Report for GNUR 6056 - 001 Health Policy Kimberly Acquaviva

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

Course Audience: **44**
Responses Received: **29**
Response Ratio: **65.91%**

Report Comments

Spring 2026 Individual Instructor Report by Section.

Final Report

Course Name: GNUR 6056 - 001 Health Policy
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 GNUR 6056 - 001 Health Policy :

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

Course Questions:

Answer the following questions based on your experience in GNUR 6056 - 001 Health Policy.
(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.

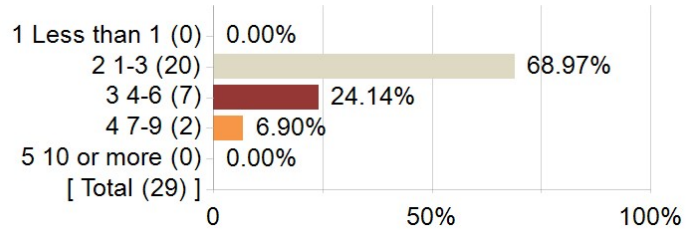
9B) You selected "DISAGREE or STRONGLY DISAGREE" on the previous question: Please give specific examples as to how Kimberly Acquaviva did not create an environment that respected difference and welcomed diverse perspectives.

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 GNUR 6056 - 001 Health Policy:



Statistics	Value
Response Count	29
Mean	2.38
Median	2.00
Standard Deviation	0.62

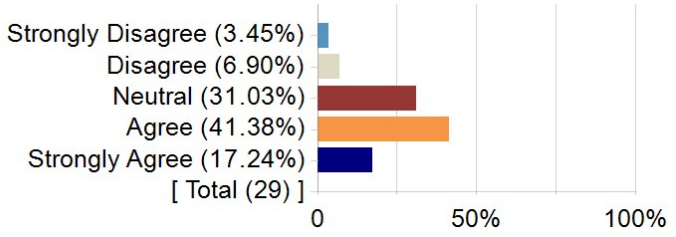
Course Questions

Mean values are displayed below.

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

Question	Course (GNUR 6056 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.	29	3.62	1331	4.14	1331	4.14	50223	4.03
Through this course I gained a deeper understanding of the subject matter.	29	3.97	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.	29	4.52	1331	4.56	1331	4.56	50229	4.47

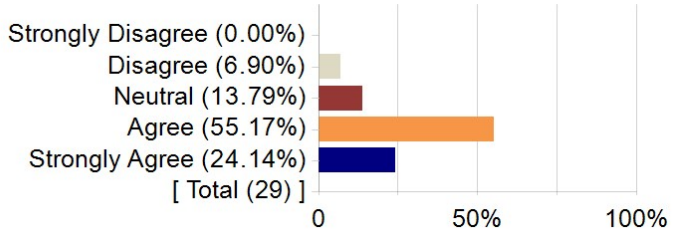
1. The course increased my enthusiasm for the topic.



Options	Score	Count	Percentage
Strongly Disagree	1	1	3.45%
Disagree	2	2	6.90%
Neutral	3	9	31.03%
Agree	4	12	41.38%
Strongly Agree	5	5	17.24%

Statistics	Value
Mean	3.62
Median	4.00
Standard Deviation	0.98

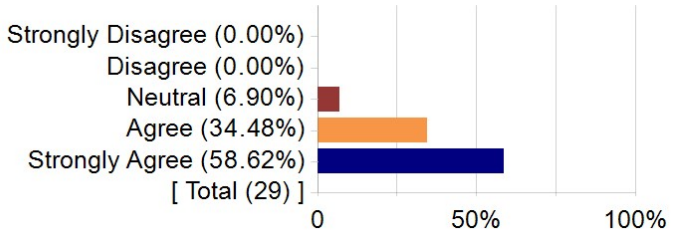
2. Through this course I gained a deeper understanding of the subject matter.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	2	6.90%
Neutral	3	4	13.79%
Agree	4	16	55.17%
Strongly Agree	5	7	24.14%

