Report for NURS 4951 - 001 Distinguished Majors Sem II Kimberly Acquaviva

Project Title: **2026 Spring Student Experience of Teaching**

Course Audience: **18**
Responses Received: **17**
Response Ratio: **94.44%**

Report Comments

Spring 2026 Individual Instructor Report by Section.

Final Report

Course Name: NURS 4951 - 001 Distinguished Majors Sem II
Instructor Name: Kimberly Acquaviva

Evaluation Start Date: Apr 21 2026 12:00AM
Evaluation End Date: May 1 2026 12:00AM

Creation Date: **Monday, May 18, 2026**

Spring 2026 Questionnaire

Course Preparation:

1. The average number of hours (per week) that I spent outside of class preparing for NURS 4951 - 001 Distinguished Majors Sem II :

- Less than 1
- 1-3
- 4-6
- 7-9
- 10 or more

Course Questions:

Answer the following questions based on your experience in NURS 4951 - 001 Distinguished Majors Sem II.
(Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)

1)The course increased my enthusiasm for the topic.

2)Through this course I gained a deeper understanding of the subject matter.

3)I had access to the course materials I needed to learn, including access to required textbooks, course readings, technology tools, and other materials required for class assignments and projects.

* ***If the above question generates a negative response, a branching question will be generated:***

3-A) You disagreed or strongly disagreed that you did not have access to the course materials you needed to learn. Please review the options below and select any of the reasons that may better describe what affected your access to course materials.

- Internet speed and reliability
- Internet connectivity
- It was difficult to obtain hand-on materials needed for the course
- I didn’t have the funds to purchase the course materials
- The instructor didn’t provide the course materials needed to learn
- Other: Please Specify

Learning Activities Question:
To what extent did the following learning activities contribute to your learning? (A Lot, A Moderate Amount, A Little, Not At All)

- Real-time lecture
- Recorded lectures
- Recorded video demonstrations
- Hands-on activities
- Real-time, whole-class discussion
- Real-time small-group discussion
- Online discussion boards
- Office hours

Open Comment Questions (Course):

1) Please tell us briefly how any of the above learning activities (or other activities not included above) contributed to your learning in this course.

2) What would you like the instructor and university administrators to know about your experience in this course?

Instructor Questions:

Answer the following questions based on your experience with Kimberly Acquaviva. Your constructive feedback will help your instructor identify what went well and ways to improve the course in the future.
(Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)

1) The instructor clearly communicated the course schedule and expectations for participation (e.g., readings, discussions).

2) The instructor clearly communicated the course learning objectives.

3) The instructor implemented learning activities and assignments that allowed me to demonstrate understanding of the course material.

4) The instructor provided me prompt and useful feedback on my learning.

5) The instructor provided opportunities for my active participation.

6) The instructor was available to help support my learning.

7) The instructor fostered an environment where I felt valued as an individual and that I belonged in the class.

8) Overall, the instructor was an effective teacher.

9) The instructor created an environment that respected difference and welcomed diverse perspectives.

* ***A positive or negative response to the above question will generate a follow-up comment question.***

9A) You selected "AGREE or STRONGLY AGREE" on the previous question: Please give specific examples as to how Kimberly Acquaviva created an environment that respected difference and welcomed diverse perspectives.

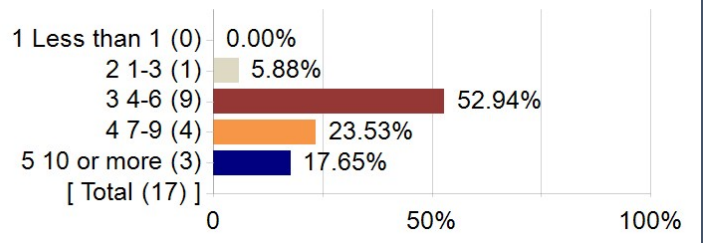
9B) You selected "DISAGREE or STRONGLY DISAGREE" on the previous question: Please give specific examples as to how Kimberly Acquaviva did not create an environment that respected difference and welcomed diverse perspectives.

Open Comment Question (Instructor):
Your response to the open-ended question below will be shared only with Kimberly Acquaviva. If this course was taught by multiple instructors, you will have the opportunity to provide feedback to each. Please avoid using instructors' names in your responses to ensure confidentiality.

1) What constructive suggestions do you have to help Kimberly Acquaviva improve this course for future students?

Student Preparation

The average number of hours (per week) that I spent outside of class preparing for NURS 4951 - 001 Distinguished Majors Sem II:



Statistics	Value
Response Count	17
Mean	3.53
Median	3.00
Standard Deviation	0.87

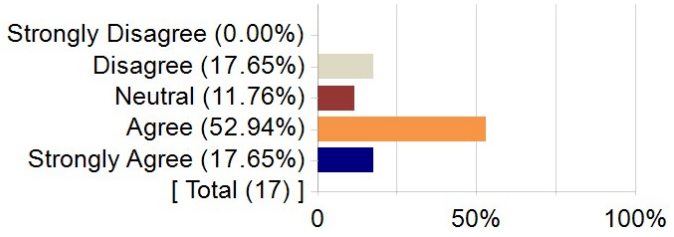
Course Questions

Mean values are displayed below.

Scale 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Question	Course (NURS 4951 001)		Department (NURSD)		School (NURS)		Institution (University of Virginia)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The course increased my enthusiasm for the topic.	17	3.71	1331	4.14	1331	4.14	50223	4.03
Through this course I gained a deeper understanding of the subject matter.	17	4.18	1328	4.41	1328	4.41	50204	4.33
I had access to the course materials I needed to learn, including access to required textbooks, course readings, technology tools, and other materials required for class assignments and projects.	17	4.06	1331	4.56	1331	4.56	50229	4.47

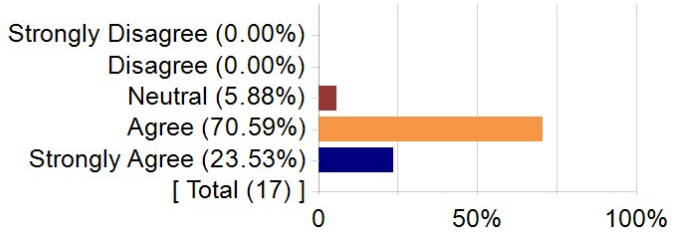
1. The course increased my enthusiasm for the topic.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	3	17.65%
Neutral	3	2	11.76%
Agree	4	9	52.94%
Strongly Agree	5	3	17.65%

Statistics	Value
Mean	3.71
Median	4.00
Standard Deviation	0.99

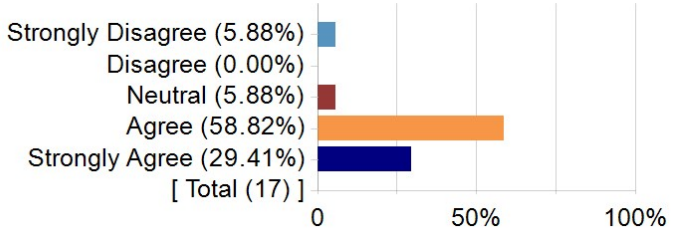
2. Through this course I gained a deeper understanding of the subject matter.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neutral	3	1	5.88%
Agree	4	12	70.59%
Strongly Agree	5	4	23.53%

Statistics	Value
Mean	4.18
Median	4.00
Standard Deviation	0.53

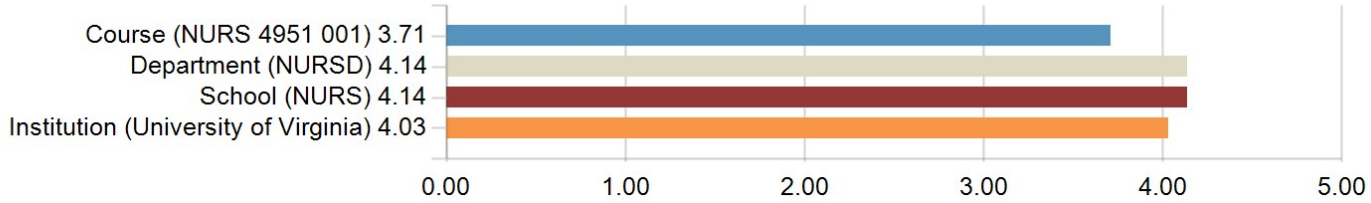
3. I had access to the course materials I needed to learn, including access to required textbooks, course readings, technology tools, and other materials required for class assignments and projects.



