  
   believe I presented a strong **debate** and was able to rebut  
   skill to learn and this **debate** helped me to gain skills  
   months and how learning to **debate** and articulate a clear position  
   answer more about the specific **debate** topics and skills around that  
   need to participate in a **debate,** was uneasiness and uncertainty as  
   I was preparing for my **debate,** I was frustrated as I  
   confident once I posted my **debate** as I felt I understood  
   was easier than the initial **debate** as I only needed to  
   to better understand how to **debate.**  
   to use in evaluating my **debate.**  
   The **debate** helped with that learning  
   The **debate** assignment was a great learning  
   RNs had to learn about **debate** as soon as I read  
   was it so good about **debate?**  
   Without any knowledge about **debate,** my anxiety level was intensified  
   since early September until the **debate** was over on November 10th  
   discovery journey of completing the **debate** assignment  
   I have to learn about **debate?**  
   the implications to learn about **debate?**  
   This was not just about **debate.**  
   The assignment was about using **debate** format to deal with issues  
   to deal with issues effectively **Debate** could be an excellent tool  
   all the articles related to **debate,** I was very confused during  
   completing the practice assignment formulating **debate** arguments for the claim Recruitment  
   apply the abstract concept of **debate** into actual practice of debate  
   Yes indeed **debate** was at the advanced level  
   continued to explore how the **debate** process related to the advanced  
   history advanced trends and issues **debate** process trend paper outline and  
   The **debate** process and responses to the  
   reading the required readings for **debate** in week three and week  
   I found my own discovery **debate** would be a form of  
   take the challenge of the **debate** process  
   made my learning of the **debate** assignment a challenging and rewarding  
   most important information during the **debate** process  
   two significant learning objectives of **debate** were the flow of logical  
   The first **debate** in week five was an  
   another way to advance the **debate** process  
   The **debate** topic that all nine year  
   the two main strategies in **debate.**  
   in my learning of the **debate** process  
   Week Nine My **Debate** Week The peak time of  
   rebuttal the information of the **debate** topic program management was like  
   to engage successfully in a **debate,** student must become immersed in  
   the classmates comments of the **debate** topic I realized that debate  
   I inferred that **debate** might be a format of  
   my learning journey of the **debate** process  
   ten weeks I learned that **debate** was the advanced level of  
   I managed to complete the **debate** assignment and learned how debate  
   I had learned from the **debate** process to deal with this  
   apply the principles of the **debate** process in real life  
   After the completion of the **debate** assignment I realized that I  
   from my learning of the **debate.**  
   I have gone through the **debate** process from week one to  
   I have to learn about **debate?**  
   the implications to learn about **debate?**  
   all the articles related to **debate,** I was very confused during  
   apply the abstract concept of **debate** into actual practice of debate  
   Yes indeed **debate** was at the advanced level  
   The Fours Weeks Before My **Debate** Week There were four debates  
   made my learning of the **debate** assignment a challenging and rewarding  
   most important information during the **debate** process  
   two significant learning objectives of **debate** were the flow of logical  
   the two main strategies in **debate.**  
   these strategies to my own **debate** and that made me feel  
   Week Nine My **Debate** Week The peak time of  
   rebuttal the information of the **debate** topic program management was like  
   to engage successfully in a **debate,** student must become immersed in  
   I inferred that **debate** might be a format of  
   my learning journey of the **debate** process  
   ten weeks I learned that **debate** was the advanced level of  
   I managed to complete the **debate** assignment and learned how debate  
   After completing this **debate** process I realize there does  
   that the side of the **debate** you agree on today may  
   For our **debate** on Should Nurses be Credentialed  
   I was successful during my **debate** in regards to gaining agreement  
   opponent s side of the **debate.**  
   awkward and I realize most **debate** participants pick their topic and  
   In this **debate** and in most of the  
   different format for presenting my **debate.**  
   little more comfortable with the **debate** process I would like to  
   lose any impact of the **debate** conversation  
   the realty side of a **debate** and can be successful in  
   on both sides of the **debate.**  
   was not afraid of the **debate** format but thought it a  
   have participated in a formal **debate** structure ever so a great  
   about the forcefulness of my **debate** and didn t want to  
   A review of the **debate** process from the information contained  
   As this was my first **debate,** a lot of time was  
   my affirmative position in the **debate.**  
   for my stance in the **debate.**  
   These sections were the initial **debate** presentation the rebuttal and the  
   In the initial **debate** presentation I wanted a strong  
   I was writing the initial **debate** presentation I consciously looked at  
   an easier aspect of the **debate** as my focus was to  
   acknowledges her work in the **debate** but it also lets the  
   the three components of the **debate,** initial presentation the rebuttal and  
   Have Done to Improve the **Debate?**  
   In this **debate,** I strongly defended the position  
   a positive approach during a **debate.**  
   evaluate my position on a **debate** subject based on the information  
   my personal opinion on a **debate** topic  
   my choices for the class **debate** assignment I had never really  
   the Con side in the **debate** because I have learned a  
   argument and a more informative **debate** by approaching it from the  
   will lead to more critical **debate** and greater awareness of emerging  
   I felt that the **debate** as a team effort was  
   we started to plan the **debate,** the arguments initially drifted away  
   able to re focus the **debate** arguments  
   the topic permits a clear **debate,** and it is important to  
   which were relevant to the **debate.**  
   were very relevant to the **debate.**  
   the issues relevant to the **debate** topic  
   an informative and thought provoking **debate** to facilitate class learning on  
   were able to use the **debate** format very creatively for an  
   to provide feedback on the **debate** process  
   by the assignment of a **debate** format because I had no  
   and thinking about how the **debate** process would facilitate online class  
   The use of the **debate** format highlighted the importance of  
   my self evaluation on the **debate** topic All nine year old  
   that the content of the **debate** on was well researched  
   x as content in her **debate,** leaving the door open  
   from my peers on the **debate** process  
   as I watched the others **debate** their topics I was surprised  
   would change for a future **debate** would be to clarify which  
   The **debate** process was certainly interesting  
   end I really enjoyed the **debate** process  
   To **debate** the negative side or against  
   NP and came to the **debate** without any prior experience or  
   the pro side of the **debate** was far more straightforward and  
   this activity coincided with our **debate** on integration of NP s  
   we were able to discuss **debate** positions and share resources  
   believe this process made the **debate** much more informative and relevant  
   Later into the **debate** I changed my strategy not  
   was I leading my own **debate** I was learning from the  
   In reflection the **debate** was challenging engaging and an  
   To **debate** the negative side or against  
   NP and came to the **debate** without any prior experience or  
   the pro side of the **debate** was far more straightforward and  
   we were able to discuss **debate** positions and share resources  
   believe this process made the **debate** much more informative and relevant  
   behind the scenes but the **debate** process taught me remaining objective  
   began sharing and discussing sources **debate** arguments and presentation approaches at  
   This communication continued until the **debate** was complete  
   partners we acknowledged that this **debate** process was about learning not  
   After reviewing **debate** process resources Branham Meany 1998  
   This was my very first **debate** experience so not only did  
   feel that the Magnet status **debate** was well understood raising current  
   This was my first **debate** experience so a learning experience  
   The online piece of the **debate** was quite ok for me  
   I do admit that the **debate** would have been more challenging  
   presence during cardiopulmonary resuscitation CPR **debate.**  
   and negative aspects of the **debate** as well integrate proposed changes  
   of positive aspects to this **debate.**  
   with the opponent strengthened the **debate** by creating a holistic presentation  
   the universal definitions of the **debate,** and viewed each stance through  
   participants their involvement in the **debate.**  
   the positive aspects of this **debate,** there are also negative components  
   Facilitating the **debate** was most difficult  
   leading which side of the **debate** despite clear labelling of each  
   Overall this **debate** was successful  
   Facilitation of the **debate** is the most significant critique  
   the Trends paper and the **Debate.**  
   found this aspect of our **debate** essential to creating a comprehensive  
   and feedback sections of the **debate** if we had not worked  
   I do not feel our **debate** would have been as successful  
   on how to make the **debate** discussions more streamlined  
   Reviewing the **debate** process made me realize how  
   This **debate** assignment certainly provided it  
   A **debate** can be defined as a  
   s 2002 view of the **debate,** it is an effective means  
   Upon completion of the **debate** process it is important to  
   This paper will review the **debate** structure and techniques used and  
   The topic of the **debate** being evaluated is All nurses  
   second argument presented in this **debate** is that the vaccine is  
   What this **debate** was ultimately about human rights  
   many possible approaches to this **debate,** and I was sceptical of  
   Fortunately as I predicted the **debate** process brought about this point  
   the final stage of this **debate,** I presented my conclusions which  
   fearful of since receiving my **debate** assignment I felt that ultimately  
   played too often in my **debate** techniques  
   However in researching my **debate,** I spoke with the department  
   fourth year dental hygiene students **debate** mass fluoridation of water  
   before been involved in a **debate,** I think I presented a  
   explore the issue more and **debate** to the actual root of  
   In this **debate,** perhaps I could have responded  
   and the ends of this **debate;** gaining knowledge and experience in  
   in the preparation of the **debate** that All 9 Year Old  
   application and appreciation of formal **debate** technique adapting this debate technique  
   that there is always one **debate** position that is more difficult  
   that I experienced was about **debate** technique and strategy  
   adding this to my final **debate** summary and I think I  
   abstraction in both my initial **debate** presentation and rebuttal likely weakened  
   Snyder 2009 part of the **debate** process is to identify and  
   to what degree does the **debate** process make students aware of  
   The **debate** topic all nine year old  
   more conversational style in my **debate** language to demonstrate this and  
   me feeling ambivalent as the **debate** came to a close  
   my chance of winning the **debate** Snyder 2009  