Statistics	Value
Mean	3.97
Median	4.00
Standard Deviation	0.82

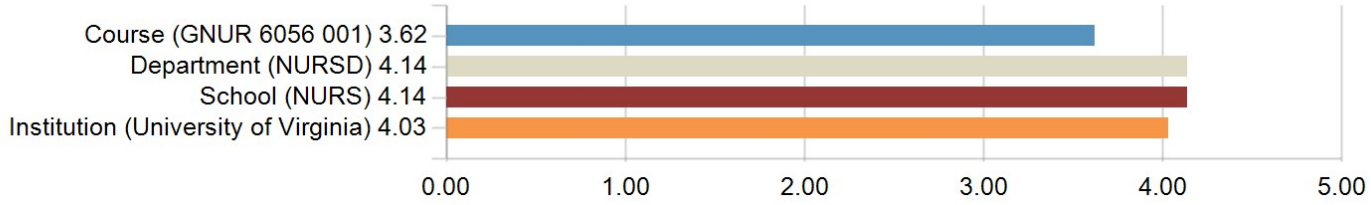
3. I had access to the course materials I needed to learn, including access to required textbooks, course readings, technology tools, and other materials required for class assignments and projects.



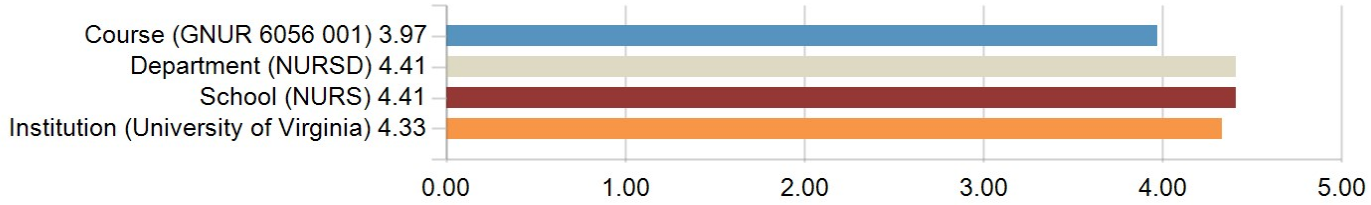
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neutral	3	2	6.90%
Agree	4	10	34.48%
Strongly Agree	5	17	58.62%

Statistics	Value
Mean	4.52
Median	5.00
Standard Deviation	0.63

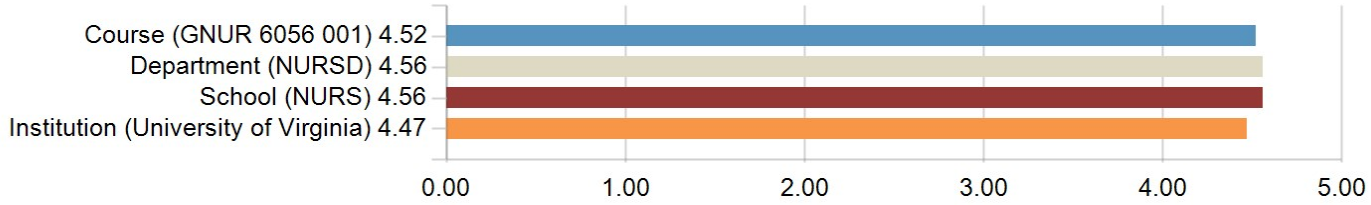
1. The course increased my enthusiasm for the topic.