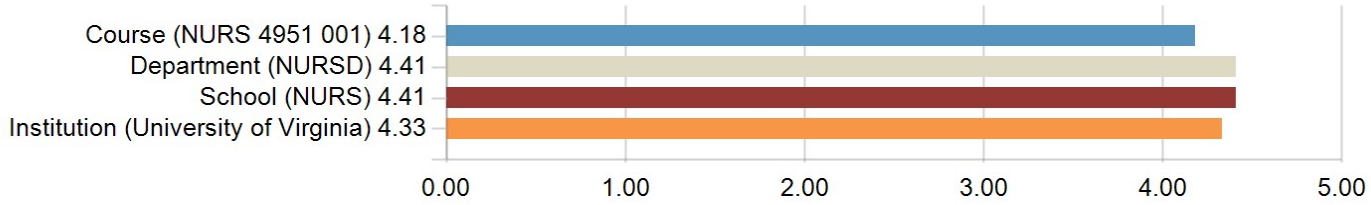
Options	Score	Count	Percentage
Strongly Disagree	1	1	5.88%
Disagree	2	0	0.00%
Neutral	3	1	5.88%
Agree	4	10	58.82%
Strongly Agree	5	5	29.41%

Statistics	Value
Mean	4.06
Median	4.00
Standard Deviation	0.97

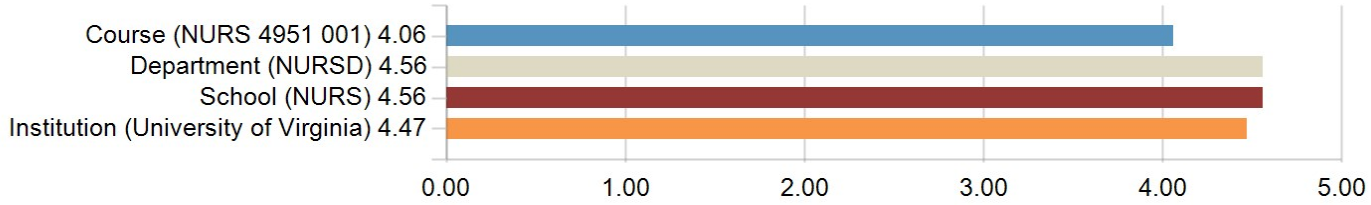
1. The course increased my enthusiasm for the topic.

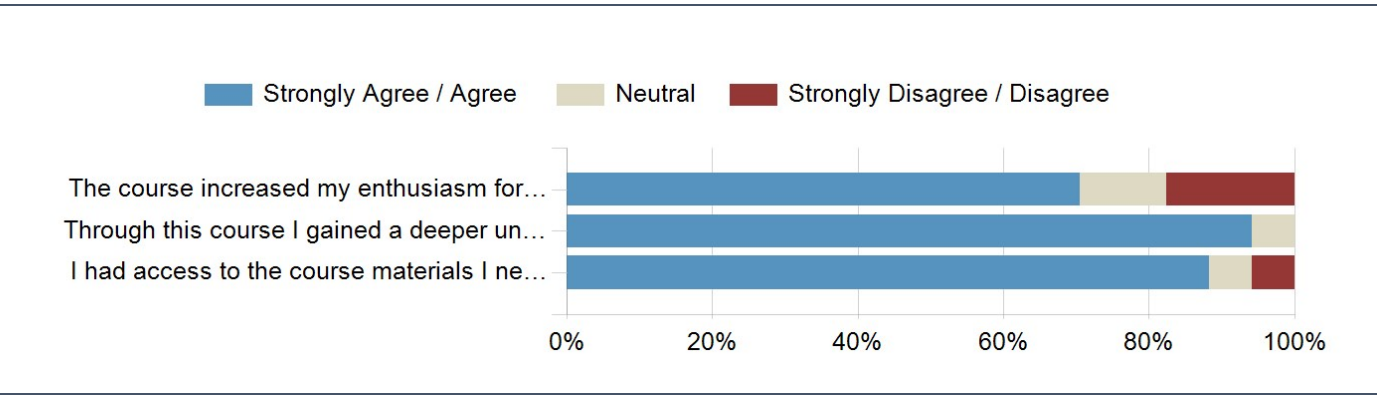


2. Through this course I gained a deeper understanding of the subject matter.

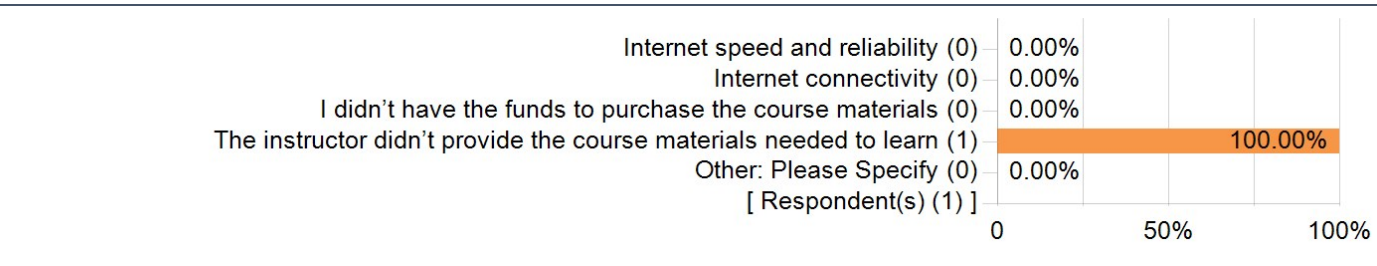


3. I had access to the course materials I needed to learn, including access to required textbooks, course readings, technology tools, and other materials required for class assignments and projects.





You disagreed or strongly disagreed that you did not have access to the course materials you needed to learn. Please review the options below and select any of the reasons that may better describe what affected your access to course materials.



Learning Activities

Mean values are displayed below.

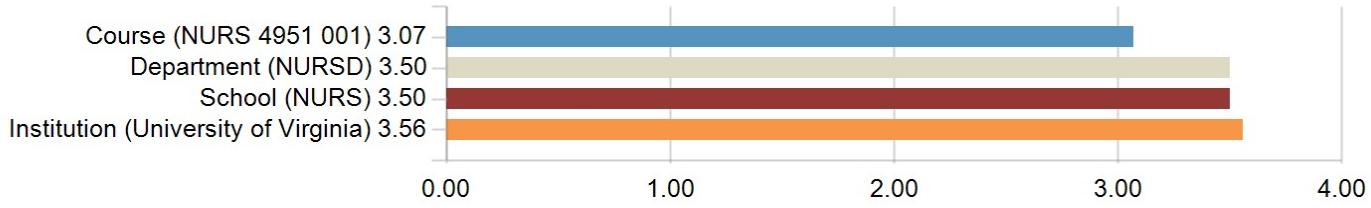
Scale: 1 = Not at All 2 = A Little 3 = A Moderate Amount 4 = A Lot

Learning Activities: To what extent did the following learning activities contribute to your learning?

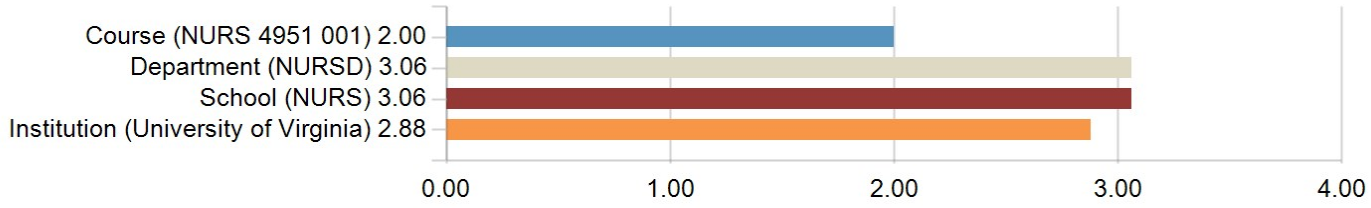
Question	Course (NURS 4951 001)		Department (NURSD)		School (NURS)		Institution (University of Virginia)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
Real-time lecture	15	3.07	1126	3.50	1126	3.50	47157	3.56
Recorded lectures	4	2.00	668	3.06	668	3.06	24106	2.88
Recorded video demonstrations	5	2.20	536	3.06	536	3.06	20183	2.75
Hands-on activities	6	2.33	854	3.42	854	3.42	34462	3.33
Real-time whole-class discussion	17	3.18	1024	3.43	1024	3.43	40104	3.28
Real-time small-group discussion	15	3.20	973	3.36	973	3.36	37310	3.26
Online discussion boards	4	2.25	540	2.84	540	2.84	19713	2.60
Office hours	13	2.92	439	2.70	439	2.70	29728	2.81

Learning Activities: To what extent did the following learning activities contribute to your learning?