   This ethical **debate** dilemma is described by Snyder  
   to my participation in this **debate** is a humble one  
   This **debate** process has completely altered my  
   to start preparations for the **debate** and particularly because I was  
   for both sides of the **debate.**  
   that I am not my **debate"** and that I stayed disconnected  
   unconsciously feedback that supports your **debate** position  
   who had commented on your **debate** style vs  
   I hadn t done a **debate** since highschool too  
   DEBATE **DEBATE!**  
   play this part in our **debate!**  
   outlined in my reading on **debate** technique  
   are topics of discussion or **debate** which are sources of disagreement  
   and Issues in Nursing a **debate** was chosen as an assignment  
   I prepared and presented my **debate** topic through three power point  
   a list of fifteen possible **debate** topics that each student had  
   felt I was able to **debate** both sides of all these  
   the research component of my **debate** topic to avoid last minute  
   fact sheets that espoused my **debate** topic  
   and commented on classmate s **debate** presentations I became more and  
   in a face to face **debate** or an online power point  
   my knowledge of how to **debate;** however as the weeks went  
   One week before my **debate,** I organized my numerous articles  
   arguments were priorities from my **debate.**  
   my outline and start my **debate.**  
   I posted my **debate** presentation on Wednesday November 18th  
   Once her **debate** was posted I printed the  
   I surprised when the first **debate** started and I realized all  
   do to present a strong **debate.**  
   anxiety as I prepared my **debate.**  
   After reading the **debate** links and reading the classmates  
   to copy someone else s **debate** so I struggled to be  
   As I posted my **debate** I felt relieved that part  
   Interestingly I utilized some **debate** lingo and strategies at work  
arguments  
   I choose the direction and **arguments** for the debate b discuss  
   the development of my positive **arguments.**  
   of information to refute the **arguments** on nurse moral and work  
   development of logical affirmative debate **arguments;** c increased skill in analyzing  
   opportunity to more fully analyze **arguments** as to whether or not  
   My **arguments** were substantiated with appropriate references  
   incorporate challenges into the presenting **arguments.**  
   I found that my presenting **arguments,** rebuttal and closing arguments were  
   of the content of my **arguments** focused around the literature regarding  
   relatively easy to consider the **arguments** supporting the affirmative side of  
   offset some of the negative **arguments** that were provided by x  
   a strong debate with compelling **arguments** to promote this argument  
   The **arguments** were coherent and flowed from  
   would be and counter these **arguments.**  
   summation highlighted effectively the main **arguments** of the debate and continued  
   that the debate had strong **arguments** supporting the topic perhaps the  
   found that anticipating my opponents **arguments** helped me to think about  
   Both sides had very valid **arguments.**  
   and I presented equally convincing **arguments.**  
   would be aware of the **arguments** against certification that might be  
   that my ability to organize **arguments** in a logical and compelling  
   underlying themes and explore which **arguments** most accurately represented the trends  
   temper my opponent s potential **arguments** by presenting credible evidence on  
   intensify the importance of my **arguments** and sway the audience in  
   opponent s lack of formed **arguments.**  
   clustered highlights of her initial **arguments,** which I found conceivably that  
   teams could eloquently fuel the **arguments** with emotion and words the  
   it was words sequence of **arguments,** pictures clips etc  
   back I think my closing **arguments** could have been stronger and  
   the rebuttal label my opponents **arguments** as fallacies where appropriate  
   time anticipating your opponent s **arguments.**  
   refuting some of her supporting **arguments.**  
   helpful in preparing my closing **arguments.**  
   with my family at home **Arguments** have been a part of  
   to add power to the **arguments.**  
   addressed my opponent s individual **arguments** in my rebuttal I believe  
   for me to address several **arguments** with the same theme  
   The division of the **arguments** into premises was somewhat confusing  
   to the strength of the **arguments.**  
   to the strength of the **arguments.**  
   always seem to lose in **arguments** at home with my children  
   have time to prepare my **arguments.**  
   The challenge of putting the **arguments** together in a coherent manner  
   I address my opponent s **arguments** one at a time  
   I could have made my **arguments** stronger  
   that one will fail in **arguments** and debates about an issue  
   allowed me to offer excellent **arguments,** rebuttals and a robust final  
   my position and form my **arguments.**  
   I better understood the necessary **arguments** that were crucial to my  
   think of all the possible **arguments** as I did when I  
   the practice assignment formulating debate **arguments** for the claim Recruitment strategies  
   the position statement premises and **arguments** by thematic approach and grouping  
   to frame and to present **arguments,** premises and conclusions to convince  
   the position statement premises and **arguments** by thematic approach and grouping  
   I think the **arguments** were clear on both the  
   to plan the debate the **arguments** initially drifted away from the  
   to re focus the debate **arguments.**  
   determines the relevance of the **arguments** presented Branham Meany 1998  
   In presenting the **arguments** against recommending magnet hospitals for  
   sufficient references to support my **arguments** and I made use of  
   to present coherent and relevant **arguments** on one side of the  
   I challenged my opponent s **arguments** while increasing the class understanding  
   I presented **arguments** to establish the fact that  
   If we had presented fewer **arguments** on both sides in an  
   think that the number of **arguments** was a factor in presenting  
   dialogue that eventually formed our **arguments,** and I believe this process  
   dialogue that eventually formed our **arguments,** and I believe this process  
   sharing and discussing sources debate **arguments,** and presentation approaches at the  
   Our introduction **arguments** and rebuttals were presented in  
   The particular **arguments** of my opponent were carefully  
   well recommendations for strengthening the **arguments** will be identified  
   and backing of three founding **arguments,** I provided the rationale behind  
   in summarizing the three main **arguments,** concluding that they support the  
   For my opening **arguments,** I chose to close with  
   searched for the human rights **arguments.**  
   My **arguments** could have delved sooner into  
   dispute my opponent s founding **arguments.**  
   construction of logical and valid **arguments** using a wide range of  
   the construction of logical valid **arguments** and the identification of fallacious  
   material to create any deductive **arguments** with so it was challenging  
   add validity to my inductive **arguments,** my power point slides became  
   was challenged to create valid **arguments** due to the lack of  
   so I aligned my initial **arguments** with those values of my  
   a balanced and supported inductive **arguments** provided a means for my  
   to promote evidence informed presumptive **arguments** as best as I could  
   principles and not introduce fallacious **arguments** intentionally  
   of the possible power my **arguments** could have on my colleagues  
   assumptions of preventative HPV vaccination **arguments** or did I manipulate safe  
   felt at times in creating **arguments** for this debate  
   understanding of the evidence and **arguments** available  
   research together to form my **arguments.**  
   personally and emotionally to the **arguments** that I was presenting  
   someone agreed or supported my **arguments** during the feedback portion of  
   For those who disputed my **arguments**   
   identifying all of his fallacious **arguments!**  
   many issues that can instigate **arguments** or heated discussions among nurses  
   I needed to decide which **arguments** were priorities from my debate  
   my list to four major **arguments.**  
   Once the **arguments** were selected I was able  
   not start to analyse her **arguments** and supporting data until the  
   to disprove my opponent s **arguments.**  
   back strong with my closing **arguments.**  
   Bev really gave me challenging **arguments** to rebut  
   some ammunition for my closing **arguments.**  
process  
   my lessons learned from this **process.**  
   services director who is very **process** orientated and works with home  
   provide language for overtime and **process** for mandatory overtime  
   helped me proceed with the **process.**  
   This debate **process** was a good reminder that  
   Self evaluation of the debate **process** The purpose of the debate  
   This **process** was new to this writer  
   Through this **process,** this writer presented a position  
   and weaknesses during this debate **process.**  
   Strengths Part of the debate **process** involves taking a position on  
   As part of the debate **process,** the emphasis is on objectively  
   had to do the debate **process** when I started the course  
   found that I enjoyed the **process.**  
   experience to understand how the **process** can be improved and what  
   I perceived our debate development **process** and implementation were strong  
   creative license in the debate **process.**  
   Use of debate **process** and terminology was moderately achieved  
   that we maintained strict debate **process.**  
   prior to posting the debate **process** for the group but I  
   been a very fun informative **process.**  
   every step of the debate **process:** a Discovery and brainstorming to  
   I enjoyed the debate **process** as a leader and as  
   nursing I know now the **process** and the intrinsic and extrinsic  
   my journey through the debating **process.**  
   was ready to start the **process.**  
   My journey through the debating **process** turned out to be a  
   The journey through the debating **process** started out with much angst  
   Nonetheless the debating **process** in this course was a  
   care in general in this **process.**  
   argument as it is a **process** that involves argumentation The Editors  
   Again the **process** was stressful  
   This phase of the **process** put everything in perspective I  
   This whole **process** has provided me an effective  
   I truly enjoyed the debate **process.**  
   I was unsure of the **process** of online debating  
   did already mention how the **process** of debating helped me in  
   first two weeks my thinking **process** made some turns  
   uncertainty was overwhelming during the **process** of completing the practice assignment  
   to demonstrate the logical reasoning **process** of an individual s internal  
   to explore how the debate **process** related to the advanced issues  
   advanced trends and issues debate **process,** trend paper outline and annotated  
   The debate **process** and responses to the classmates  
   the challenge of the debate **process.**  
   important information during the debate **process.**  
   way to advance the debate **process.**  
   my learning of the debate **process.**  
   Week Ten My Reflective Thinking **Process** When I was preparing the  
   learning journey of the debate **process.**  
   had learned from the debate **process** to deal with this issue  
   the principles of the debate **process** in real life  
   apply the principles of debate **process** mindfully  
   have gone through the debate **process** from week one to week  
   first two weeks my thinking **process** made some turns  
   to demonstrate the logical reasoning **process** of an individual s internal  
   important information during the debate **process.**  
   my learning of the debate **process** in week nine  
   Week Ten My Reflective Thinking **Process** When I was preparing the  