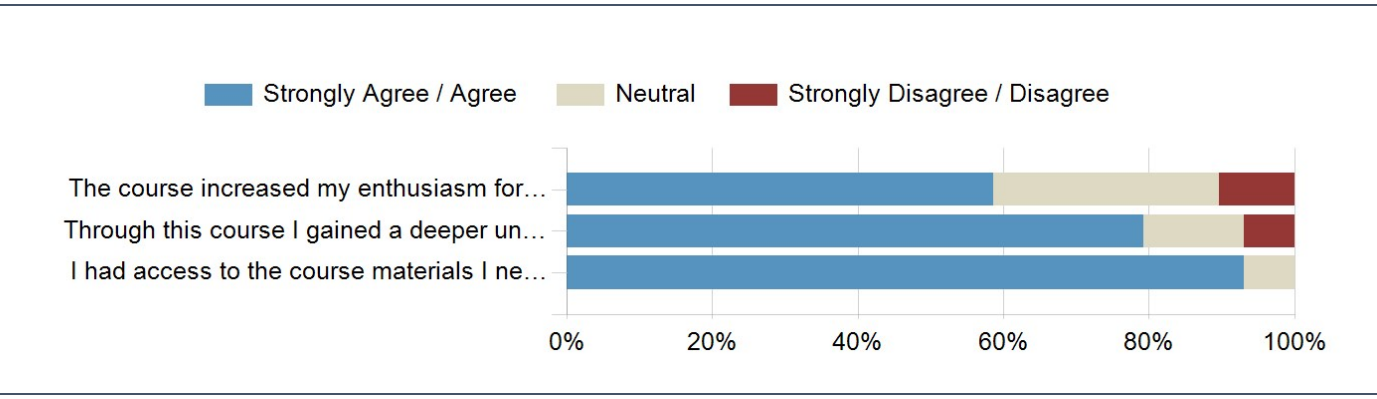


2. Through this course I gained a deeper understanding of the subject matter.



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.





Learning Activities

Mean values are displayed below.

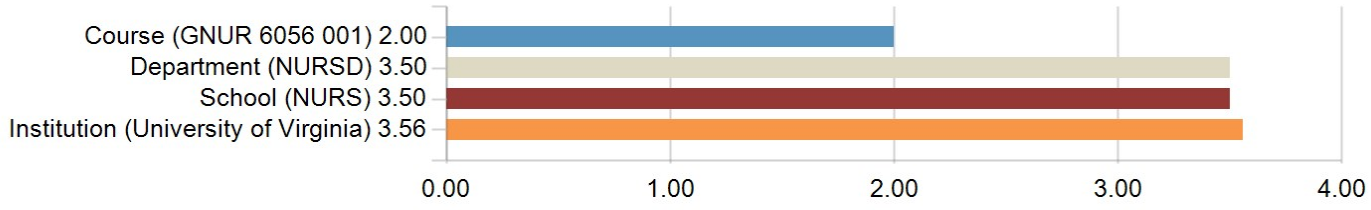
Scale: 1 = Not at All 2 = A Little 3 = A Moderate Amount 4 = A Lot

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

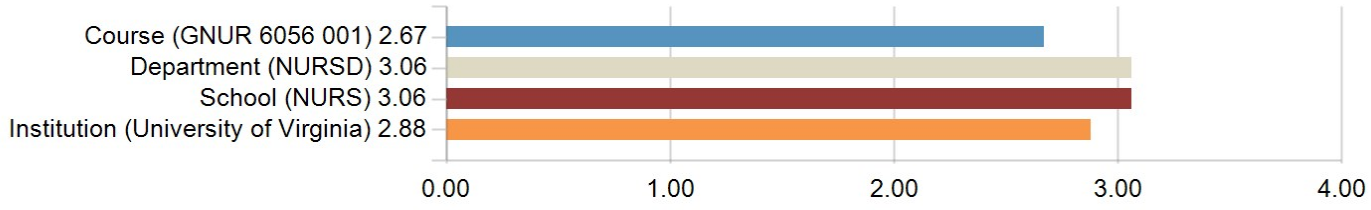
Question	Course (GNUR 6056 001)		Department (NURSD)		School (NURS)		Institution (University of Virginia)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
Real-time lecture	2	2.00	1126	3.50	1126	3.50	47157	3.56
Recorded lectures	27	2.67	668	3.06	668	3.06	24106	2.88
Recorded video demonstrations	13	2.38	536	3.06	536	3.06	20183	2.75
Hands-on activities	13	3.38	854	3.42	854	3.42	34462	3.33
Real-time whole-class discussion	8	2.88	1024	3.43	1024	3.43	40104	3.28
Real-time small-group discussion	11	3.27	973	3.36	973	3.36	37310	3.26
Online discussion boards	29	3.41	540	2.84	540	2.84	19713	2.60
Office hours	4	2.00	439	2.70	439	2.70	29728	2.81

