**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.**