   learning journey of the debate **process.**  
   After completing this debate **process** I realize there does not  
   the challenge of this debate **process.**  
   more comfortable with the debate **process,** I would like to come  
   a good start to the **process.**  
   A review of the debate **process** from the information contained in  
   being excluded from the magnet **process.**  
   into such a resource intensive **process** in Canada given the differences  
   is aspects of the magnet **process** and not magnet qualities that  
   the often criticized JCAHO Accreditation **process** in the US  
   provide feedback on the debate **process.**  
   thinking about how the debate **process** would facilitate online class learning  
   my peers on the debate **process.**  
   The debate **process** was certainly interesting  
   I really enjoyed the debate **process.**  
   arguments and I believe this **process** made the debate much more  
   This **process** was a learning experience for  
   arguments and I believe this **process** made the debate much more  
   the scenes but the debate **process** taught me remaining objective is  
   This **process** was a learning experience for  
   we acknowledged that this debate **process** was about learning not winning  
   After reviewing debate **process** resources Branham Meany 1998 Quinn  
   times to ensure a coordinated **process.**  
   prepare and conduct a debate **process.**  
   Reviewing the debate **process** made me realize how important  
   Upon completion of the debate **process,** it is important to reflect  
   Finally the **process** of deductive reasoning is used  
   as I predicted the debate **process** brought about this point as  
   609 were augmented by this **process** of debating  
   This **process** has been very helpful as  
   first step in my learning **process** was to access the Nizor  
   2009 part of the debate **process** is to identify and capitalize  
   what degree does the debate **process** make students aware of the  
   This debate **process** has completely altered my perspective  
   and focused on the debate **process.**  
   may have slowed the writing **process** of the presentation nonetheless once  
position  
   rights and clarified that my **position** was not to debate whether  
   information from the management rights **position** but I would try to  
   potential possibilities that a different **position** has to offer and gives  
   process this writer presented a **position** and also evaluated and rebutted  
   debate process involves taking a **position** on an issue and arguing  
   to interpret and understand my **position.**  
   the Act could influence this **position** related to complementary therapies and  
   to absorb so took the **position** that the cost of acute  
   promote the validity of the **position** as presented to my classmates  
   tone to counteract x s **position.**  
   This debate successfully presented the **position** that the Canada Health Act  
   that we were assigned a **position** and in retrospect that was  
   open to argue the opposite **position.**  
   a lot about debating a **position** and I wanted my classmates  
   did not align with the **position** I was assigned to take  
   step further than my assigned **position,** by suggesting that certification should  
   drawing this criticism weakened my **position** in the eyes of the  
   to stick to my assigned **position,** since my personal views did  
   to clearly define one s **position** there s no sitting on  
   choose from for my podiums **position;** in keeping with the structure  
   of consequences posed by each **position.**  
   opponent presented consequences fueling her **position** I tried to minimize her  
   audience in favor of my **position** despite documented controversies  
   trends and issues supporting my **position.**  
   to draw them to my **position** and fracture the virulence of  
   My debating **position** was on the negative or  
   literature I decided the best **position** to take was arguing for  
   as some noted that my **position** statement was unclear in the  
   this problem I stated my **position** on the very first slide  
   I was assigned the affirmative **position** on the debate entitled That  
   became in support of my **position.**  
   one commented that my debate **position** was not clearly stated in  
   possible data to validate my **position.**  
   prove one s point and **position** on the debate  
   other tools to validate his **position.**  
   made that had enhanced my **position** in the debate  
   helped me to solidify my **position** and form my arguments  
   I clearly articulated my **position** statement so the reader would  
   that were crucial to my **position** and also understand the arguments  
   forced me to articulate my **position** clearly and succinctly  
   debate and articulate a clear **position** has been invaluable  
   Being able to articulate a **position** in a constructive and professional  
   argue against by opponent s **position** in a respectful and thorough  
   many references to support their **position** statement  
   audience supporting the individual s **position** statement  
   on how to present the **position** statement premises and arguments by  
   reasoning and to support the **position** statement  
   many references to support their **position** statement  
   audience supporting the individual s **position** statement  
   on how to present the **position** statement premises and arguments by  
   from which I presented my **position.**  
   chosen to support my affirmative **position** in the debate  
   various sources to support my **position.**  
   my opponent had identified her **position** clearly  
   I reread her **position,** a few times to ensure  
   by opponent to defend my **position.**  
   on my conviction to my **position.**  
   audience s perception of my **position.**  
   depth research to support your **position.**  
   not always agree with the **position** that you are given it  
   you back down from your **position,** it leads the public with  
   mind when you take your **position.**  
   to question whether their opposing **position** is correct or not correct  
   debate I strongly defended the **position** that nursing faculty must provide  
   was right and supported my **position.**  
   an opportunity to reinforce my **position** with evidence supplied by my  
   sway the audience to my **position.**  
   sides but also how the **position** is presented and what evidence  
   I will re evaluate my **position** on a debate subject based  
   the no magnet in Canada **position.**  
   plan for nursing s future **position** in healthcare  
   was able to support my **position** and the class discussion indicated  
   able to successfully defend my **position** while not denouncing the qualities  
   I was assigned the con **position,** it was a great learning  
   going to effectively argue your **position,** you should be prepared for  
   Receive the HPV Vaccine CON **position.**  
   there is always one debate **position** that is more difficult to  
   This was the **position** I was placed in when  
   burden of proof for this **position.**  
   of scholarly articles on this **position.**  
   and rebuttal likely weakened my **position.**  
   them to move from their **position** to mine  
   because I was given a **position** that I did NOT align  
   disappointment about not getting the **position** that I believed in into  
   to set aside my preconceived **position** and be open to what  
   that I stayed disconnected from **position** and focused on the debate  
   in thinking from my original **position.**  
   stay in a neutral emotional **position,** I couldn t help but  
   feedback that supports your debate **position.**  
   an assignment to present our **position** concerning a nursing issue  
topic  
   I first received the debate **topic** I was very intrigued and  
   I enjoyed discussing this **topic** with colleagues in the lunch  
   loved to chat about this **topic** and his experience of labor  
   side of this emotion filled **topic.**  
   When I received my debate **topic** I was at first oh  
   own personal subjectivity on the **topic.**  
   had strong arguments supporting the **topic** perhaps the debate language defining  
   I needed to approach the **topic** a little more open to  
   We both perceived the **topic** to be relevant timely and  
   We individually researched the **topic** and reconvened within a pre  
   of the debate as the **topic** of flu this year was  
   obstacles was simultaneously researching a **topic** while learning how to format  
   classmates were engaged in the **topic** and that in the end  
   The **topic** I was assigned to debate  
   the pro side of the **topic** and felt I was effective  
   in the research on the **topic** of specialty certification was the  
   the debate held on the **topic:** should grade 9 girls receive  
   I could successfully debate a **topic** on the affirmative side if  
   conducted extensive research on the **topic** I felt prepared  
   of time in researching the **topic** from all angles and preparing  
   I chose the **topic** on flu shots because of  
   presenting a debate on this **topic** would give me an opportunity  
   The **topic** fascinated me because while I  
   Researching for the **topic** gave me a better perspective  
   while contemplating on my debate **topic.**  
   title well represented the debate **topic.**  
   provided good background on the **topic** as some have indicated in  
   how to present a debate **topic** and once I had the  
   left to research for the **topic** considering I have full time  
   get emotionally attached to your **topic.**  
   Researching on a **topic** or an issue is an  
   helps one to view a **topic** from two opposing sides  
   that occurred during my debate **topic** of Should Nursing Faculty Participate  
   a definition that limited our **topic** for ease and clarity of  
   provided a history of our **topic** using our course text and  
   used to lighten the heavy **topic** and inject some fun into  
   to take a potentially dry **topic** and make it entertaining and  
   was glad to have the **topic** of clinical practice and teaching  
   The **topic** I chose to debate was  
   Prior to researching my debate **topic,** I contacted the professor to  
   By presenting this **topic** in a debate format I  
   to do research on my **topic** so that I could be  
   find much information on my **topic.**  
   I should have picked a **topic** which was easier to gather  
   I felt I understood my **topic** and could then articulate an  
   struggled with determining an appropriate **topic** for my trends paper  
   was difficult to choose an **topic** that would have meaning for  
   The debate **topic,** that all nine year old  
   the information of the debate **topic,** program management was like puzzle  
   classmates comments of the debate **topic,** I realized that debate is  
   the information of the debate **topic,** program management was like puzzle  
   feeling somewhat ambivalent about the **topic** and wanting to provide points  
   most debate participants pick their **topic** and their side to present  
   had to present a difficult **topic** in a respectful but forceful  
   It was a pretty easy **topic** to research and presenting in  
   in gathering information on the **topic** of relevant clinical practice for  
   On the **topic** of working full time and  
   personal opinion on a debate **topic.**  
   When I requested the **topic** Magnet status should be recommended  
   a lot more about this **topic.**  
   drifted away from the assignment **topic** because of inattention to the  
   We clarified the **topic** and were able to re  
   Clarifying the **topic** permits a clear debate and  
   on one side of the **topic,** and class comments indicated that  
   issues relevant to the debate **topic.**  
   was very engaged in the **topic.**  
   facilitate class learning on the **topic.**  
   further issues related to the **topic,** for example one classmate brought  
   self evaluation on the debate **topic** All nine year old girls  
   Canadian evidence to support my **topic.**  
   realized our thinking about this **topic** was similar even though we  
   realized our thinking about this **topic** was similar even though we  
   for future debates on this **topic.**  
   should the discussion become off **topic.**  