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

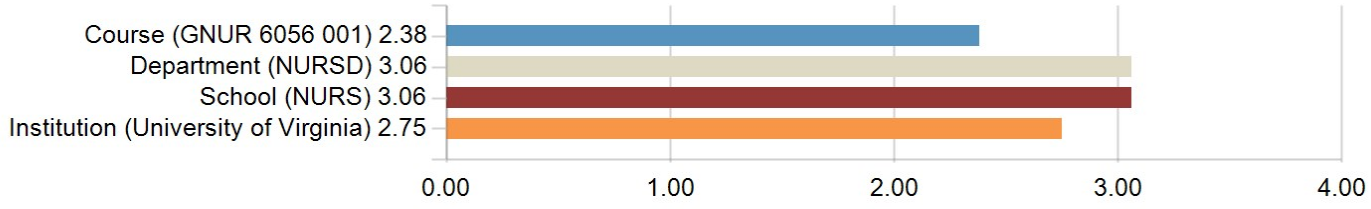
1. Real-time lecture



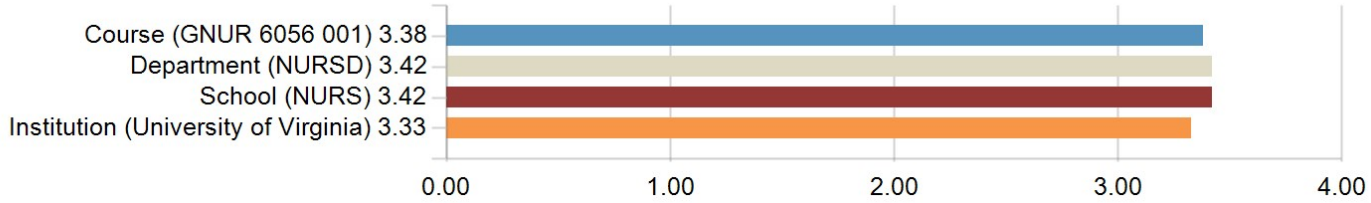
2. Recorded lectures



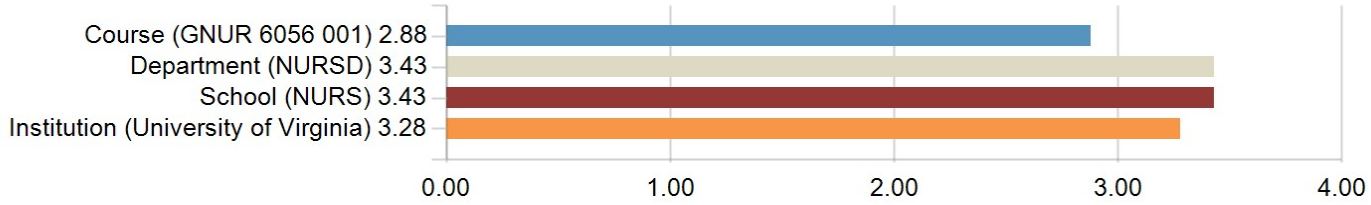
3. Recorded video demonstrations



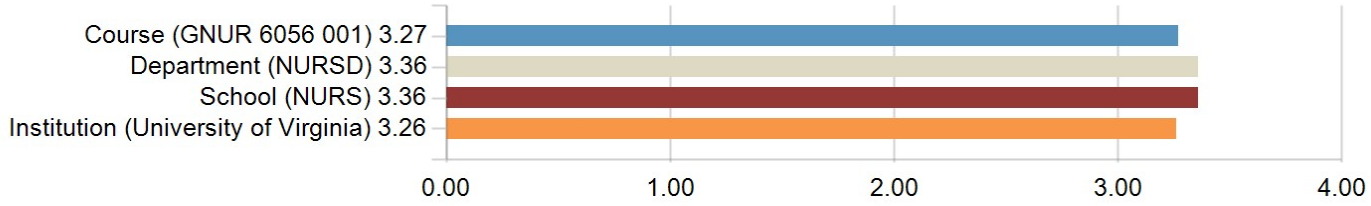
4. Hands-on activities



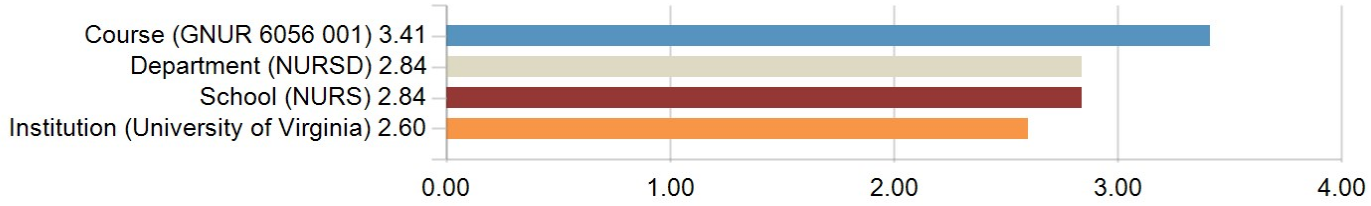
5. Real-time whole-class discussion



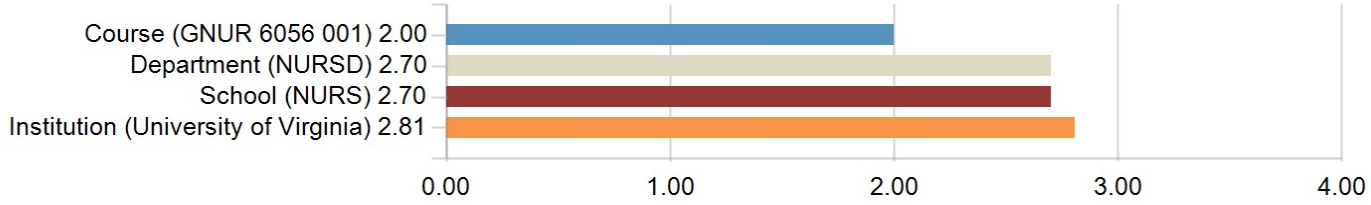
6. Real-time small-group discussion



7. Online discussion boards

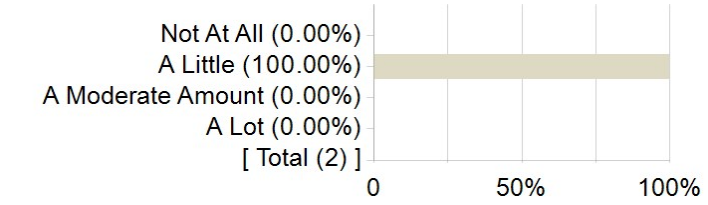


8. Office hours



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

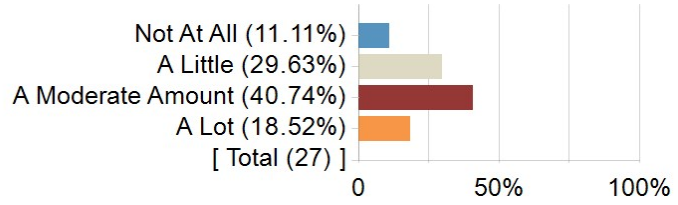