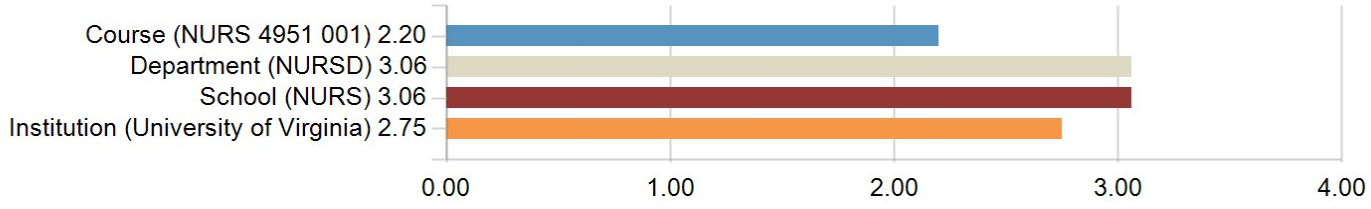
1. Real-time lecture



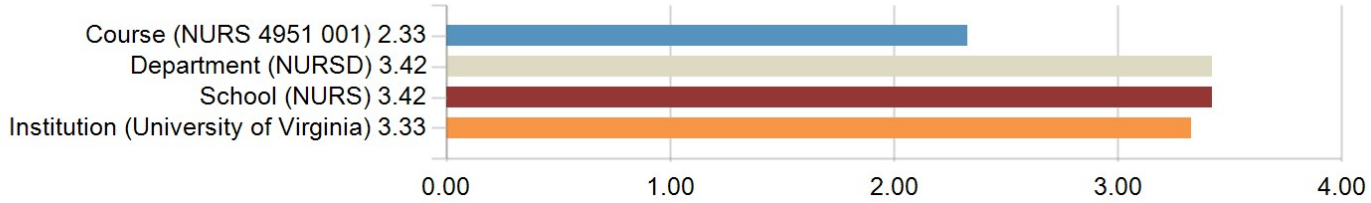
2. Recorded lectures



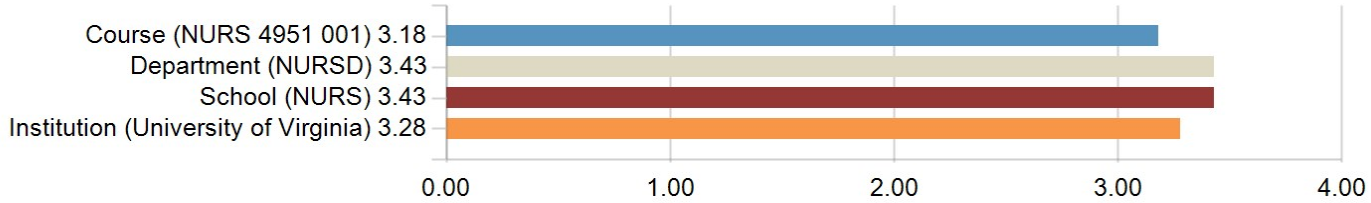
3. Recorded video demonstrations



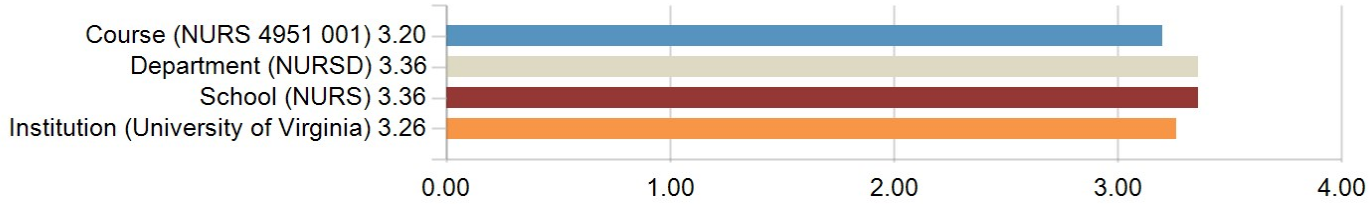
4. Hands-on activities



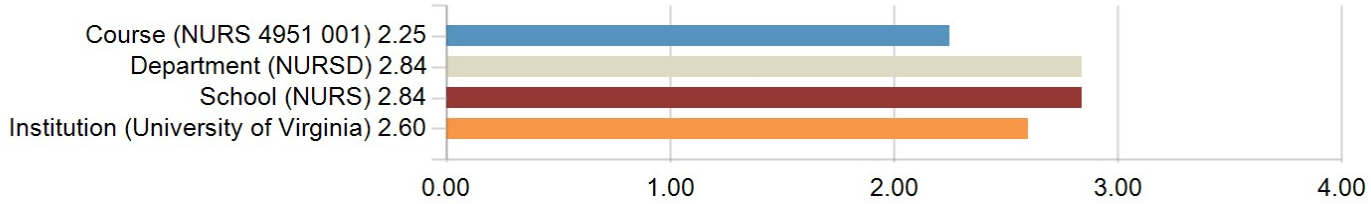
5. Real-time whole-class discussion



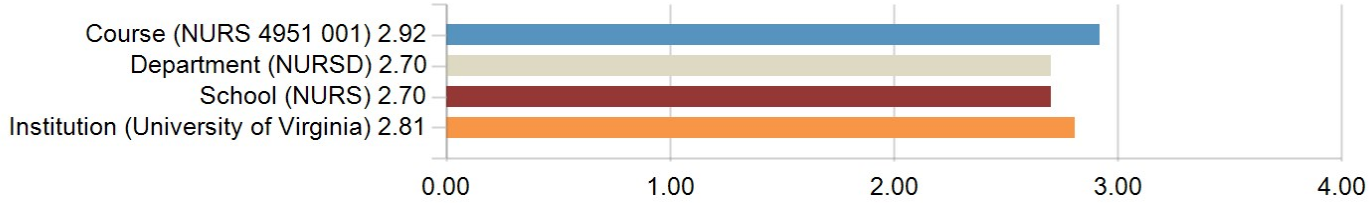
6. Real-time small-group discussion



7. Online discussion boards

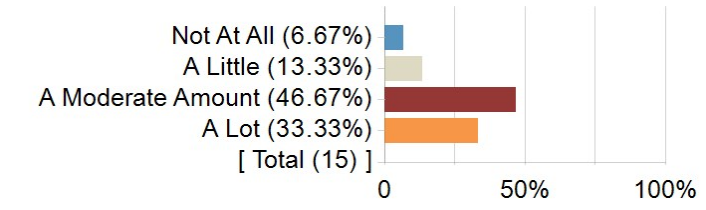


8. Office hours



Learning Activities: To what extent did the following learning activities contribute to your learning?

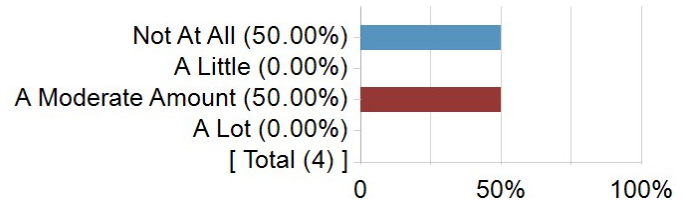
1. Real-time lecture



Options	Score	Count	Percentage
Not At All	1	1	6.67%
A Little	2	2	13.33%
A Moderate Amount	3	7	46.67%
A Lot	4	5	33.33%

Statistics	Value
Mean	3.07
Median	3.00
Standard Deviation	0.88

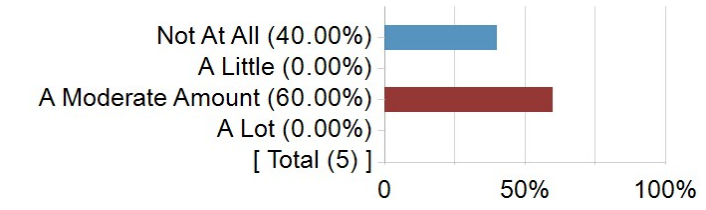
2. Recorded lectures



Options	Score	Count	Percentage
Not At All	1	2	50.00%
A Little	2	0	0.00%
A Moderate Amount	3	2	50.00%
A Lot	4	0	0.00%