   ebbed and flowed from that **topic** as others provided thoughts and  
   The **topic** of the debate being evaluated  
   gravity and relevance of this **topic.**  
   The debate **topic** all nine year old girls  
   of diligence into understanding a **topic** in along time  
   prepared and presented my debate **topic** through three power point presentations  
   research component of my debate **topic** to avoid last minute stress  
   sheets that espoused my debate **topic.**  
   This was an unknown **topic** to me yet this tip  
   how everyone felt about the **topic** and where they stood  
learning  
   this style of presentation and **learning.**  
   topics I was interested in **Learning** to use the online library  
   using the debates as a **learning** tool  
   enjoy the debates as a **learning** tool  
   better than others but as **learning** tool it was very good  
   this writer and presented a **learning** opportunity for presenting issues in  
   able to develop my own **learning** about this issue and present  
   Conclusion This debate was a **learning** experience that was creative and  
   to do but ultimately a **learning** experience to understand how the  
   This first debate was a **learning** experience for me and I  
   has been a most valuable **learning** experience allowing me to glean  
   enlightening format for on line **learning.**  
   to defend but a great **learning** activity finding evidence to support  
   Thanks for the **learning** opportunity to engage one another  
   presentations and discussions as a **learning** strategy moreso than individually writing  
   simultaneously researching a topic while **learning** how to format and structure  
   would have spent more time **learning** about debate protocol and discussing  
   how I contributed to the **learning** of the class  
   Was this an effective teaching **learning** strategy  
   Learning curve **Learning** curve  
   It was a great **learning** experience  
   proved to be an invaluable **learning** experience for me as it  
   would unfold in the online **learning** environment  
   teaching strategy in terms of **learning** debating skills research skills and  
   and has been a tremendous **learning** experience  
   class contributed immensely to my **learning.**  
   effective and enjoyable teaching and **learning** strategy not only on issues  
   feel very pleased with the **learning** that occurred during my debate  
   inject some fun into our **learning.**  
   It made the **learning** more interesting  
   to assist the student in **learning** about issues and situations in  
   last 2 months and how **learning** to debate and articulate a  
   believe this is an effective **learning** strategy for this course  
   The debate helped with that **learning.**  
   debate assignment was a great **learning** experience for me  
   for me to continue this **learning** journey  
   This online **learning** environment created numerous learning opportunities  
   classmates comments could accelerate the **learning** process to the peak of  
   All these factors made my **learning** of the debate assignment a  
   The two significant **learning** objectives of debate were the  
   Based on these two **learning** objectives I provided feedbacks to  
   to advance the debate process **Learning** knowledge from the discipline of  
   accomplishment and encouraging in my **learning** of the debate process  
   Week The peak time of **learning** the debate was the five  
   This mental exercise facilitated my **learning** as the professor had described  
   another interesting discovery in my **learning** journey of the debate process  
   weeks has been a tremendous **learning** experience for me  
   is the outcome from my **learning** of the debate  
   for me to continue this **learning** journey  
   All these factors made my **learning** of the debate assignment a  
   The two significant **learning** objectives of debate were the  
   Based on these two **learning** objectives I provided feedbacks to  
   accomplishment and encouraging in my **learning** of the debate process in  
   Week The peak time of **learning** the debate was the five  
   This mental exercise facilitated my **learning** as the professor had described  
   another interesting discovery in my **learning** journey of the debate process  
   to be a very worthwhile **learning** experience  
   structure ever so a great **learning** opportunity  
   research and presenting in a **learning** environment provided me a little  
   It was a great **learning** strategy as the topics were  
   provoking debate to facilitate class **learning** on the topic  
   creatively for an effective class **learning** experience on the issues surrounding  
   process would facilitate online class **learning.**  
   position it was a great **learning** opportunity  
   evaluation was a very beneficial **learning** component of the assignment  
   my own debate I was **learning** from the audience and my  
   This process was a **learning** experience for me and fascinating  
   This process was a **learning** experience for me and a  
   and the group for this **learning** experience and special thanks to  
   this debate process was about **learning,** not winning  
   first debate experience so a **learning** experience in itself  
   after 4 years of online **learning** this was just a new  
   Great way to facilitate **learning.**  
   at the power of facilitating **learning.**  
   addressed written visual and auditory **learning** preferences  
   is an effective means of **learning** these skills  
   had many different forms of **learning** in the preparation of the  
   This **learning** included understanding the construction of  
   very first step in my **learning** process was to access the  
   in that it reinforced my **learning** of both effective and ineffective  
   An additional **learning** that I experienced was about  
   This is where the greatest **learning** was for me  
   Was this an effective **learning** strategy  
   day and guess what teaching **learning** strategy was used  
   isn t about winning but **learning** right  
   the rebuttal was my biggest **learning** curve  
   Yes this was an effective **learning** strategy  
presentation  
   comfortable with this style of **presentation** and learning  
   debates that preceded my debate **presentation.**  
   would add uniqueness to my **presentation** and engage my classmates  
   opportunity to review previous debate **presentation** styles and informed my choice  
   the debates also challenged my **presentation** and writing skills as I  
   believe the content of the **presentation** to be sound the visual  
   The **presentation** of the statistics could have  
   paper I will critique my **presentation** of the issue of nursing  
   approach to critiquing my own **presentation** as well as that of  
   In my opening **presentation,** my intent was to present  
   maximizing the content of my **presentation** by being more concise  
   end result and found the **presentation** to have a consistent appearance  
   I did a power point **presentation** for the class to view  
   My **presentation** strategy played on the recurrent  
   and audience s emotions with **presentation** of facts through narration and  
   I favor utilizing strategies for **presentation** and concise verbiage pro or  
   incorporate some visuals in the **presentation** to evoke some emotions in  
   and applied them to my **presentation.**  
   was the organization of my **presentation.**  
   Now after seeing other **presentation** with each premise labelled I  
   in the development of my **presentation.**  
   required in developing a debate **presentation.**  
   to accomplish for my debate **presentation.**  
   The main debate **presentation** was messy as one of  
   In the main **presentation,** I used a scenario which  
   for the title of my **presentation:** Swine Flu Vaccination Obligation or  
   a well planned and organized **presentation.**  
   debate preparation and in the **presentation** itself proved useful and effective  
   the class learned from my **presentation.**  
   I learned where my **presentation** fell short  
   many ways to improve my **presentation.**  
   include any graphics in my **presentation** so that the slides would  
   in the body of the **presentation.**  
   key points from the debate **presentation** to leave the reader with  
   rebuttal portion of the debate **presentation** I used elements of my  
   the week of my debate **presentation,** I presented my debate and  
   day I completed the closing **presentation.**  
   how to use the ppt **presentation** program for the first time  
   Completing the opening **presentation** and the rebuttal the information  
   how to use the ppt **presentation** program for the first time  
   Completing the opening **presentation** and the rebuttal the information  
   power point is a useful **presentation** tool it can be boring  
   my slides in the initial **presentation,** the rebuttal and the summation  
   sections were the initial debate **presentation,** the rebuttal and the debate  
   In the initial debate **presentation,** I wanted a strong presentation  
   was writing the initial debate **presentation,** I consciously looked at the  
   The rebuttal was an easier **presentation** to conduct because my opponent  
   components of the debate initial **presentation,** the rebuttal and the summation  
   Ensure when posting a **presentation** that my editorial comments to  
   have been included in the **presentation.**  
   clarify the definition in my **presentation.**  
   My **presentation** was definitely information provided on  
   able to provide as interesting **presentation** as some of my colleagues  
   increase the professionalism of my **presentation.**  
   discussing sources debate arguments and **presentation** approaches at the very beginning  
   not to use power point **presentation,** as the detail of content  
   the key points of the **presentation** speeches  
   The **presentation** components were posted in a  
   X and I agreed upon **presentation** posting times to ensure a  
   debate by creating a holistic **presentation** and developing an expanded literature  
   each debater post her own **presentation** and facilitating only within her  
   In my original **presentation,** I provided a four point  
   With the **presentation** and backing of three founding  
   or photo which brings the **presentation** to a close  
   wonder if much of my **presentation** was rhetoric  
   also provided in my concluding **presentation.**  
   can add intrigue to a **presentation,** perhaps some were too cute  
   technique to a power point **presentation** and an on line course  
   in both my initial debate **presentation** and rebuttal likely weakened my  
   or an online power point **presentation** style debate therefore I visited  
   weeks went by and my **presentation** week approached I felt more  
   it in my power point **presentation.**  
   the writing process of the **presentation;** nonetheless once all the information  
   strong and well supported initial **presentation.**  
   I posted my debate **presentation** on Wednesday November 18th and  
   I printed the power point **presentation** but did not start to  
   my evidence in my initial **presentation** I did not have any  
   believe having a strong initial **presentation** was favourable to me I  
nursing  
   and often emotional issues in **nursing.**  
   of reasons why nurses leave **nursing** added some strength to my  
   system and competing demands for **nursing** managers in terms of nurse  
   recruitment and retention of nurses **nursing** moral and work life balance  
   studies for my Masters in **Nursing.**  
   interviewed the student nurses and **nursing** faculty that come to the  
   presentation of the issue of **nursing** specialty certification in the forum  
   from the certification organizations including **nursing** licensing organization in Canada and  
   should be mandatory for specialty **nursing** areas  
   to emphasize the art of **nursing** as her main selling point  
   other factors contribute to quality **nursing,** particularly as perceived by the  
   Rebutting the art of **nursing�** argument was more difficult and  
   one aspect of developing quality **nursing** practice  
   including a piece on advanced **nursing** education and its benefits to  
