

Behavioral and Community Health – HOSA Biomedical Debate
CTE Common Core State Standards Aligned Lesson

This resource is best for:

Teachers of:	Behavioral and Community Health*	Career Cluster:	Health Science
Addressing Standard(s):	Legal and Ethical Issues: Standard 10*	Grade-Band:	9-10 and 11-12
In alignment with CTSO:	HOSA: Future Health Professionals www.tennesseehosa.org	CTSO Event: (if applicable)	Biomedical Debate

*Teachers can use this activity to develop an understanding of various biomedical issues and controversies in healthcare to meet standards covered in this course as well as others. This lesson can be adapted for use in other courses with other standards requiring research and presentation of issues in an argumentative manner.

Learning Objective: The goal of this activity is to develop a student’s understanding of the controversy that exists between the rights of patients/clients and the rights of the society as a whole when it comes to the community’s right to know about dangerous mental health clients or persons with communicable disease living in the community. This activity facilitates discussion of this controversy by providing students the opportunity to research and present both sides of the argument through debate while practicing the skills necessary to become proficient in the Common Core State Standards for Literacy in Technical Subjects. Discussions in class, reading, researching, and writing exercises are coordinated in class to help students construct a technical meaning of their research in a way that “sticks.”

The following should be used during this teaching:

- Essays should be evaluated using the 2013-14 Tennessee 9-12 ELA Argument Rubric, found at <http://www.tncore.org/sites/www/Uploads/TNCORE/Rubrics/OpArgRubric-Gr9-12-Literacy.pdf>

CTSO Competition Overview: This event will consist of a round one written test and a round two debate round. The debate round follows a modified Lincoln-Douglas debate format. The topic for both rounds will be announced annually. Teams of three to four members will participate in the round one written test. The teams with the highest average score from on the test will qualify for the debate round. Debate round pairings and position (either the affirmative or negative) are based on random selection.

The competitive event guidelines needed for this activity are:

- **Biomedical Debate:** These guidelines are available through the national HOSA website: <http://www.hosa.org/sites/default/files/BD13.pdf>

Common Core State Standards for Literacy in Technical Subjects addressed by task		
Strand	Grades 9-10	Grades 11-12
CCSS Reading for Technical Subjects: Key Ideas and Details	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS Reading for Technical Subjects: Integration of Knowledge and Ideas	8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
CCSS Writing for Technical Subjects: Text Types and Purposes	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> a) Introduce precise claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b) Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims. d) Establish and maintain a formal style and objective tone while attending to the norms 	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s) from alternate or opposing claims, distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases c) Use words, phrases, and clauses as well as the varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

	and conventions of the discipline in which they are writing. e) Provide a concluding statement or section that follows from or supports the argument presented.	e) e. Provide a concluding statement or section that follows from or supports the argument presented.
Tennessee CTE Standards addressed by this activity		
Behavioral and Community Health	Legal and Ethical Issues 10. Construct an argumentative essay contrasting patient/client rights with a community’s right to know about dangerous mental health clients or persons with communicable diseases, citing evidence from legislation and news articles to support claim(s) and counterclaim(s).	
What key insights should students take from this activity?		
<ol style="list-style-type: none"> 1. The rights of a patient/client with a dangerous mental health condition or a communicable disease may conflict with the rights of the community. 2. The rights of the community in the event of a member(s) of the community with a dangerous mental health condition(s) or communicable disease(s) may threaten individual rights. 3. The conflict between competing priorities of an individual’s rights and public health will continue; therefore we must work toward developing public health guidelines that respect both the community and the patient/client 4. We must search for options that are humane to the sufferers and protect the community. 5. A complete comprehension of an issue or controversy requires research and complete understanding of both sides of the issue before a side can be chosen to defend. 		
Discussion Questions		
<p>Questions to consider may include but are not limited to:</p> <ol style="list-style-type: none"> 1. What are the rights and responsibilities of an individual with a dangerous mental health condition or a communicable disease? 2. What are the rights and responsibilities of the society or community in which an individual with a dangerous mental health condition or a communicable disease lives? 3. As a member of the community, what can you do to advocate for the individual? For the community? 4. As a future healthcare provider, what do you see as the responsibility of the Public Health Department in this case? 		

Writing Mode	Topic
Argumentative	<p>Individuals with sometimes dangerous mental disorders and those with communicable diseases have the right to privacy from others in their community knowing of their condition, despite potential dangers to members of the community. Write an argumentative essay that debates this topic, illustrating both the affirmative and the negative sides of the issue and then choosing and defending one side or the other.</p> <ul style="list-style-type: none"> • The affirmative side believes that these patients/clients have the right to their privacy regarding their conditions. • The negative side disagrees and believes that the community has the right to know about their conditions in order to protect these individuals.
Additional Resources	
<p>Suggested Additional Website References:</p> <ul style="list-style-type: none"> • MentalHealth.gov • United State Public Health Service • American Public Health Association • National Institute for Mental Health • Tennessee Department of Mental Health • The Ultimate Lincoln Douglas Debate Handbook 	

Potential Lesson Plan Design: This sample lesson plan was created for 90 minute class periods using the HOSA Biomedical Debate competitive event to aid in the instruction of Standard 10 in the Behavioral and Community Health course in the Health Science career cluster.