1. Real-time lecture



Options	Score	Count	Percentage
Not At All	1	0	0.00%
A Little	2	2	100.00%
A Moderate Amount	3	0	0.00%
A Lot	4	0	0.00%

Statistics	Value
Mean	2.00
Median	2.00
Standard Deviation	0.00

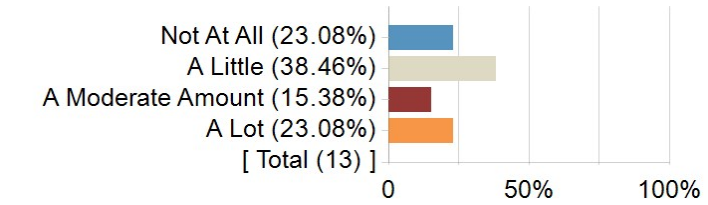
2. Recorded lectures



Options	Score	Count	Percentage
Not At All	1	3	11.11%
A Little	2	8	29.63%
A Moderate Amount	3	11	40.74%
A Lot	4	5	18.52%

Statistics	Value
Mean	2.67
Median	3.00
Standard Deviation	0.92

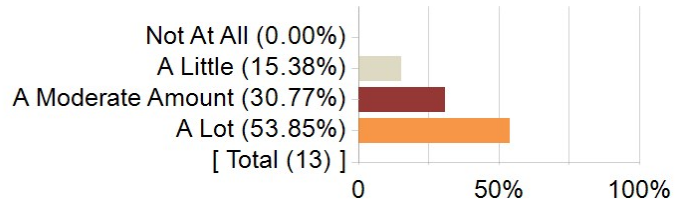
3. Recorded video demonstrations



Options	Score	Count	Percentage
Not At All	1	3	23.08%
A Little	2	5	38.46%
A Moderate Amount	3	2	15.38%
A Lot	4	3	23.08%