   in critical reflection on many **nursing** trends issues  
   Association exam for emergency room **nursing,** I know now the process  
   my credentials for emergency room **nursing.**  
   and knowledgeable person in emergency **nursing.**  
   much about the issues facing **nursing** and health care in general  
   The **nursing** profession has always been confronted  
   my debate topic of Should **Nursing** Faculty Participate in Relevant Clinical  
   suggested the concept of global **nursing** practice opportunities as food for  
   Advanced Trends and Issues in **Nursing** is a master level course  
   from British Columbia s BC **nursing** governing body case studies and  
   understand both viewpoints of a **nursing** issue and forced me to  
   the trends that have affected **nursing** and be able to speak  
   demonstrate the advanced level of **nursing** practice  
   support the title of this **nursing** course  
   article The press discovers a **nursing** shortage Idelson 2001  
   Recruitment strategies will solve the **nursing** shortage  
   at the advanced level of **nursing** practice and the debate assignment  
   to the advanced issues of **nursing** practice  
   of the program Master of **Nursing,** I realized that NURS 603  
   developed my personalized philosophy of **nursing** and internalized the nursing values  
   internalized and personalized foundation for **nursing** practice  
   me opportunities to learn about **nursing** history advanced trends and issues  
   example of applying pragmatism into **nursing** practice  
   demonstrate the advanced level of **nursing** practice  
   support the title of this **nursing** course  
   at the advanced level of **nursing** practice and the debate assignment  
   is a worthwhile endeavor for **nursing.**  
   research across in relation to **nursing** certification  
   the information acquired from various **nursing** and education journals such as  
   discussing the recent changes in **nursing** and its impact on the  
   of a current and relevant **nursing** education  
   of the most current relevant **nursing** practice in order to provide  
   on reinforcing the expectation surrounding **nursing** competency from either a nursing  
   was a focus because the **nursing** educator is seen as possessing  
   knowledgeable of current and relevant **nursing** practice  
   nursing education to nursing students **Nursing** faculty as role models must  
   is to ensure that the **nursing** care provided by the graduate  
   current and relevant nursing practice **Nursing** students need to know they  
   PhD by a full time **nursing** educator versus the time needed  
   what is current and relevant **Nursing** instructors need to practice what  
   It is important for **nursing** educators to know the current  
   regard to a quality university **nursing** program I would have used  
   on the Online Issues in **Nursing** Education  
   strongly defended the position that **nursing** faculty must provide relevant clinical  
   that a full time clinical **nursing** educator requires time for further  
   also not been aware that **nursing** unions in unionized facilities were  
   published in the Journal of **Nursing** Administration was not a condemnation  
   collaborative efforts to plan for **nursing�** s future position in healthcare  
   done in CINAHL Health Source **Nursing/** Academic Edition and Medline databases  
   and minimize effects on the **nursing** workforce  
   just got my textbooks on **Nursing** Philosophy  
   In **nursing,** as in any other profession  
   Advanced Trends and Issues in **Nursing,** a debate was chosen as  
   have Flu Shots and lastly **Nursing** faculty must participate in relevant  
   These **nursing** issues were primarily chosen because  
   in the BScN and RPN **nursing** programs at a community college  
argument  
   was worried about my own **argument,** but I recognized the potential  
   to apply it to the **argument** based on its legitimacy  
   The basic **argument** that the Canada Health Act  
   compelling arguments to promote this **argument.**  
   main premises to support my **argument.**  
   promote this side of the **argument.**  
   or con side of the **argument.**  
   presented my side of the **argument** very clearly I don t  
   Rebutting the art of nursing **argument** was more difficult and I  
   upping the ante on my **argument** would have likely backfired as  
   have presented a more comprehensive **argument** had I broadened my approach  
   patient might have strengthened my **argument.**  
   the main point of my **argument.**  
   learned alot about presenting an **argument,** making a case and repeatedly  
   The **argument** for EHRs was relatively easy  
   As the pro for this **argument** I had the luxury of  
   to both sides of the **argument,** not losing focus on my  
   on either side of an **argument.**  
   remove the passion from an **argument,** thereby allowing one to think  
   words wisely and present my **argument** in a logical organized fashion  
   take to build my main **argument.**  
   Now that my main **argument** was well developed and supported  
   one by one to each **argument.**  
   some minor adjustments to my **argument.**  
   label the premises in your **argument,** yet you build your argument  
   preparing your stance and supporting **argument** while at the same time  
   is a broader activity than **argument** as it is a process  
   the long version address each **argument** in my rebuttal  
   support both sides of the **argument** from myself and my classmates  
   each partner could form their **argument.**  
   My opposing **argument** provided a history of our  
   My **argument** was well researched and used  
   felt that my partner s **argument** focused primarily on faculty in  
   the classroom teacher in her **argument.**  
   elements of my opponent s **argument** to determine my rebuttal argument  
   highlighted these weaknesses in her **argument** to show that these statements  
   gain skills in presenting an **argument** for a particular viewpoint  
   such as premise s conclusion **argument,** and fallacy to the information  
   Kidd 2002 as a structured **argument.**  
   I always thought of an **argument�** as a fight a disagreement  
   in gaining support for your **argument.**  
   readers in my opponent s **argument.**  
   the word summation instead of **argument** for a reason  
   as I find the word **argument** to have a negative connotation  
   the not yet for Canada **argument.**  
   I could make a stronger **argument** and a more informative debate  
   However I also presented an **argument** in support of the Canadian  
   of sources to develop each **argument,** to the extent that this  
   satisfaction would be an important **argument** in favour of magnet so  
   able to construct a valid **argument** partly because I did concede  
   to use to make my **argument** succinct without missing key pieces  
   opponent s **argument** and figure out where the  
   to the development of my **argument** and we were able to  
   to the development of my **argument** and we were able to  
   in both sides of this **argument,** however I do feel it  
   be presenting and supporting an **argument** that I personally do not  
   the conclusion supported the pro **argument** viewpoint and demonstrated to the  
   focused within the original pro **argument** section  
   useful to interject the pro **argument** discussion with a suggestion to  
   the discussion in the pro **argument** section was lively anecdotal and  
   This means of **argument** or investigation is unique in  
   the strategies utilized in the **argument** and their effectiveness in promoting  
   The first **argument** addressed the historical aspect of  
   The second **argument** presented in this debate is  
   Backing to this **argument** was provided by the use  
   The third **argument** backing this stance was that  
   I presented a strong opening **argument** and this was reiterated by  
   of weaknesses in the original **argument.**  
   upon emotion to strengthen my **argument;** the use of a nurse  
   I presented a strong logical **argument.**  
   be the base of this **argument.**  
   of both effective and ineffective **argument** construction  
   larger font for my summary **argument** in response to this  
   to use for my primary **argument** versus for my rebuttal  
   ethics of their choice of **argument** and intention  
   proved to be a strong **argument** in my defence  
   to follow to present an **argument.**  
   chose to individually rebut each **argument** utilizing the articles that I  
rebuttal  
   some strength to my debate **rebuttal.**  
   supporting research to address the **rebuttal** of my opponent  
   did not feel that my **rebuttal** was as strong as my  
   s arguments and d presenting **rebuttal** in a positive professional manner  
   The **rebuttal** preparation was challenging as I  
   In **rebuttal,** I was able to target  
   found that my presenting arguments **rebuttal** and closing arguments were conducted  
   The **rebuttal** to X s debate was  
   However the **rebuttal** did have a stronger debate  
   that of my opponent the **rebuttal** format I chose and my  
   In the **rebuttal,** I was somewhat surprised that  
   Our introductory **rebuttal** and concluding remarks were grounded  
   The **rebuttal** was fun it for me  
   which I felt affected my **rebuttal.**  
   Reviewing feedback for the **rebuttal** was again great as I  
   What Worked I found my **rebuttal** to be most effective  
   Keeping in mind that the **rebuttal** is one of the most  
   more at my opponent s **rebuttal.**  
   my premises and in the **rebuttal** label my opponents arguments as  
   I enjoyed preparing the **rebuttal** because I had an enormous  
   s individual arguments in my **rebuttal,** I believe that using the  
   Secondly thematic **rebuttal** would have presented ideas in  
   Preparing the **rebuttal** was another daunting task for  
   before I could prepare my **rebuttal.**  
   address each argument in my **rebuttal.**  
   My **rebuttal** received tremendous feedback from the  
   viewpoint and comments that the **rebuttal** was well researched  
   was able to refine my **rebuttal** into three main points for  
   The **rebuttal** helped me to conclude and  
   resource to use for the **rebuttal.**  
   to the debate content the **rebuttal** to my opponent s debate  
   In the **rebuttal** portion of the debate presentation  
   In my **rebuttal** I questioned her comments by  
   I outlined these in my **rebuttal.**  
   I presented my debate and **rebuttal** on the days required  
   could then articulate an appropriate **rebuttal.**  
   review and preparation of the **rebuttal** felt very rushed and it  
   Actually completing the **rebuttal** though was easier than the  
   Preparing the **rebuttal** helped my to better understand  
   Secondly the thematic **rebuttal** and the strategy of attacking  
   could recognize patterns of thematic **rebuttal** in some presentations and that  
   the opening presentation and the **rebuttal,** the information of the debate  
   The thematic **rebuttal** and the strategy of attacking  
   the opening presentation and the **rebuttal,** the information of the debate  
   in the initial presentation the **rebuttal** and the summation were spent  
   the initial debate presentation the **rebuttal** and the debate summarization  
   In my **rebuttal,** I identified that there was  
   The **rebuttal** was an easier presentation to  
   In developing my **rebuttal,** I used evidence based information  
   I found the **rebuttal** to be an easier aspect  
   the debate initial presentation the **rebuttal** and the summation I did  
   In presenting my **rebuttal,** I believe that I challenged  
   x s nieces in my **rebuttal,** several classmates commented on the  
   added further strength to my **rebuttal.**  
   carefully addressed in the pro **rebuttal,** again illustrated with pictures and  
   entice the audience into the **rebuttal** discussion was only minimally successful  
   that encouraging discussion on the **rebuttal** was the correct course of  
   move the discussion to the **rebuttal** section  
   to encourage discussion in the **rebuttal** forum was deemed the correct  
   The **rebuttal** phase of debating involves disputing  
   In my **rebuttal,** I respond to my opponent  
   In the **rebuttal,** I also concede that there  
   In the closing of my **rebuttal,** I introduced an analogy of  