Statistics	Value
Mean	2.00
Median	2.00
Standard Deviation	1.15

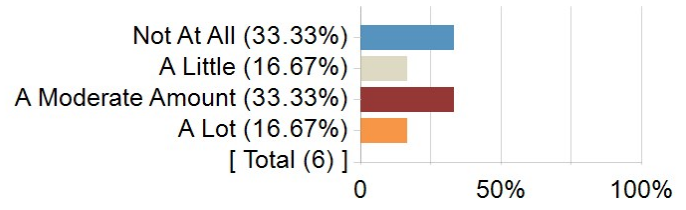
3. Recorded video demonstrations



Options	Score	Count	Percentage
Not At All	1	2	40.00%
A Little	2	0	0.00%
A Moderate Amount	3	3	60.00%
A Lot	4	0	0.00%

Statistics	Value
Mean	2.20
Median	3.00
Standard Deviation	1.10

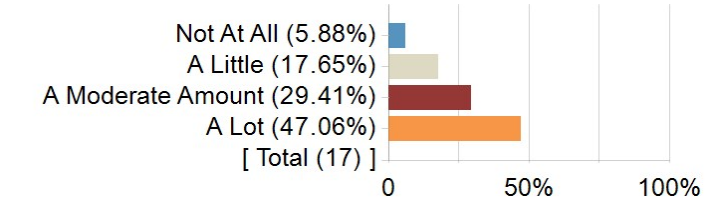
4. Hands-on activities



Options	Score	Count	Percentage
Not At All	1	2	33.33%
A Little	2	1	16.67%
A Moderate Amount	3	2	33.33%
A Lot	4	1	16.67%

Statistics	Value
Mean	2.33
Median	2.50
Standard Deviation	1.21

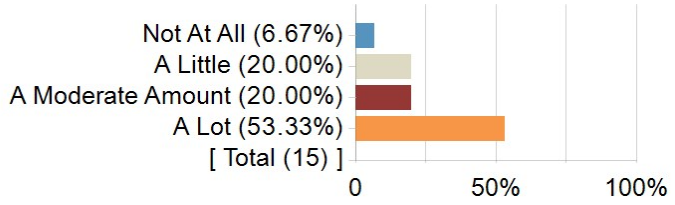
5. Real-time whole-class discussion



Options	Score	Count	Percentage
Not At All	1	1	5.88%
A Little	2	3	17.65%
A Moderate Amount	3	5	29.41%
A Lot	4	8	47.06%

Statistics	Value
Mean	3.18
Median	3.00
Standard Deviation	0.95

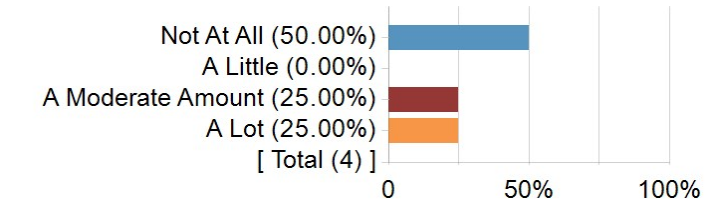
6. Real-time small-group discussion



Options	Score	Count	Percentage
Not At All	1	1	6.67%
A Little	2	3	20.00%
A Moderate Amount	3	3	20.00%
A Lot	4	8	53.33%

Statistics	Value
Mean	3.20
Median	4.00
Standard Deviation	1.01

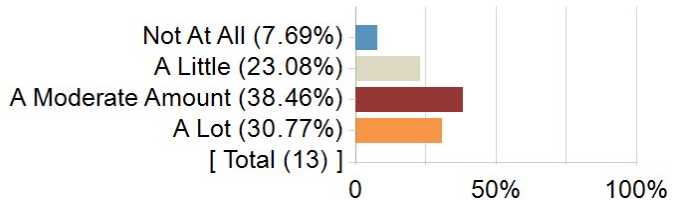
7. Online discussion boards



Options	Score	Count	Percentage
Not At All	1	2	50.00%
A Little	2	0	0.00%
A Moderate Amount	3	1	25.00%
A Lot	4	1	25.00%

Statistics	Value
Mean	2.25
Median	2.00
Standard Deviation	1.50

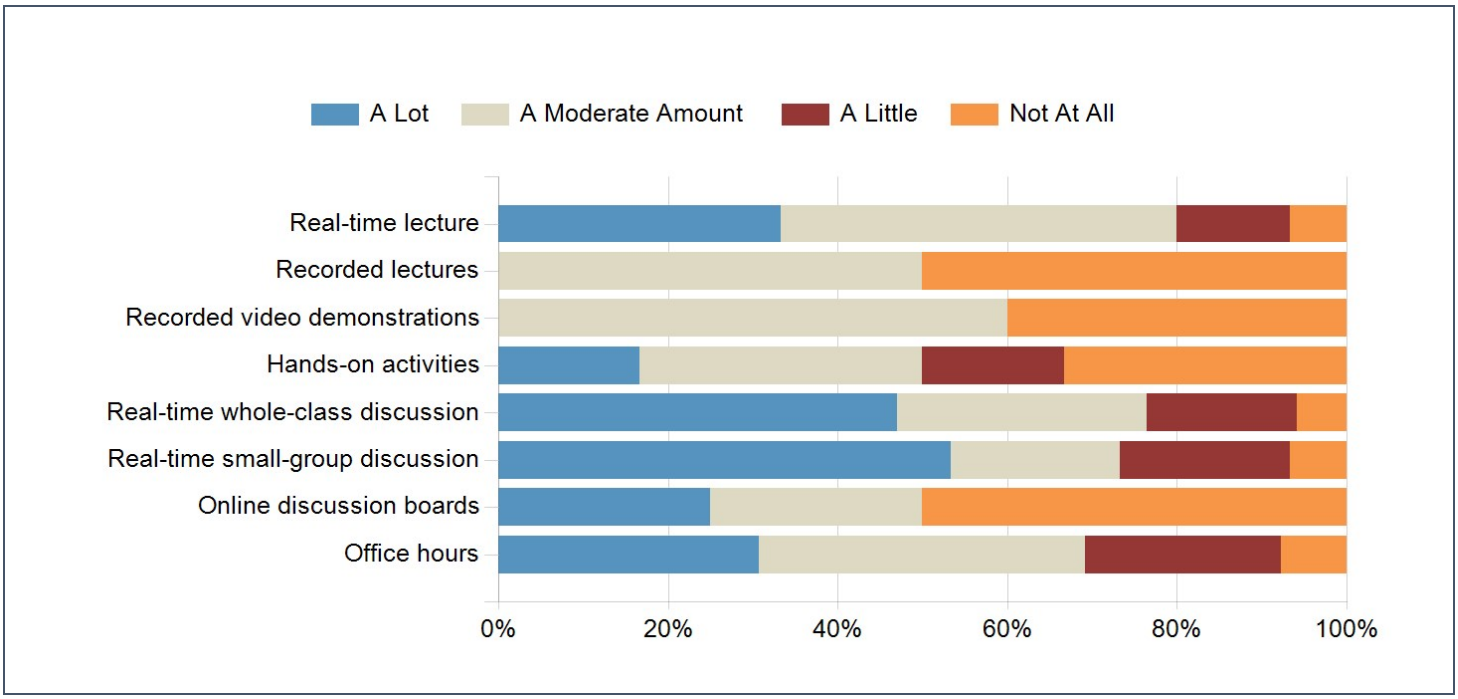
8. Office hours



Options	Score	Count	Percentage
Not At All	1	1	7.69%
A Little	2	3	23.08%
A Moderate Amount	3	5	38.46%
A Lot	4	4	30.77%

Statistics	Value
Mean	2.92
Median	3.00
Standard Deviation	0.95

Learning Activities: To what extent did the following learning activities contribute to your learning?



Please tell us briefly how any of the above learning activities (or other activities not included above) contributed to your learning in this course.

Comments
The most beneficial learning activity in this course has been the office hours provided by the course faculty. Due to the specialized nature of the course, I found these sessions to be especially valuable because they allowed for more individualized, targeted support as a student researcher. Being able to ask specific questions and receive tailored guidance significantly enhanced my understanding and progress. The real–time lectures also contributed to my learning; however, class time would often shift toward discussions focused on frustrations with the research process. While these conversations may have been validating for some, they sometimes increased stress and felt like time that could have been used more productively for structured learning or skill development.
It was helpful to get feedback from our professors whenever the class met. Lectures and discussions helped us to work through any roadblocks we were having and get feedback on our progress.
I felt that the in–person lectures were not very helpful, as they were mainly updates on our DMP project. I believe that the class should be more structured in a way that the in–person lectures provide insight and information on all the components of how to conduct a research study and how to write a research paper to possibly publish.
The classroom check–ins were immensely helpful in progressing through the program in the right direction with clarity and maintaining on target with the academic timeline.
.
Much of what we had done in this class was discuss the progress of our projects. That wasn't very helpful since I believe that can be something done outside of class. Classes in general didn't feel useful or beneficial to my time. Office hours were only granted if you contact the professor; however, since we have mentors, I didn't think to use it until much later.
Real time discussion – it was great to hear where everyone was at and how people overcame obstacles
I think we definitely don’t need to meet but a few time throughout the semester! We mainly just caught up and talked through our projects each week which was nice but most of the work was independent!
I appreciate that class was every three weeks in the second half of the program. Catching up on where we were in our research when we did meet up and getting to hear where everyone was was a good reminder that we were all in different stages, and on our pace, reminding that this experience was unique to each individual. i also loved small group discussions and getting to hear where everyone else discuss their projects.
I learned a lot about the process of reserach in this course and loved my professors.