This lesson may also be modified to teach any standard in other Health Science courses requiring students to research other issues or controversies and form an argument. The number of days or amount of time allotted for the activities can be adjusted at the discretion of the teacher.

Day 1

1. Warm up activity: (10 minutes)

- Before students enter the classroom, write this question on the board: “In ten words or less, share you opinion on the rights to privacy of a person with a dangerous mental health condition or a communicable disease in your community.”
- The instructor should provide students three to five minutes to think of and write down their opinion about the topic.
- After students are finished, the instructor should ask for volunteers to share what they have written.

2. Introduce activity and topic: (20 minutes)

- Provide students with a brief overview of the topic and the process of debating an issue. The teacher should review key terms related to the debate process (below) with students prior to beginning activity.
- **Affirmative Constructive Speech:** The speaker for the affirmative presents his/her arguments.

- **Negative Cross-Examination:** The speaker(s) for the negative questions the affirmative speaker on the points s/he made in the affirmative constructive speech.
- **Negative Constructive Speech:** The speaker for the negative presents his or her arguments.
- **Affirmative Cross-Examination:** The speaker(s) for the affirmative questions the negative speaker on the points she or he made in her or his constructive speech.
- **Affirmative Rebuttal:** The affirmative speaker rebuts the points made by the negative speaker.
- **Negative Rebuttal:** The negative speaker rebuts the points made by the affirmative speaker.
- **Final Affirmative Rebuttal:** The affirmative speaker again rebuts the negative speaker.

3. Research: (60 minutes)

- The teacher will assign the topic and questions that students should consider when conducting research for information to support their arguments:
 - Individuals with sometimes dangerous mental disorders and those with communicable diseases have the right to privacy from others in their community knowing of their condition, despite potential dangers to members of the community.
 - The affirmative side believes that these patients/clients have the right to their privacy regarding their conditions.
 - The negative side disagrees and argues that the community has the right to know about their conditions in order to protect them.
- The students will begin individual research on the topic for information from multiple authoritative print and digital sources, assess the usefulness of the sources, and cite sources using a standard format. Students should be instructed to research BOTH sides of the argument as they will not know which side they will represent in their debates until the time of their debates.

Day 2

1. Research (cont'd): (45 minutes)

- Students will continue their individual research. The teacher should remind them that they are searching for evidence to support both sides of the argument.

2. Writing: (45 minutes)

- Using the information previously gathered, students will write an argumentative essay supplying evidence for both the claim (affirmative) and the counterclaim (negative) by integrating information from their research into the text selectively to maintain the flow of ideas.
- Essays should be evaluated using the 2013-14 Tennessee 9-12 ELA Argument Rubric, found at <http://www.tncore.org/sites/www/Uploads/TNCORE/Rubrics/OpArgRubric-Gr9-12-Literacy.pdf>.

Days 3 and 4

1. Setup:

- The teacher will set up the room for the debate prior to class. The recommended set up includes two tables with chairs in the front of the room, one assigned to the affirmative and one to the negative. A speaker's podium or lectern can be positioned between the two tables and should face the class.

2. Debate: (Remainder of Day 3 continuing to Day 4, depending on how many debate presentations are required)

- The teacher will group students in teams of two to three students. Allow the teams to meet together for 15 minutes to consolidate their research and create their plan for the actual debate. In the meantime, the teacher will determine the order that the teams will participate in the debate.
- Debate teams will draw for the affirmative or negative immediately before beginning. Teams should then be given two minutes to prepare for the specific side that they will be debating outside the competition room. All team members must speak in the debate.
- Teams will be permitted to use their research and essays during the debate.
- The recommended Lincoln-Douglas debate style is as follows (The HOSA Biomedical Debate competitive event guidelines provide detailed scripting and directions linked above).
 - Affirmative Constructive Speech (4 minutes)
 - Negative Cross-Examination (2 minutes)
 - Negative Constructive Speech (4 minutes)
 - Affirmative Cross-Examination (2 minutes)
 - Affirmative Rebuttal (3 minutes)
 - Negative Rebuttal (4 minutes)
 - Final Affirmative Rebuttal (1 minute)
- Debates should be evaluated using the rubric found in the HOSA Biomedical Debate competitive event guidelines, linked above.

3. Wrap up activity: (Last 10 minutes of Day 4)

- Following the debates, have each students write a short response to each of the questions below:
 - After researching both sides of the argument and viewing all of the debates, which side do you support, the affirmative (the rights of the patient with the dangerous mental health condition or the communicable disease) or the negative (the community that may be put at risk by not knowing of the individual's condition)?
 - What is one thing that you learned during your classmates' debates that you did not learn from your own research?

Scaffolding and support for students with special needs, English language learners, and struggling readers: Consider pre-teaching synonyms of difficult vocabulary words. Lower-level readers and ELL students can still be challenged without being overloaded with difficulty. This strategy can also be used to differentiate for stronger readers by introducing new, and more challenging, vocabulary. Struggling readers would also benefit from visual aids to illustrate many of the ideas presented. Pictures, diagrams, and charts alongside the text will go far to aid students as they dissect the articles.

Note: Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live. TDOE asks local districts to review these materials for social, ethnic, racial, religious, and gender bias before use in local schools.