   course forum and experimenting with **rebuttal** strategies  
   information to use in my **rebuttal.**  
   primary argument versus for my **rebuttal?**  
   the HPV vaccine during my **rebuttal.**  
   my initial debate presentation and **rebuttal** likely weakened my position  
   adding this premise in my **rebuttal** would have had more impact  
   so I knew that my **rebuttal** would probably be weaker however  
   easy to put together a **rebuttal.**  
   best to present a strong **rebuttal,** though I had presented most  
   Preparing for the **rebuttal** was very stressful for me  
   I believe the **rebuttal** was my biggest learning curve  
felt  
   I **felt** that I had a good  
   regarding supervised injection sites and **felt** that I could have provided  
   This writer **felt** that it was necessary for  
   This writer **felt** that it was essential to  
   This writer also **felt** that since my own knowledge  
   of the debate this writer **felt** that defining these therapies was  
   In particular this writer **felt** it was important to argue  
   This writer **felt** that because it was a  
   In addition I **felt** that the research would promote  
   have never done before I **felt** a sense of accomplishment for  
   I **felt** both Margaret and I presented  
   competency while others agreed and **felt** an educator should be able  
   In analyzing the data I **felt** I was fortunate in that  
   I **felt** our classmates were engaged in  
   side of the topic and **felt** I was effective and provided  
   focused more on how patients **felt** about certified nurses  
   I **felt** I had enough resources but  
   inductive and deductive fallacies but **felt** I prepared well  
   I **felt** that this was a good  
   attention to APA format but **felt** since it was a self  
   personally was difficult but I **felt** I did learn how to  
   address and puzzling which I **felt** affected my rebuttal  
   I have to say I **felt** a bit intimidated  
   an official debate and I **felt** my debating skills were lacking  
   I **felt** this was effective in the  
   At times I **felt** like a lawyer trying to  
   I almost **felt** as if I ran out  
   in the discussion forum I **felt** I just needed to make  
   research on the topic I **felt** prepared  
   posted my debate online I **felt** a little anxious and unsure  
   to engage in debates I **felt** nervous at the same time  
   I **felt** some relief when I realized  
   finally posted my debate I **felt** relieved that the comments I  
   I **felt** that our discussion at times  
   I **felt** that my partner s argument  
   but I suppose others probably **felt** the same way  
   I **felt** more confident once I posted  
   and preparation of the rebuttal **felt** very rushed and it was  
   not have been what you **felt** were important  
   my body relaxed and I **felt** sick for the rest of  
   a relevant clinical practice I **felt** that my colleague may have  
   I **felt** that the debate as a  
   I **felt** that I provided sufficient references  
   a complicated issue but I **felt** that the class was very  
   I **felt** intimidated by the assignment of  
   The author **felt** that the content of the  
   I **felt** that using these photos to  
   that many of my peers **felt** so strongly about vaccinating young  
   Many of them **felt** that by vaccinating girls for  
   Therefore it was **felt** that providing no further comment  
   I **felt** prepared for the class and  
   I **felt** proud of our preparation and  
   receiving my debate assignment I **felt** that ultimately the human rights  
   In conclusion I **felt** my opponent and I presented  
   I **felt** that I had the larger  
   I **felt** that this would prevent alienation  
   sensational periodicals is that I **felt** professionally and ethically bound to  
   I **felt** I needed to argue from  
   topic and one which I **felt** needed to be addressed in  
   to articulate the angst I **felt** at times in creating arguments  
   the self reflection exercise I **felt** some shame in that I  
   was very intrigued and really **felt** REFRESHED with with the different  
   were primarily chosen because I **felt** I was able to debate  
   Thus I **felt** confident in debating my opponent  
   my presentation week approached I **felt** more anxiety as I could  
   I **felt** some panic because I had  
   were so well done I **felt** the bar was set very  
   I **felt** lots of fear and anxiety  
   I posted my debate I **felt** relieved that part of the  
   to find out how everyone **felt** about the topic and where  
information  
   credible support documentation and background **information** for the pro side of  
   I would not obtain positive **information** to support the use of  
   The **information** from Registered Nurses Association of  
   what worked well presenting the **information** from Chandra 2007 that indicated  
   I would still present the **information** from the management rights position  
   opponents due to lack of **information** to refute the arguments on  
   The **information** my opponent presented on patient  
   in style and layout of **information.**  
   editing and not even acknowledge **information** that presents to the contrary  
   Some great **information** was shared  
   classmates as well as the **information** they shared with me  
   a great way to share **information.**  
   The **information** I provided was current and  
   don t feel I provided **information** overload  
   There is a wealth of **information** on the subject and a  
   proven with relevant research and **information.**  
   was an extensive amount of **information** regarding credentials especially regarding the  
   The literature included **information** such as what credentials do  
   and found a plethora of **information** on debating  
   While some stated that the **information** provided added to their knowledge  
   This background **information** also contributed to the strength  
   with each other and shared **information** easily  
   the reader in understanding the **information** presented in the debate  
   In gathering **information** for my debate I included  
   I argued using **information** from my debate and references  
   I couldn t find much **information** on my topic  
   which was easier to gather **information** about but I suppose others  
   I would have appreciated more **information** on what specific criteria I  
   argument and fallacy to the **information** from the article The press  
   not be the most important **information** during the debate process  
   presentation and the rebuttal the **information** of the debate topic program  
   to mentally re organize the **information** and those puzzle pieces of  
   not be the most important **information** during the debate process  
   presentation and the rebuttal the **information** of the debate topic program  
   to mentally re organize the **information** and those puzzle pieces of  
   the debate process from the **information** contained in the unit was  
   time was spent in gathering **information** on the topic of relevant  
   From the **information** acquired from various nursing and  
   From the initial **information** gathered I quantified the information  
   2002 was used because the **information** acquired was favourable for my  
   **Information** acquired from the articles was  
   I consciously looked at the **information** provided in order to anticipate  
   rebuttal I used evidence based **information** to support my rebuttals  
   would have used the 2002 **information** that I had accumulated concerning  
   This **information** was found on the Online  
   require the use of this **information.**  
   My presentation was definitely **information** provided on a still background  
   debate subject based on the **information** provided by each debater  
   without missing key pieces of **information.**  
   because there is so much **information** to support integration of the  
   I found I was presenting **information** to educate or inform and  
   because there is so much **information** to support integration of the  
   backed by government and scholarly **information.**  
   Researching and critically appraising the **information** on this subject created an  
   website to scour the basic **information** on the construction of logical  
   ration the meager amount of **information** that I could locate and  
   succeed in choosing wisely what **information** to use for my primary  
   the vast amount of inflammatory **information** from sensational periodicals such as  
   chose not to use this **information** for two significant reasons  
   I chose not to use **information** from sensational periodicals is that  
   or did I manipulate safe **information** to merely advance my chance  
   and analyze all of the **information** on immunizations myself  
   constraints complex work demands and **information** overload have left me glancing  
   how to best use the **information** I was gaining from my  
   is a phenomenal amount of **information** and research contained in these  
   knew where to find reliable **information** on the importance of RN  
   presentation nonetheless once all the **information** was inserted in the presentation  
side  
   debate the affirmative or pro **side** of this debate  
   background information for the pro **side** of this debate  
   going to present the pro **side** of mandatory overtime  
   or classmates supporting the pro **side** of this debate  
   challenging to refute the con **side.**  
   me on presenting the pro **side** of this emotion filled topic  
   going to debate the pro **side** of overtime The more I  
   had I had the opposing **side** of the debate I would  
   the arguments supporting the affirmative **side** of the discussion I found  
   pros and cons of each **side** of the issue  
   issue and arguing that particular **side** regardless of one s own  
   Lastly as arguing the pro **side** of the debate this writer  
   data would help promote this **side** of the argument  
   discovered I had the pro **side** for complementary therapies I admit  
   between the pro and con **side** of the debate  
   for the pro or con **side** of the argument  
   I think I presented my **side** of the argument very clearly  
   was to represent the pro **side** of this debate  
   I argued the pro **side** of the topic and felt  
   credentials especially regarding the positive **side** of credentials  
   a limitation on the pro **side** of credentials because it s  
   defend your reasoning for your **side.**  
   audience with amplifying controversial adverse **side** effects related to the vaccine  
   In good faith I did **side** with my opponent agreeing that  
   on the negative or opposition **side** for the following issue That  
   a topic on the affirmative **side,** if I was passionately against  
   in a debate on either **side** of an argument  
   I m assigned the pro **side** of an issue that I  
   and debating on an assigned **side** forces you to look at  
   was convinced to take my **side** of the debate  
   to debate was the pro **side** to the statement that health  
   take into account the human **side** of healthcare  
   Firstly pro **side** and con side could find  
   was an example that pro **side** of hiring full time nurses  
   different perspectives such as pro **side** and con side and by  
   examine an issue from pro **side** and con side different perspectives  
   Examining the pro **side** and con side of the  
   Firstly pro **side** and con side could find  
   examine an issue from pro **side** and con side different perspectives  
   could even mean that the **side** of the debate you agree  
   I was assigned the Pro **side** of the debate  
   think this was the easier **side** as my audience consisted of  
   to strengthen my opponent s **side** of the debate  
   pick their topic and their **side** to present not have it  
   it difficult to pick one **side** or the other and stick  
   had valid points just which **side** out weighed the other  
   think they present the realty **side** of a debate and can  
   No one **side** was right or wrong just  
   that there was a negative **side** to magnet hospitals  
   have been assigned the Con **side** in the debate because I  
   and relevant arguments on one **side** of the topic and class  
   that there was a negative **side** to magnet  