Statistics	Value
Mean	2.38
Median	2.00
Standard Deviation	1.12

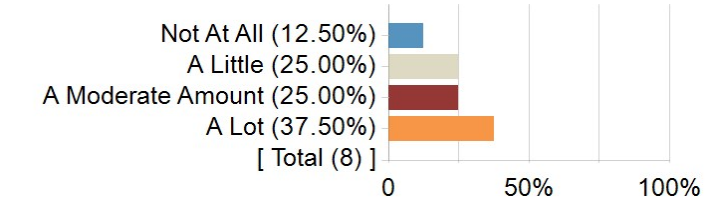
4. Hands-on activities



Options	Score	Count	Percentage
Not At All	1	0	0.00%
A Little	2	2	15.38%
A Moderate Amount	3	4	30.77%
A Lot	4	7	53.85%

Statistics	Value
Mean	3.38
Median	4.00
Standard Deviation	0.77

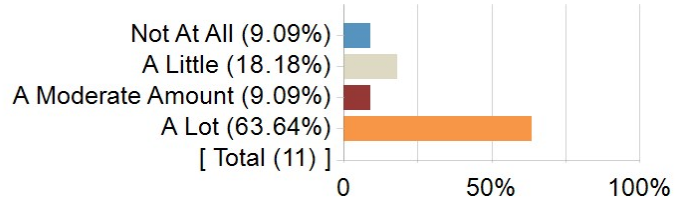
5. Real-time whole-class discussion



Options	Score	Count	Percentage
Not At All	1	1	12.50%
A Little	2	2	25.00%
A Moderate Amount	3	2	25.00%
A Lot	4	3	37.50%

Statistics	Value
Mean	2.88
Median	3.00
Standard Deviation	1.13

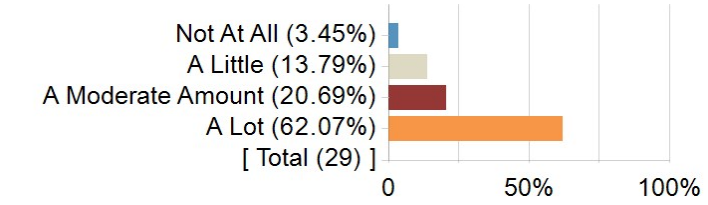
6. Real-time small-group discussion



Options	Score	Count	Percentage
Not At All	1	1	9.09%
A Little	2	2	18.18%
A Moderate Amount	3	1	9.09%
A Lot	4	7	63.64%

Statistics	Value
Mean	3.27
Median	4.00
Standard Deviation	1.10

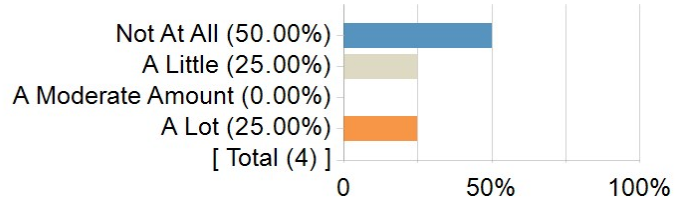
7. Online discussion boards



Options	Score	Count	Percentage
Not At All	1	1	3.45%
A Little	2	4	13.79%
A Moderate Amount	3	6	20.69%
A Lot	4	18	62.07%

