

Building a Collaborative Learning Environment

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Debate Environment



Student Debate Topics

- Moral
- Ethical
- Legal

Debate Structure

- Honor Pledge
- **Opening Statement:**
 - Group A= 8 minutes
 - Group B= 8 minutes
- **Rebuttal:**
 - Back and forth between the two groups= 10 minutes
- **Closing Statement:**
 - Group A= 2 minutes
 - Group B= 2 minutes
- **Jury:**
 - 5 minutes for decision

DEBATE 1: Moral Issue

You are working in a pediatric intensive care unit on an oncology floor. Your patient, Cassandra, is 9 months old and has an aggressive form of acute lymphoblastic leukemia. She is terminal. Her devoted parents are at her bedside. They are crying and begging you to give her more morphine and just let her drift peacefully from this earth. They do not want her to suffer any more. You assess Cassandra and see that she is fidgeting, whimpering and periodically crying. She is drawing her knees up to her chest. Her respirations are 35, heart rate 148, and blood pressure is 60/30. You last gave morphine 20 minutes ago. She may receive morphine every 30-60 minutes as needed for pain. Do you give Cassandra the morphine?

Group A: Give Morphine vs. Group B: Withhold Morphine

DEBATE 2: Ethical Issue

You are working as a nurse on a pediatric unit when you admit a 16 year old boy, Johnny, with right flank abdominal pain. You auscultate his bowels and find high pitched hypo active bowel sounds in all four quadrants. The doctor believes he has a paralytic ileus, requiring a placement of an NG tube through the nose into the stomach to help relieve abdominal distention and vomiting. The boy tells you he does not want such invasive procedures done because he is part of a faith healing group. He only wants to be treated for pain. You understand that your state law states that children aged 14 years or older may make their own health care decisions. You also understand that if he does not have the NG tube placed the ileus may obstruct the blood supply to the intestine, the tissue may die, causing infection and gangrene, this condition is life-threatening. What is your role as his nurse?

Group C: Treatment vs. Group D: Non-treatment

DEBATE 3: Legal Issue

You are working in a newborn nursery caring for 2 hour old, Jaycee. Jaycee was born during a precipitous vaginal birth and her mother has an active case of gonorrhea. Your orders read that you are to give prophylactic erythromycin ophthalmic ointment. Her mother is refusing all immunizations and erythromycin ointment for Jaycee. You understand that if you do not provide the ophthalmic ointment, it is likely that Jaycee will become blind. As Jaycee's nurse, do you give the ointment?

Group E: Treatment Vs. Group F: Non-treatment

Debate Rubric

Criteria/Descriptions	Points Possible	Student's Points
Debate group was well organized, group members took equal responsibility in presenting material, members are respectful of opponent group and paid attention to other groups' debates.	10 Points	
Individual argument was factual, concise, well-organized, and supported by credible literature	25 Points	
Provided class members with a 1-2 page group synopsis of your information, citing at least 2-3 nursing research authors	20 Points	
<ul style="list-style-type: none"> • Opening Statement: <ul style="list-style-type: none"> ◦ Introduction of debate issue ◦ Expected therapeutic use/benefit of your decision ◦ Legal, moral, or ethical implications to family ◦ Nursing interventions/actions ◦ Teaching needs to patient/family • Rebuttal: <ul style="list-style-type: none"> ◦ Why you shouldn't choose your opposing team's decision ◦ Why your decision is best for this patient and family • Closing Argument: <ul style="list-style-type: none"> ◦ Generalized statements of why your group's decision was best for this patient/family vs. opposing sides argument 	10 Points	
Jury gives final verdict with supporting evidence of why one group won vs. the other...what made one side's argument more convincing?	5 Points	
Composite Score from Peer Evaluations	10 points (percentage out of 24 points)	
Total Points	100 Points	

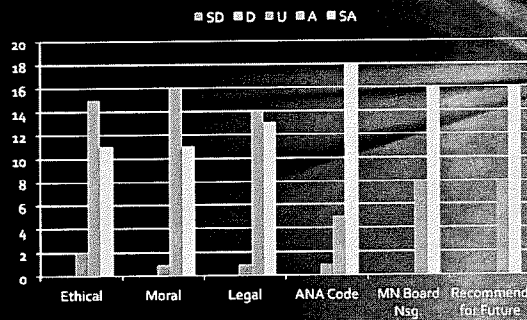
Collaborative Work Skills: Peer Review Form

- Contributions towards group work
- Time-management
- Preparedness
- Working with Others
- Attitude
- Quality of Work

Student Feedback of Debate Experience Evaluation Questions

1. I feel I understand the nurse's role within a moral conflict between family members and nurses.
2. I feel I understand the nurse's role within an ethical conflict between family members and nurses.
3. I feel I understand the nurse's role within a legal situation between family members and nurses.
4. I understand my responsibilities as a nurse to adhere to the American Nurses Association (ANA) Code of Ethics.
5. I understand it is important to validate my legal responsibilities through the MN Board of Nursing's Nurse Practice Acts.
6. Overall, I would recommend this debate experience for future students.

Student Feedback of Debate Experience



Student Comments about Debate Experience

- I really enjoyed this activity!
- I enjoyed the debate! Good switch up from class to learn.
- It was a good experience and it put us in situations that we will have to eventually deal with.
- Making a valid argument for a side you don't agree with is very hard.
- Excellent activity-very thought-provoking.
- Went really well, it was a fun activity. I would recommend you continue this debate.
- It was a nice way to 'research' ethical, moral, and legal aspects of nursing. I am not confrontational so debates are not my thing, but I thought the debate went well.
- Would like more time to prepare. Came at a busy time so it was difficult to find time to get it done.
- I think the entire class should participate as the jury for each debate rather than splitting us up in groups.
- Make sure each jury group knows what they are voting on; some members changed their mind for their vote. But, it was fun!