   being acquainted with the opposing **side** if you are going to  
   To debate the negative **side** or against implementation of Nurse  
   Initially I thought the pro **side** of the debate was far  
   I found debating the con **side** often meant presenting negative facts  
   To debate the negative **side** or against implementation of Nurse  
   Initially I thought the pro **side** of the debate was far  
   I found debating the con **side** often meant presenting negative facts  
   in our introduction favouring neither **side.**  
   easier to support the pro **side** because of personal bias  
   to who was leading which **side** of the debate despite clear  
   of potential future harm and **side** effects from the HPV vaccine  
   on the current status of **side** effect reporting systems  
   of the biases of each **side.**  
issues  
   the challenging and often emotional **issues** in nursing  
   day I have to weigh **issues** and look at all sides  
   good reminder that when discussing **issues** or scenarios as nurse leaders  
   much to do with the **issues** around substance abuse especially as  
   comprehensive view of the associated **issues.**  
   understanding of many of the **issues** surrounding of harm reduction and  
   suggestion to introduce the ethical **issues** and potential conflicts that harm  
   somewhat myopic view of the **issues** at hand that can result  
   a learning opportunity for presenting **issues** in a debate fomat and  
   of chronic diseases with ongoing **issues** in quality of life McGrath  
   appreciated both sides of the **issues.**  
   an essential part of resolving **issues,** and this exercise confirmed my  
   accurately represented the trends and **issues.**  
   evidence in both trends and **issues.**  
   and differing perspectives on the **issues** addressed in the debate  
   to find and define our **issues.**  
   reflection on many nursing trends **issues.**  
   Consideration to privacy **issues** must be included in a  
   now better informed on the **issues** surrounding EHRs and better able  
   most of these **issues,** the reality is we all  
   evidence of staggering trends and **issues** supporting my position  
   more conversation and drilled the **issues** down to explore  
   this course I see trends **issues** more differently being sensitive again  
   real appreciation for looking at **issues** from all sides skills that  
   forces you to look at **issues** from all perspectives as opposed  
   learned so much about the **issues** facing nursing and health care  
   always been confronted with many **issues** and nurses must be able  
   learning strategy not only on **issues** but also on other topics  
   course 609 Advanced Trends and **Issues** in Nursing is a master  
   There are certainly system **issues** with both of these cases  
   questions that have uncovered other **issues** and helped to create plans  
   debate format to deal with **issues.**  
   The main focus was **issues.**  
   had to deal with clinical **issues** and management issues on the  
   to learn how to articulate **issues** and to deal with issues  
   process related to the advanced **issues** of nursing practice  
   nursing history advanced trends and **issues,** debate process trend paper outline  
   a methodology to deal with **issues** by looking at the big  
   international symposium debated on many **issues** of places of death Mpinga  
   clinical practice to deal with **issues.**  
   I learned how to identify **issues** and how to apply the  
   been able to identify clinical **issues** more efficiently and to apply  
   international symposium debated on many **issues** of places of death Mpinga  
   clinical practice to deal with **issues.**  
   was found on the Online **Issues** in Nursing Education  
   and greater awareness of emerging **issues** related to magnet status  
   over nurses professional and employment **issues,** as could be the case  
   both sides of the key **issues** were effectively presented and class  
   the class understanding of the **issues** relevant to the debate topic  
   several class participants contributed further **issues** related to the topic for  
   class learning experience on the **issues** surrounding magnet status  
   a variety of trends and **issues,** and the debates helped with  
   did I learn about current **issues** in health care but learned  
   understood raising current health care **issues** to the forefront  
   to explore current trends and **issues** in health care  
   us all to learn about **issues** that we may have never  
   and understand ways to present **issues;** thus in consideration of Schnurer  
   short briefing notes on complex **issues** and little time for conscious  
   public Microsoft Word dictionary 2007 **Issues** are topics of discussion or  
   There many **issues** that are of importance to  
   other profession there are many **issues** that can instigate arguments or  
   course 609 Advanced Trends and **Issues** in Nursing a debate was  
   These nursing **issues** were primarily chosen because I  
presented  
   The information my opponent **presented** on patient safety recruitment and  
   new to this writer and **presented** a learning opportunity for presenting  
   Through this process this writer **presented** a position and also evaluated  
   Data **presented** clearly demonstrated the connection between  
   X s debate was strongly **presented** based on arguing her main  
   validity of the position as **presented** to my classmates  
   little confused by the statistics **presented.**  
   the other debates that were **presented.**  
   is something that will be **presented** stronger in future debates  
   This debate successfully **presented** the position that the Canada  
   other debates that other people **presented,** I didn t really find  
   more from how my classmates **presented** their debates  
   felt both Margaret and I **presented** equally convincing arguments  
   I think I **presented** my side of the argument  
   I think I could have **presented** a more comprehensive argument had  
   as the debates were being **presented.**  
   the newsletter format as we **presented** early we weren t certain  
   As all the debates were **presented,** I believe I learned alot  
   As my opponent **presented** consequences fueling her position I  
   balance of feedback our colleagues **presented** the insight different experiences lenses  
   a moment to improve if **presented** the same opportunity  
   and cons to every issue **presented.**  
   Secondly thematic rebuttal would have **presented** ideas in a succinct manner  
   idea of how debates were **presented,** I was faced with the  
   This **presented** another challenge  
   reader in understanding the information **presented** in the debate  
   I may have **presented** a stronger case for the  
   of my debate presentation I **presented** my debate and rebuttal on  
   I believe I **presented** a strong debate and was  
   There were four debates **presented** before my turn  
   Week There were four debates **presented** before my turn  
   I could have **presented** more suggestions to actually help  
   most of the debate cases **presented,** I could find pros and  
   three themes from which I **presented** my position  
   on with my opponent and **presented** on a same front  
   also how the position is **presented** and what evidence are they  
   However I also **presented** an argument in support of  
   the key issues were effectively **presented** and class discussion was constructive  
   the relevance of the arguments **presented** Branham Meany 1998  
   and weaknesses of opposing views **presented** by my partner as well  
   favour of magnet so I **presented** a nurse s description of  
   I **presented** arguments to establish the fact  
   If we had **presented** fewer arguments on both sides  
   was acceptable as it was **presented** by x as content in  
   to clarify which fallacy was **presented** by the opposition  
   Practitioners NP in Canada initially **presented** me with a real challenge  
   Practitioners NP in Canada initially **presented** me with a real challenge  
   introduction arguments and rebuttals were **presented** in the form of a  
   The second argument **presented** in this debate is that  
   I believe that I **presented** a strong opening argument and  
   stage of this debate I **presented** my conclusions which incorporated the  
   a debate I think I **presented** a strong logical argument  
   felt my opponent and I **presented** the concept of mandatory vaccination  
   appraising the premises and conclusions **presented** in this material  
   back to read how I **presented** this feedback and I can  
   accomplishments as I prepared and **presented** my debate topic through three  
   strong rebuttal though I had **presented** most of my evidence in  
   Since so many classmates had **presented** interesting angles and strategies to  
class  
   most of us in the **class.**  
   The variety of the **class** in terms of years of  
   asked for a better first **class�** introduction for return to studies  
   would be discussed by the **class.**  
   the info out to the **class** was a relief  
   The debates also allowed the **class** to gain a comfort level  
   to accept the feedback of **class** critiques and provided responses and  
   the material effectively to the **class** to support the coverage of  
   one critical comment from a **class** peer  
   which she shared with the **class** and we went from there  
   to the learning of the **class.**  
   discussions and opinions within the **class.**  
   power point presentation for the **class** to view  
   or two made from the **class** regarding if any research was  
   off but then again the **class** may of not made their  
   I feel the **class** all did great jobs on  
   cause some confusion for the **class** as some noted that my  
   feedback I received from the **class** was positive I still feel  
   The feedback from the **class** contributed immensely to my learning  
   that I learned in this **class.**  
   feedback I received from the **class** has been generally positive  
   indicate to me that the **class** learned from my presentation  
   other in front of the **class.**  
   neither the rest of the **class.**  
   The **class** engagement was evident as participation  
   received tremendous feedback from the **class.**  
   This connected the **class** and gave focus to future  
   becoming repetitive and losing the **class�** attention  
   from all members of the **class.**  
   was able to refocus the **class.**  
   I used the **class** resources and read up on  
   comfortable with posting to the **class** as the last several courses  
   and open dialogue that the **class** showed each debate along with  
   The **class** input was a valuable resource  
   prior to posting to the **class.**  
   comes up again in another **class** for me  
   Each time I read the **class�** power point ppt presentations I  
   pages to respond to the **class.**  
   Each time I read the **class�** power point ppt presentations I  
   pages to respond to the **class.**  
   of my choices for the **class** debate assignment I had never  
   I was glad that the **class** seemed to favour magnet and  
   issues were effectively presented and **class** discussion was constructive  
   support my position and the **class** discussion indicated that this was  
   as those presented by the **class.**  
   As it turned out the **class** did feel that descriptions of  
   side of the topic and **class** comments indicated that I achieved  
   s arguments while increasing the **class** understanding of the issues relevant  
   but I felt that the **class** was very engaged in the  
   an effort to focus discussion **class** participation may have been a  
   thought provoking debate to facilitate **class** learning on the topic  
   In fact several **class** participants contributed further issues related  
   very creatively for an effective **class** learning experience on the issues  
   debate process would facilitate online **class** learning  
   I think this **class** helped to create awareness of  
   I felt prepared for the **class** and assignment expectations  
   I found the **class** discussion on this slide interesting  
   from the responses from the **class** that they were dissatisfied that  
   I responded to the **class** by adding this to my  
   Based on **class** feedback from the swine flu  