Course Comments

What would you like the instructor and university administrators to know about your experience in this course?

Comments
I had a very challenging experience in this course. At the beginning of the semester, I found it difficult to speak up about my personal experience, but by the midpoint, I had reached a breaking point. During the first half of the year, I experienced difficulties with my partner and expressed my concerns to my assigned mentor; however, the situation did not improve. Going into the second part of the course, I already felt uneasy and encountered additional challenges. At that time, I did not feel comfortable reaching out to the course instructors, largely due to the structure of the course, which emphasized a closer relationship with a research mentor rather than direct engagement with the professors. This made it harder for me to advocate for myself early on. In hindsight, I wish I had reached out to the course instructors sooner, as they were incredibly supportive once I did. They worked with me to help create a more positive experience moving forward. Although the course did not unfold as I had hoped, and I missed out on some opportunities due to these challenges, I ultimately deeply value the instructors and their willingness to support me.
I greatly appreciate the opportunity to be a part of the DMP. Our professors and mentor were always available to assist us with our project. I learned a great deal about the research process and feel prepared for any future research endeavors I'll pursue.
I truly think it would be beneficial to have first round practicum.
I felt that this course was very stressful, especially because the largest part of this course was during our practicum rotation, so it was hard for me to find a time to set up meetings with my mentor and to work on my project. Also, I had no previous experience writing a research paper prior to this class, so it would have been very helpful to provide a step–by–step on how to write one to submit to a journal article.
This class provided more professional development and insight than any other course I have taken in the nursing program. It was valuable in so many ways I did not expect because I never imagined as an undergraduate that I would be prompted to meet with prominent figures in the healthcare system to discuss academic research. I don't believe I would have been offered this opportunity to grow in any other program.
I think this class needs a little bit more structure. I understand that the nature of this course requires less structure than a traditional nursing course. But I feel that the lack of structure led to a lot of students feeling additional stress and ultimately some were unsuccessful in completing the course requirements, I think the time constraints of a one year research project need to allow for more flexibility to allow for potential delays with their research. Furthermore, some students completed independent research that was original and some students completed research that was using already existing data. I think projects that used existent data were significantly easier and made for a completely different course experience. Students with original research should be given more leeway to account for the additional difficulty in barriers of doing original work.
I appreciate the fact you make this course possible. However, it was not a great experience overall that I feel sorry to admit. On the first day of class, we discussed the syllabus and expectations, but I do not think that class accurately prepared us for what we were really signing ourselves up to. At a point, I did not trust what professors said about our progress in this course. The reassurance felt disingenuous. The structure of the course was so strange that it made me heavily misunderstand things. It also made me think I must be weird for not interpreting things the way they should be. When things weren't looking good for me, I would've appreciated receiving a checkup because it shows support. It would've alerted me that I am not on the right track. That was all I really needed. Because I didn't feel supported, it just made me a little uncomfortable with everything in the course. Classes were very inconsistent, either being let out at least an hour early, cancelled, or enforced despite the knowledge that we are also in our practicum semester. My practicum placement is in Inova Fairfax Hospital on night shift. I cannot control my preceptor's schedule despite there being preplanned class dates. It is not safe to drive with a night shift sleep schedule, even with one day of recovery. I was denied a zoom option. I discussed this event with one of the instructors, so I am grateful to be heard. However, I think it makes more sense if this course can be given hybrid or zoom or asynchronously, but I also don't know if you want to keep it an in–person course just because that's what UVA SON wants. This class should be able to adapt and accommodate to the needs of students, otherwise, there is no point to it other than being stress inducing. The professors should also be ready to adapt to the needs of students if anything were to occur throughout the year considering the intensity of the course. Additionally, both professors were rarely in the class at the same time which disoriented me. The expectations that are put on us upon this course is immense, but I didn't feel the professors matched us in that intensity. Everything felt barely functional, despite the rigor that this course demands. There was a lack of communication overall, but one example was this assignment where we give our data to NIS. It was not mentioned a single time other than in the Canvas assignment. Overall, I am quite dissatisfied in this course. I was excited about doing research since I wanted to try it with a subject topic I was passionate in with a great mentor I've built a good relationship with over the past year, but it made my enthusiasm for research go way down. I understand the professors have had life events and health problems that have come up during the duration of this course. Maybe that played a part in things or there are valid reasons for how the course is the way it is. If there was, I feel I did not receive understanding of that sooner when it mattered more. I wish there was more communication about everything happening.
I enjoyed the independence tho less structure makes it tricky sometimes

Comments
It was great! The professors were amazing!
It was a roller coaster of an experience, mostly good, but with moments where I wasn't sure I'd make it through. I went in thinking it wouldn't be that hard, but I was humbled pretty quickly, in a way that pushed me to keep going. That's why I really appreciated the support from faculty mentors and Dr Acquaviva and Dr. Fleming who helped guide us through and made it possible to finish strong, knowing it was all worth it. I still can't believe I completed an entire research project going through the IRB process, writing a manuscript, and presenting my findings. It feels surreal. Even though it was challenging to balance with everything else, the experience sparked a real interest in research for me. It's now something I want to keep exploring long–term, especially topics like neuroscience, the impact of trauma on the developing brain, ADHD learning more about disparities – increasing awareness of ADHD in minority communities to challenge misconceptions that the condition is due to a lack of discipline rather than a medical disorder, and perceptions around stimulant medications versus how they actually work. It's funny because this started as a topic I felt overwhelmed by and unsure about, but with the right support and structured mentorship, it became something meaningful and achievable. I'm truly grateful for the experience!
Thank you!

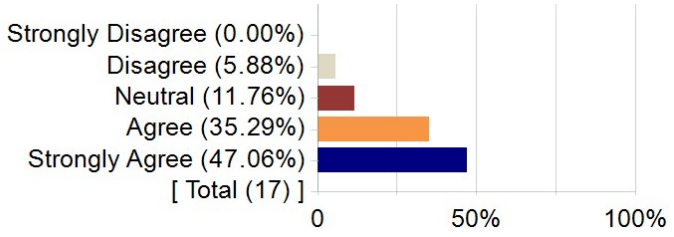
Instructor Questions

Mean values are displayed below.

Scale 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Question	Instructor Average - this course		Instructor Average - all courses (kda8xj Kimberly Acquaviva)		Department (NURSD)		School (NURS)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The instructor clearly communicated the course schedule and expectations for participation (e.g., readings, discussions).	17	4.24	104	4.58	1396	4.49	1396	4.49
The instructor clearly communicated the course learning objectives.	17	4.18	103	4.53	1394	4.54	1394	4.54
The instructor implemented learning activities and assignments that allowed me to demonstrate understanding of the course material.	17	4.00	103	4.50	1396	4.46	1396	4.46
The instructor provided me prompt and useful feedback on my learning.	17	4.18	103	4.54	1395	4.28	1395	4.28
The instructor provided opportunities for my active participation.	17	4.41	103	4.64	1394	4.52	1394	4.52
The instructor was available to help support my learning.	17	4.29	103	4.60	1392	4.48	1392	4.48
The instructor fostered an environment where I felt valued as an individual and that I belonged in the class.	17	4.41	103	4.59	1395	4.51	1395	4.51
Overall, the instructor was an effective teacher.	17	4.24	102	4.49	1392	4.42	1392	4.42
The instructor created an environment that respected difference and welcomed diverse perspectives.	17	4.29	103	4.59	1394	4.52	1394	4.52

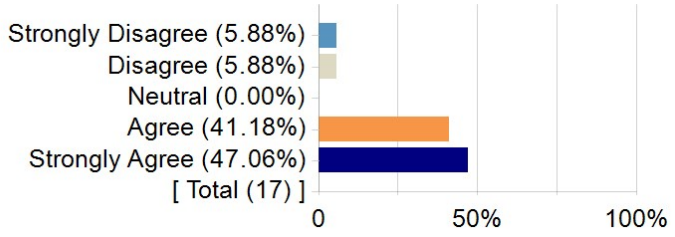
1. The instructor clearly communicated the course schedule and expectations for participation (e.g., readings, discussions).



