

PCH 358 – Health Policy

Spring 2018

Policy question debate assignment – debates, slides, fact sheet, reflections

Debates –

Debate slides and fact sheet are due by 5 pm on the Friday before the student's scheduled debate. Slides and fact sheets must be submitted to Blackboard by that time or they will be marked late.

Each student will participate on one side of a debate concerning a timely health policy question. Each debater will give a 15-minute presentation making his or her case.

Include –

- Introduction to the issue/problem – The second speaker will likely repeat points from the first presentation; that is OK. Give your own spin on the topics and facts
- The proposed solution – How will it help the problem? What intended and/or unintended consequences could result if your opponent's position prevails?
- Make your case – Use research (cited), graphs, statistics, examples, lessons from other systems/cases/countries, potential benefits or harms if your proposal is or isn't adopted, whatever helps your position. But remember that your point can be lost in too many numbers or research making the same point.
- Summarize your best points

Then each debater gets five minutes for rebuttal. Be respectful of both your classmate and his/her points. Use this time to address your opponent's points. Again, use your research. Don't nitpick your opponent's case – be sure a disagreement is meaningful, not trivial. You can also use the extra time to reinforce your original points.

We'll then have time for questions from the rest of the class. The class is encouraged to find questions and engage in the issues.

Remember, you do not necessarily have to believe the side of the issue you are arguing. You just have to make it appear as though you believe it for the 20 minutes you are speaking.

You must use presentation slides for making your case. It is best to include auxiliary slides you don't use during your presentation but that could be useful to rebut likely points from your opponent.

Each debater will also be responsible to produce a fact sheet outlining his or her position. Be brief; include your most compelling points and facts. You may choose to include rebuttals to your opponent's most likely points. Students will review and revise the fact sheet and return it to the debaters at the end of class. Debaters must bring 22 copies of their fact sheet to class for students to review as well as post it to Blackboard for grading.

For help on drafting fact sheets, go to

http://www.cthealthpolicy.org/toolbox/tools/fact_sheets.htm

For help on public speaking, go to

http://www.cthealthpolicy.org/toolbox/opinion/public_speaking.htm

Debate Reflection Assignment – All students, including debaters, will draft a two-page reflection on the debate and the topic **due one week after the debate by 5pm**. Submit the reflections to Blackboard **and** email to the debaters. Describe which points you found persuasive, which you didn't and why. Relate any points that were new to you and any points or questions that have occurred to you since the debate. If you were a policymaker, how would you vote; how did you come to that opinion.

Rubrics –

Debate – 15 pts

- Time, format, professional, clear language, effective slides – 25%
- Preparation, quality of research – 50%
- Anticipate and address opponent's positions – 25%

Fact sheet – 10 pts

- Format – 20%
- Quality of research – 40%
- Clear, persuasive language – 40%

Reflection – 11 @ 2 pts each

- Constructive, Points are well-supported – 33%
- Perceptive, reflects close listening to debate – 33%
- Well-reasoned thoughts – 33%