   to demonstrate this and the **class** did acknowledge this positively  
   year for a physiological need **class.**  
time  
   It did take a short **time** to become comfortable with this  
   collaborated very well and took **time** to chat with one another  
   I would have spent more **time** learning about debate protocol and  
   I may have experienced some **time** constraints I do not believe  
   This was the first **time** I did a debate and  
   one could defend with the **time** allocated  
   I would do differently next **time.**  
   Would Be Done Differently Next **Time** I find it somewhat difficult  
   Perhaps next **time** it would be beneficial to  
   involved a huge amount of **time** in researching the topic from  
   requires a huge amount of **time** and energy  
   to view for the second **time** the movie The Great Debaters  
   felt nervous at the same **time** confused  
   debate and that I have **time** to prepare my arguments  
   I did not have much **time** left to research for the  
   s arguments one at a **time?**  
   Each **time** I read the class power  
   to struggle with it from **time** to time  
   presentation program for the first **time!**  
   almost two years plus full **time** work schedule and family commitments  
   down slowly at the same **time.**  
   pro side of hiring full **time** nurses was almost attacked by  
   My Debate Week The peak **time** of learning the debate was  
   Time flies by so far **Time** flies by so far  
   By the **time** I sat down to do  
   overtime since May 2008 the **time** I took over the district  
   Each **time** I read the class power  
   to struggle with it from **time** to time  
   presentation program for the first **time!**  
   My Debate Week The peak **time** of learning the debate was  
   not have spent as much **time** on the history of credentialing  
   and with a little more **time** and creativity I would try  
   first debate a lot of **time** was spent in gathering information  
   the topic of working full **time** and maintaining a relevant clinical  
   was no difference between the **time** needed to complete a PhD  
   provides the debater with the **time** to refute what your opponent  
   opponent said that a full **time** clinical nursing educator requires time  
   that the class has limited **time.**  
   The Next **Time** Around  
   timely manner allowing classmates adequate **time** to digest and respond to  
   Would I Change the Next **Time?**  
   keeping track of discussions was **time-** consuming and inhibited facilitator participation  
   less of the facilitator s **time.**  
   would I do differently next **time?**  
   Perhaps next **time** I would explore the issue  
   understanding a topic in along **time.**  
   past few years in particular **time** constraints complex work demands and  
   Due to the lack of **time,** I struggled to find strong  
   Next **time,** I will read and sort  
debates  
   in the discussion of the **debates** that preceded my debate presentation  
   I really enjoyed using the **debates** as a learning tool  
   The week of the **debates** was stressful and putting the  
   of the first couple of **debates** I we all got over  
   Overall I did enjoy the **debates** as a learning tool  
   The **debates** required critical analyzes and thinking  
   The replies to the **debates** also challenged my presentation and  
   The **debates** also allowed the class to  
   be a consideration for future **debates** that interpretation is subjective  
   to some of the other **debates** that were presented  
   be presented stronger in future **debates.**  
   my debate and the other **debates** that other people presented I  
   how my classmates presented their **debates.**  
   be done different in future **debates.**  
   and I think the more **debates** I am involved with the  
   with one s opponent in **debates,** and in daily disagreements is  
   tactics others may use in **debates,** enhancing my ability to critically  
   strategies and critical analysis of **debates** in the future  
   For future **debates,** I would ensure that I  
   and eagerly anticipate the remaining **debates.**  
   in the room as the **debates** were being presented  
   As all the **debates** were presented I believe I  
   so many different types of **debates** and scenarios  
   did great jobs on the **debates.**  
   As the **debates** were posted I really appreciate  
   were going to engage in **debates,** I felt nervous at the  
   I always thought of formal **debates** being done on a podium  
   I hate engaging in **debates** as I always seem to  
   had the idea of how **debates** were presented I was faced  
   will fail in arguments and **debates** about an issue if that  
   and page numbers from previous **debates** and I incorporated those into  
   many weeks of interviews and **debates** and writing of the report  
   There were four **debates** presented before my turn  
   Reviewing the four **debates,** I recognized two findings  
   I provided feedbacks to classmates **debates** on how to present the  
   In the first few **debates,** ppt presentations tended to be  
   In the latter **debates,** I could recognize patterns of  
   Debate Week There were four **debates** presented before my turn  
   Reviewing the four **debates,** I recognized two findings  
   I provided feedbacks to classmates **debates** on how to present the  
   enjoy the rest of the **debates** once mine was completed  
   at the beginning of the **debates** as I thought some of  
   **Debates** are strategies that require in  
   As I read more about **debates,** I realized that I could  
   initial response by reading about **debates** and thinking about how the  
   trends and issues and the **debates** helped with developing skill in  
   make to improve on future **debates.**  
   said the purpose of the **debates** was not to win but  
   integrate proposed changes for future **debates** on this topic  
   should be repeated in future **debates.**  
   Posting the **debates** individually will also lessen participant  
   Although I realize that **debates** do not usually involve collaboration  
   In reading others **debates** and participating in the discussions  
   assisted in preparing for future **debates.**  
   critically appraise my classmate s **debates** and read other s feedback  
   feedback from the swine flu **debates** in particular I made an  
   I have now added **debates** into my repertoire of effective  
   and research contained in these **debates** and papers  
course  
   in the middle of the **course** provided the opportunity to review  
   reflect the objectives of the **course** outline  
   first project for my first **course** on my journey of studies  
   my lessons learned from this **course** and debate exercise for future  
   This approach of **course** can present a somewhat myopic  
   the debate process for this **course** was to present an issue  
   process when I started the **course** and it was a little  
   By the end of **course** I found I probably enjoyed  
   This my very first online **course.**  
   on my journey through this **course** work I remember my initial  
   I find that from this **course** I see trends issues more  
   was clearly stated in the **course** notes  
   to seek clarification through the **course** professor  
   without the feedback from the **course** expert  
   to have confirmation from the **course** professor  
   the debating process in this **course** was a very effective teaching  
   of our topic using our **course** text and journal articles as  
   Athabasca University **course** 609 Advanced Trends and Issues  
   of the assignments within this **course** was an online formal debate  
   have learned skills in this **course** that will be helpful in  
   effective learning strategy for this **course.**  
   In this **course** the student must be able  
   soon as I read the **course** outline on September 8th the  
   On day one of the **course,** I printed the Course Withdrawal  
   the title of this nursing **course?**  
   to convince me continuing this **course.**  
   to keep going with this **course.**  
   Which **course** would be the counterpart  
   This **course** has been providing me opportunities  
   and borrowed theories in the **course,** NURS 608  
   to keep up with the **course** demand  
   is week 13 of the **course.**  
   to do something for this **course** between 8pm and 9pm  
   the title of this nursing **course?**  
   to convince me continuing this **course.**  
   to keep going with this **course.**  
   would require me to take **course** and increase the professionalism of  
   to know everyone in this **course.**  
   topics created diversity in the **course** content allowing us all to  
   the rebuttal was the correct **course** of action  
   forum was deemed the correct **course** of action despite its minimal  
   had an advantage with this **course** because my close friend just  
   The goals of this **course** address the students ability to  
   I also believe that the **course** goals for NURS 609 were  
   presentation and an on line **course** forum and experimenting with rebuttal  
   that this was the first **course** I have taken towards my  
   positive impact on my next **course** I just got my textbooks  
   determine the winner after this **course.**  
   short this **course** is and how much content  
   As part of Athabasca University **course** 609 Advanced Trends and Issues  
   eighteen students in this online **course.**  
   the debate unit of this **course.**  
issue  
   personal and sticking to the **issue�** helped me proceed with the  
   course was to present an **issue** and present the pros and  
   taking a position on an **issue** and arguing that particular side  
   my own learning about this **issue** and present the material effectively  
   that cost would be an **issue** for the system to absorb  
   objective by critically examining an **issue** without the use of personal  
   critique my presentation of the **issue** of nursing specialty certification in  
   in understanding and analyzing the **issue,** my approach to critiquing my  
   In familiarizing myself with the **issue** I was assigned to present  
   sides and causes for the **issue.**  
   It is an **issue** that we see almost daily  
   issue **issue.**  
   teach my classmates about an **issue.**  
   may be sensitive to the **issue** globally  
   opposition side for the following **issue:** That all registered nurses must  
   all the facts surrounding an **issue** whether supportive or not  
   a true understanding of an **issue** it is crucial to analyze  
   the pro side of an **issue** that I am passionately against  
   pros and cons to every **issue** presented  
   to learn more about this **issue.**  
   a better perspective of the **issue** and was able to view  
   on a topic or an **issue** is an essential component of  
   arguments and debates about an **issue** if that person is not  
   effective way of presenting an **issue.**  
   helped me to clarify the **issue** and I now have a  
   both viewpoints of a nursing **issue** and forced me to articulate  
   range of facts surrounding an **issue** the facts from both sides  
   range of facts surrounding an **issue�**  
   those main factors causing an **issue,** i  
   I had to examine an **issue** from pro side and con  
   central theme s of the **issue,** I could look into options  
   my working overtime as an **issue** and applied what I had  
   and con side of the **issue,** I listed the main causes  
   range of facts surrounding an **issue** the facts from both sides  
   range of facts surrounding an **issue�**  
   I had to examine an **issue** from pro side and con  
   central theme s of the **issue,** I could look into options  
   have also learned that each **issue** has affirmative and negative sides  
   think more deeply about the **issue,** for example I discovered an  
   Magnet is a complicated **issue** but I felt that the  
   one classmate brought up the **issue** of accreditation and commented that  
   take a stand on an **issue** if you are going to  
   my own understanding of an **issue.**  
   students ability to analyze an **issue** and understand ways to present  
   time I would explore the **issue** more and debate to the  
   in analyzing and presenting an **issue.**  
   ability to analyze this controversial **issue.**  
   our position concerning a nursing **issue.**