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	1	5.88%
Neutral	3	2	11.76%
Agree	4	6	35.29%
Strongly Agree	5	8	47.06%

Statistics	Value
Mean	4.24
Median	4.00
Standard Deviation	0.90

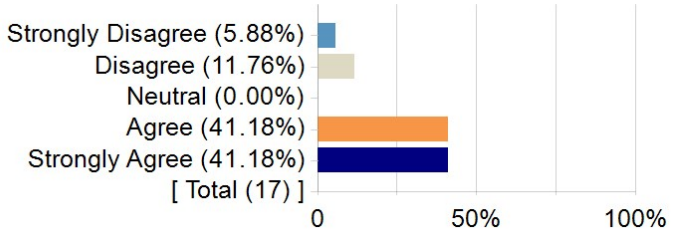
2. The instructor clearly communicated the course learning objectives.



Options	Score	Count	Percentage
Strongly Disagree	1	1	5.88%
Disagree	2	1	5.88%
Neutral	3	0	0.00%
Agree	4	7	41.18%
Strongly Agree	5	8	47.06%

Statistics	Value
Mean	4.18
Median	4.00
Standard Deviation	1.13

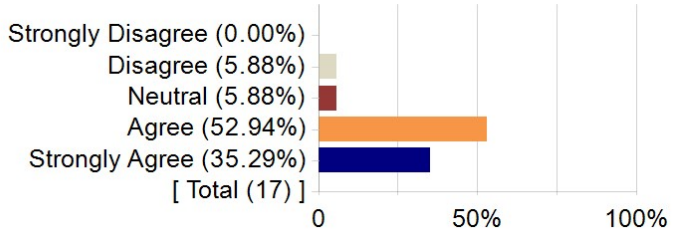
3. The instructor implemented learning activities and assignments that allowed me to demonstrate understanding of the course material.



Options	Score	Count	Percentage
Strongly Disagree	1	1	5.88%
Disagree	2	2	11.76%
Neutral	3	0	0.00%
Agree	4	7	41.18%
Strongly Agree	5	7	41.18%

Statistics	Value
Mean	4.00
Median	4.00
Standard Deviation	1.22

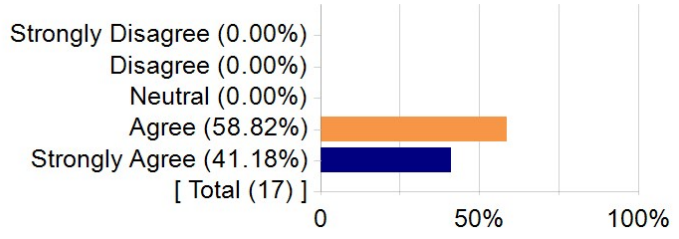
4. The instructor provided me prompt and useful feedback on my learning.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	1	5.88%
Neutral	3	1	5.88%
Agree	4	9	52.94%
Strongly Agree	5	6	35.29%

Statistics	Value
Mean	4.18
Median	4.00
Standard Deviation	0.81

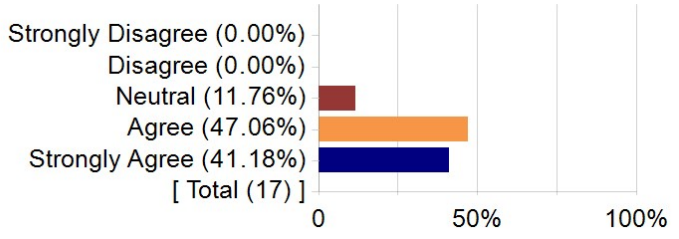
5. The instructor provided opportunities for my active participation.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neutral	3	0	0.00%
Agree	4	10	58.82%
Strongly Agree	5	7	41.18%

Statistics	Value
Mean	4.41
Median	4.00
Standard Deviation	0.51

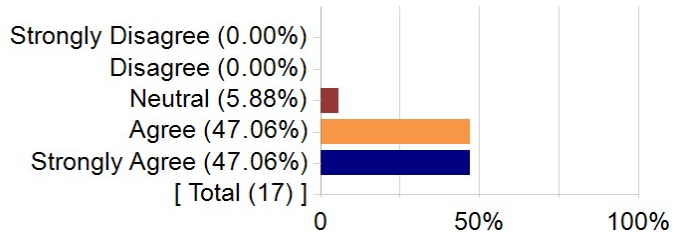
6. The instructor was available to help support my learning.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neutral	3	2	11.76%
Agree	4	8	47.06%
Strongly Agree	5	7	41.18%

Statistics	Value
Mean	4.29
Median	4.00
Standard Deviation	0.69

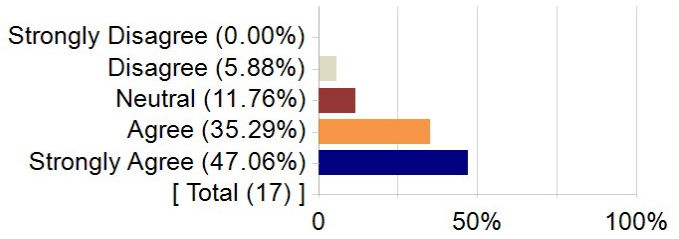
7. The instructor fostered an environment where I felt valued as an individual and that I belonged in the class.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neutral	3	1	5.88%
Agree	4	8	47.06%
Strongly Agree	5	8	47.06%

Statistics	Value
Mean	4.41
Median	4.00
Standard Deviation	0.62

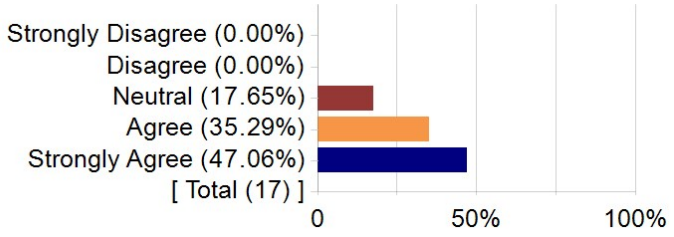
8. Overall, the instructor was an effective teacher.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	1	5.88%
Neutral	3	2	11.76%
Agree	4	6	35.29%
Strongly Agree	5	8	47.06%

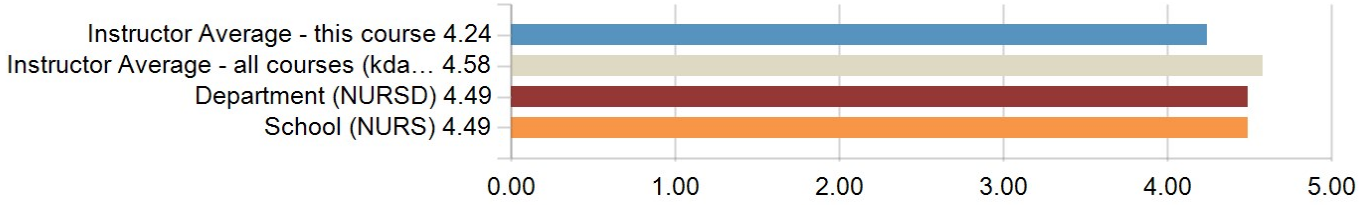
Statistics	Value
Mean	4.24
Median	4.00
Standard Deviation	0.90

9. The instructor created an environment that respected difference and welcomed diverse perspectives.

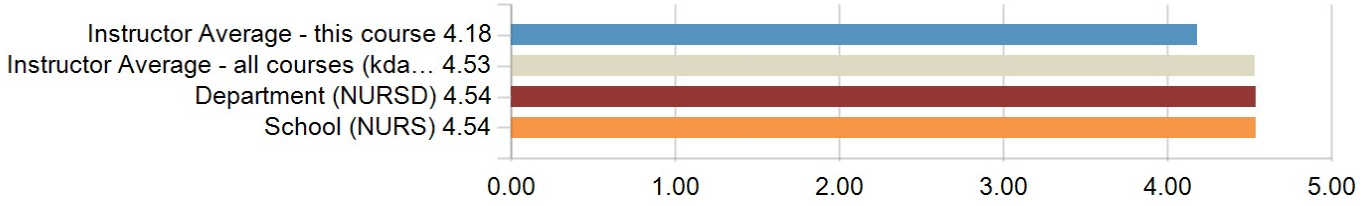


Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neutral	3	3	17.65%
Agree	4	6	35.29%
Strongly Agree	5	8	47.06%
Statistics			**Value**
Mean			4.29
Median			4.00
Standard Deviation			0.77

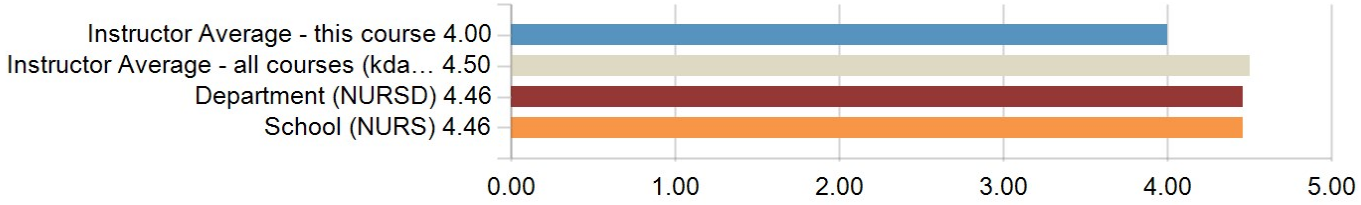
1. The instructor clearly communicated the course schedule and expectations for participation (e.g., readings, discussions).