Statistics	Value
Mean	3.41
Median	4.00
Standard Deviation	0.87

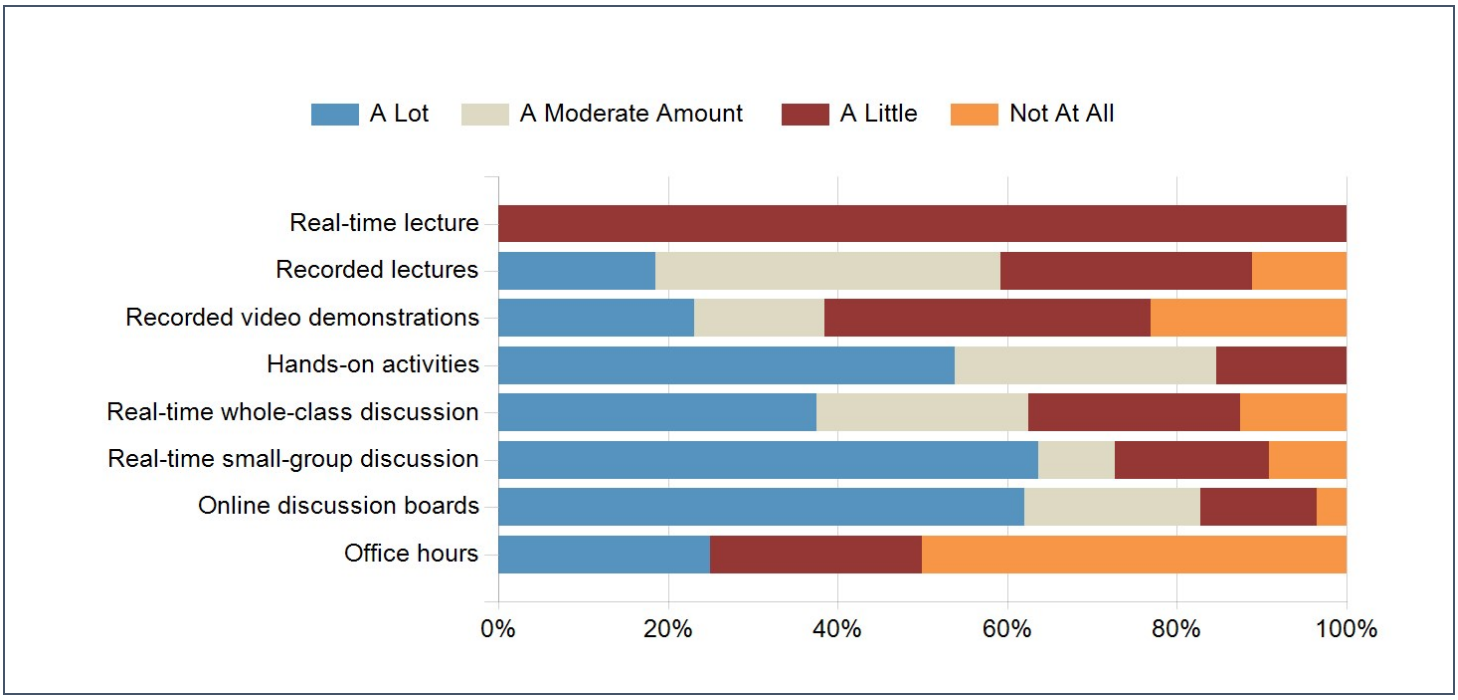
8. Office hours



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

Statistics	Value
Mean	2.00
Median	1.50
Standard Deviation	1.41

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
Discussion boards were good for providing safe spaces to talk about hard topics
This was an excellent course and pushed me to learn about aspects of health policy that I never knew. It made health policy more tangible, and I learned more about how to access policy information. I also really loved our discussion board prompts, they sparked my curiosity which fuels my brain!
The course structure and modules really enhanced my learning and skills in the Health Policy class
This class consisted of discussion boards and a couple of papers and required alot of writing. There was no accountability for any of the textbook reading, so I didn't do any. I didn't learn much. The professor recorded video lectures and I sometimes listened to those and found them more tolerable than reading long announcements/emails.
Being exposed to different opinions via the discussion boards truly forced me to not just reflect and sit with my own opinions, but created a space where I was able to interact with other perspectives and grow my personal viewpoints as a result.
The discussion groups, especially the small ones, started really thoughtful conversations about the policy topics and made me deeply explore my opinions.
The discussion posts were designed well to get us talking about controversial topics, and the policy pitch paper was a great way to put us in the mindset of people actually involved in health policy.
I would ha preferred an in person class to cover these topics. The material is too dense to try and understand independently.
Weekly discussions allowed me to hear my classmates opinions engage in discussion with them
The discussion boards ended up being the most meaningful part of the course for me. They pushed me to rethink how I engage in policy conversations, especially when the dialogue isn’t naturally challenging or when perspectives differ. Having to respond thoughtfully each week helped me practice reframing arguments, staying grounded in evidence, and communicating in a way that keeps people in the conversation rather than escalating it. That is a skill I will use in both clinical and policy settings. At the same time, I would have benefited from more structured lecture content to anchor those discussions. Some additional guidance on policy frameworks, real-world examples, or even short slide decks summarizing key concepts would have helped solidify the material and deepen the analysis happening in the forums. The discussions were useful for practicing discourse, but more instructional scaffolding would have strengthened the policy learning itself and helped shift mindsets beyond what peer dialogue alone can accomplish.
The weekly discussion boards helped me better understand my classmates perspectives on topics I may disagree with them on. The professor created a safe environment for us to share our thoughts and feelings.
The discussion boards allowed for me to hear the concepts from a variety of different perspectives which helped with my understanding. The readings were probably the most helpful though.
N/A
The assignments and discussions contributed the most to my learning in this course
great discussion room topics
I think the discussion boards were useful in learning to understand and appreciate the perspectives of others. Discussing politics is a subject that many of us shy away from to maintain the peace and I appreciate that this course allowed us to discuss our differences amongst our peers in a respectful manner.
The learning activities were very beneficial as it prepped me for navigating hard conversations. Through this course, I was able to observe opinions of others I did not agree with and learned how to have a respectful conversation over a disagreement. Additionally, these prompts really challenged my beliefs and critical thinking skills as it pertains to issues related to nursing.