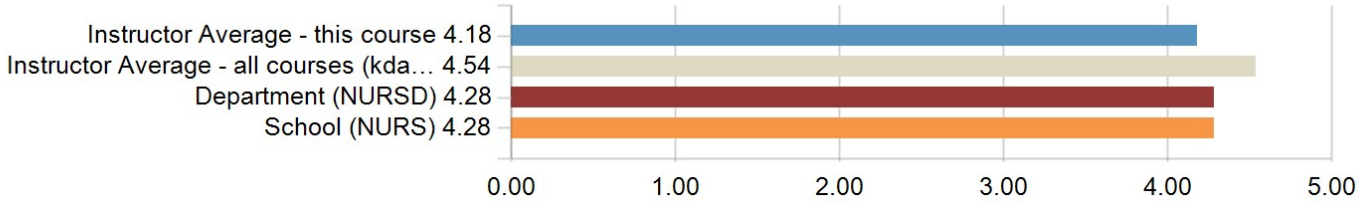
2. The instructor clearly communicated the course learning objectives.



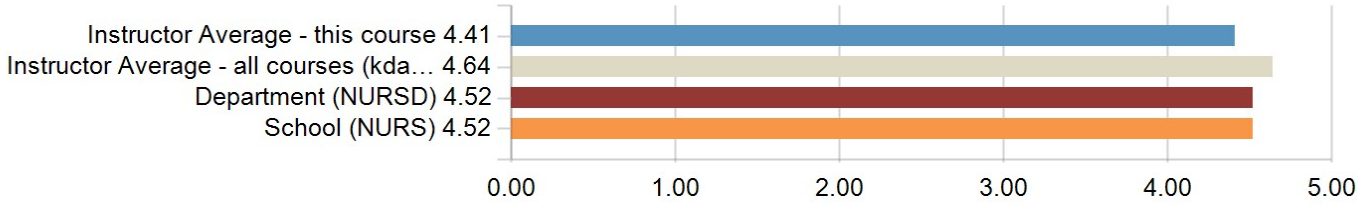
3. The instructor implemented learning activities and assignments that allowed me to demonstrate understanding of the course material.



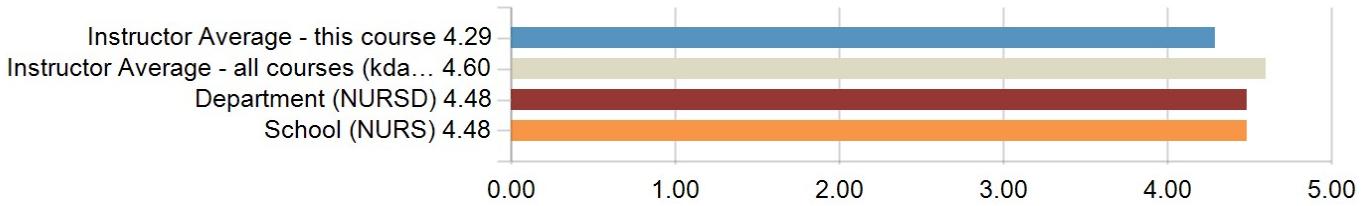
4. The instructor provided me prompt and useful feedback on my learning.



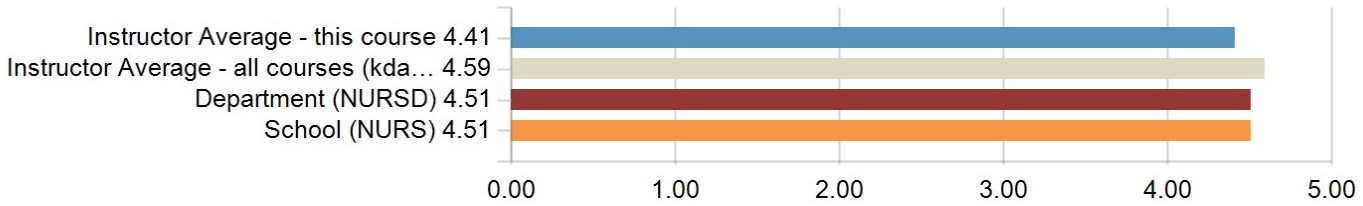
5. The instructor provided opportunities for my active participation.



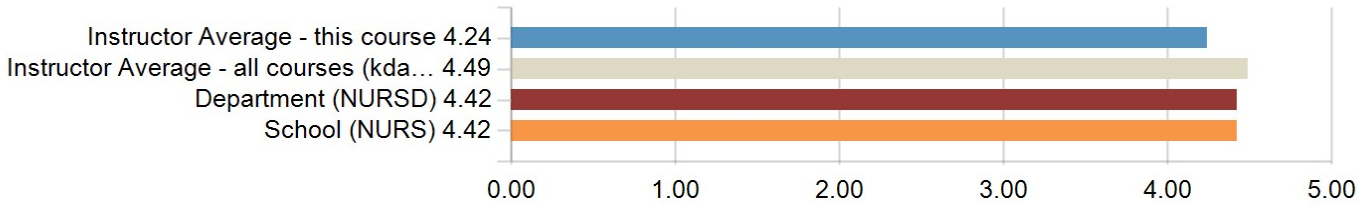
6. The instructor was available to help support my learning.



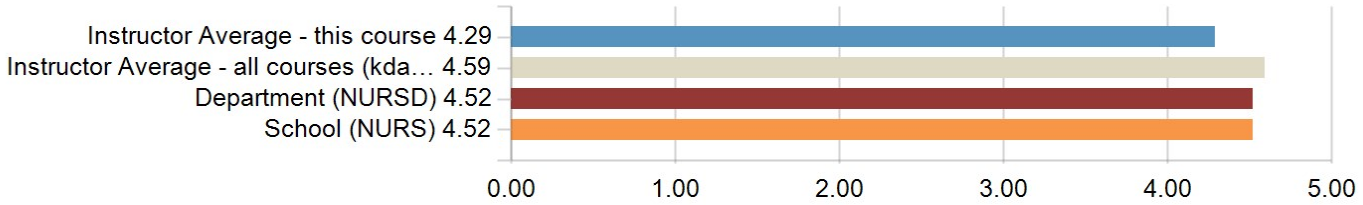
7. The instructor fostered an environment where I felt valued as an individual and that I belonged in the class.

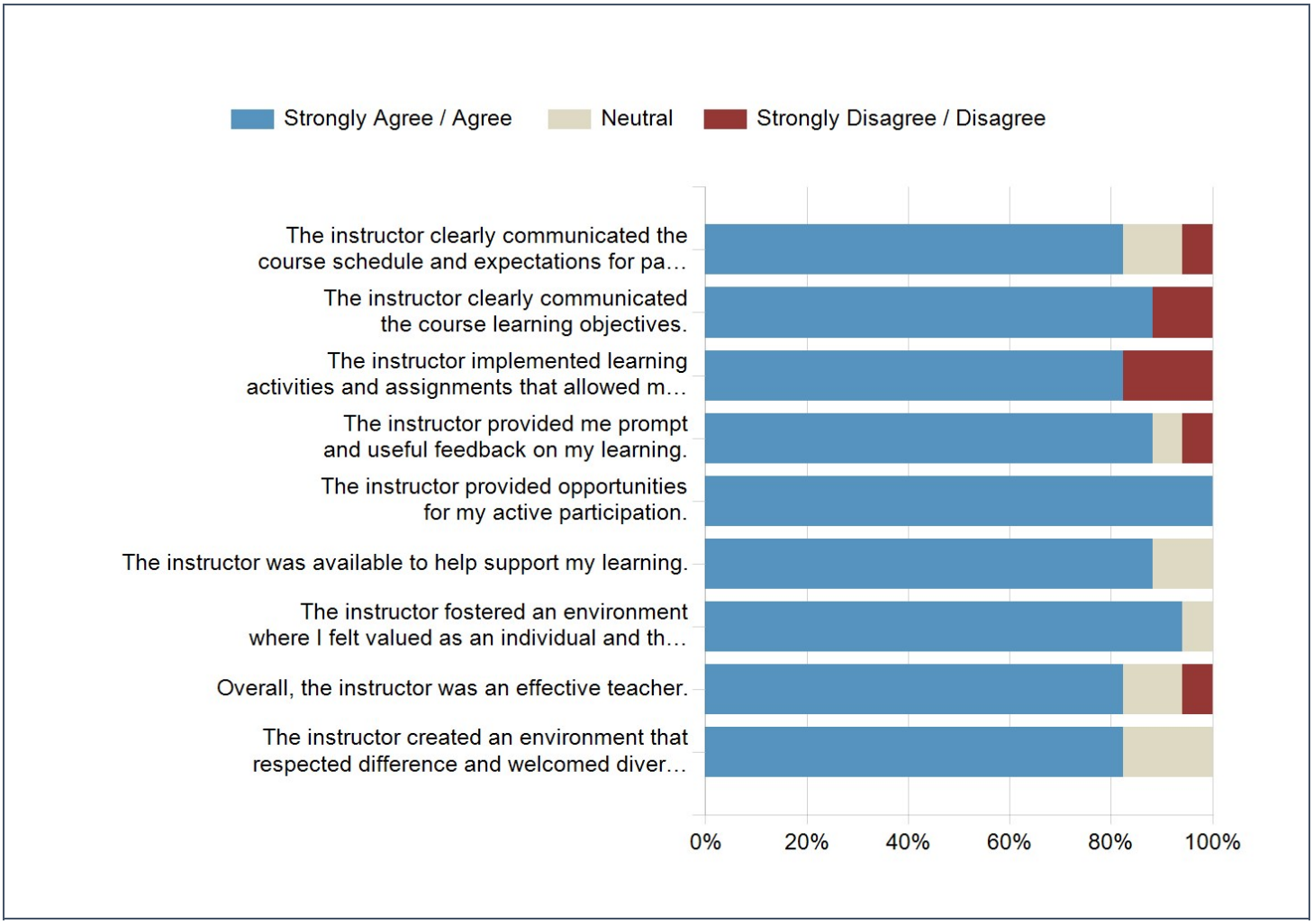


8. Overall, the instructor was an effective teacher.



9. The instructor created an environment that respected difference and welcomed diverse perspectives.




Strongly Agree / Agree
Neutral
Strongly Disagree / Disagree
The instructor clearly communicated the course schedule and expectations for pa…
The instructor clearly communicated the course learning objectives.
The instructor implemented learning activities and assignments that allowed m…
The instructor provided me prompt and useful feedback on my learning.
The instructor provided opportunities for my active participation.
The instructor was available to help support my learning.
The instructor fostered an environment where I felt valued as an individual and th…
Overall, the instructor was an effective teacher.
The instructor created an environment that respected difference and welcomed diver…
0%
20%
40%
60%
80%
100%

You selected "AGREE or STRONGLY AGREE" on the previous question: Please give specific examples as to how Kimberly Acquaviva created an environment that respected difference and welcomed diverse perspectives.

Comments
Dr. Acquaviva sets a strong example for creating an environment that respects differences and welcomes diverse perspectives. She consistently approached student interactions with openness, actively listening to our concerns, aspirations, and viewpoints, and ensuring that each person felt heard and valued. For example, during discussions and individual interactions, she made space for a range of perspectives and responded thoughtfully without judgment. When I personally encountered challenges, she handled the situation with fairness and empathy while also providing strong, consistent support. Her ability to balance accountability with compassion made it easier to navigate difficult situations and feel respected throughout the process. Overall, her approach fostered a learning environment where students felt comfortable sharing their experiences and perspectives.
Our classes always provided students with an open space to discuss their concerns and achievements. Dr. Acquaviva provides a welcoming environment for us to grow our abilities.
Kim is the absolute best, she always welcomes diverse perspectives and ideas while challenging us to push our boundaries. I think she is one of the most captivating and encouraging professors I have ever had.
Dr. Acquaviva is always welcoming of all perspectives and strives to create an open environment where students can express themselves with ease.
Once you reach out to her, she will try to accommodate for you. However, I believe this instructor respected differences a little too much in regard to how we progressed in our projects. If someone is objectively not on track, it wouldn't hurt to send an email checking up on them or pulling them after class to talk about it. Prevent the issue before it gets to a point where it is uncontrollable. Students feel cared for, supported, and more enthusiastic about what they are doing this way as well.
Dr. Acquaviva ways encouraged the class to speak up, I felt comfortable sharing. We were able to talk things out as needed.
D. Acquaviva was amazing and truly encouraged everyone in the class to share their thoughts and opinion. She was also always so open to ideas! I really loved having her as a dmp professor and working together this past year!
Dr. Acquaviva, continuously checking in with students and providing helpful feedback made a big difference. The professors' enthusiasm for the course also stood out, when a teacher is passionate, it motivates students and makes you feel supported. This was especially clear during group discussions, where we were encouraged to talk openly about what we were struggling with. Because of that, I never felt hesitant to speak up, ask questions, or approach the professors with concerns.
She was so encouraging and kind.

Instructor Comments

What constructive suggestions do you have to help Kimberly Acquaviva improve this course for future students?

Comments
For the future, I would recommend incorporating more frequent individual, private check–ins with students, even for those working in groups. I found it difficult to share my full experience during class time and, at times, did not feel comfortable expressing concerns in a group setting due to fear that my feedback might be shared with my partner or research mentor. While my research mentor was supportive in some ways, I felt dismissed when I initially raised concerns. Having more structured opportunities to connect directly with course professors earlier on may have helped me feel less isolated and more supported in navigating these challenges. Establishing that rapport sooner could improve the overall student experience, particularly for those encountering difficulties within group or mentorship dynamics. Ultimately, I am very satisfied the faculty involvement in supporting me through the challenges I faced. I only wish I had felt more comfortable reaching out to them earlier in the year. I believe that incorporating more structured check–ins would help facilitate that connection and encourage students to seek support sooner.
It might help to have more meetings alongside our mentors to ensure progress is going as expected. Looking over our communication with the IRB could also facilitate any delays in moving forward with project approval, especially in the second semester.
Practicum first!! It would help the majority of us.
I would like it if you would structure the class differently to better support students with their solo project, especially if they have no previous research experience.
My impression of this course was that I would be getting taught in class about how to write a scholarly paper, how to recruit for a study, how to collect data, etc. I was very disappointed that is not the case. Frankly, there is a lot of potential for this course to be so much better than it currently is. I found myself using AI to teach myself how to write a paper, with the goal of it being published. At first, I was under the impression that I had all the skills I needed to succeed, and the rest will be learned but I was very mistaken. I knew absolutely nothing. I learned a little too late that I had to teach myself everything rather than rely on the course to be there for me. I don't even know if what I learned is right. We had only one session with someone for the IRB and that was it. We don't even meet that often, so I don't think it would be difficult to incorporate writing workshops, presentations on tips from researchers for what they do for a study or even having a lecture! Reporting progress from projects can be a Canvas assignment, a zoom call, an email. Learning actual skills and knowledge in research is what I believe this course can do if done right. The professors seem to know that we cannot solely rely on our mentors because of their busy schedules. I wish this class was there to support us in areas where our mentors couldn't.
– A “check in” assignment every 2 weeks with a few questions on where folks are and if they need help with anything. We did have some which was awesome I did my own version of this but it’s a place where some students struggle so I’ve shared my insight and thought it would be helpful
Not meeting as many times throughout the semester, keeping the same assignment formats, and having dmp students go in the first rotation of practicum (or they can choose based on how their research is going).
At times, it wasn’t always clear where we were expected to be in the process/research. I understood that everyone was at different stages depending on their topic, but the pacing sometimes felt inconsistent. We were often told to take things steadily, and then suddenly faced more intense deadlines. I also think it would help if students started thinking about their topics earlier, maybe even before the year begins, so they have a more solid idea going into it, especially with practicum responsibilities. Light, early assignments (like screening articles or beginning parts of the literature review) could make a big difference. Personally, I would have benefited from working on it gradually over the summer. While the discussion–based classes were helpful, it might be beneficial to include some structured, mandatory work sessions where students actively work on their projects during class time.
It might be nice to be required to meet one on one with students.