Course Comments

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

Comments
Not my favorite class but not the worst of the program, i just don't like health policy or online classes. Hybrid format could help with engagement of the class overall, many of my classmates put this class on the back burner since it was fully online
It was great!
My experience in this class was very pleasant. I liked the fact that it was online, it afforded me the flexibility I needed. I could go in do some learning and go back and finish up my assignment.
I found the concepts that we discussed in this class interesting and feel that health policy is important in order to advocate for change; however, I feel like I barely had time to post these discussion boards alongside attending classes and clinicals. I also felt a bit discouraged by having to grade each other's work on our huge paper because I felt like it was a difficult way to learn the lesson that "not many of the policies actually get pushed through", therefore only 20% of the class get A's, especially when our papers were supposedly really good, according to the professor, some of the best papers she has ever read. To me, really good means way more than 20% are A's. It seems to me that there should be an objective rubric.
I was nervous coming into this course but am so glad we took it right before graduation. I grew so much as a student and an individual, and feel like I am better prepared to engage with perspectives outside of my own moving forward in a meaningful and respectful manner.
This was an interesting exposure to health policy and worked well as an online class. The assignments were challenging, but appropriate for master's level class work.
Very engaging even in an online format. Posed new and unique challenges that pushed us as learners.
This class should be in–person. More than any other class (except maybe ethics) we would benefit from having actual, in–person discussions with each other about real issues. The professor did her best to make the discussion posts as valuable as possible, but at the end of the day it's much easier to tailor a written post to be civil and well–researched than it is to tailor the spoken word in the middle of a discussion. It would be much more challenging (and I think therefore more valuable) to be in the same room with each other while we're having these conversations.
I would prefer if this class was in–person. I would have learned a lot more if it was. Additionally, some of the questions asked for the discussion board were leading.
I really appreciate the adjustment and willingness to make changes through the semester. While there was a lot of negativity to the switch of grading our peers policy pitch papers, I found it very helpful and I believe I have a greater understanding on many topics as well as the real policy world because of it. I also loved the chance to not have to take the final if you were happy with your grade from this assignment. I felt it was very fair and I enjoyed it
The discussion-based format ended up being one of the more valuable parts of the course for me. It pushed me to rethink how I engage in policy conversations, especially in terms of listening, reframing, and staying grounded when perspectives differ. That practice has real relevance to both clinical work and policy advocacy. At the same time, the quality of discourse sometimes felt limited because many posts simply restated the prompt rather than advancing a position or engaging with the underlying policy questions. That dynamic put a lot of weight on the few students who consistently tried to move the conversation forward. More structured instructional content could help address that imbalance. Even brief lectures, guided frameworks, or targeted content summaries would give everyone a stronger foundation to work from, which would likely elevate the level of discussion across the board. I also think the course could benefit from one or two in-person touchpoints or experiential elements, such as a policy "field trip," a guest speaker, or a visit to a legislative session. Having a shared, concrete reference point would help anchor the discussions and give students a clearer sense of how policy functions outside the classroom. Overall, the course helped me grow in how I communicate about policy, and with a bit more structure and experiential grounding, it could have an even stronger impact on students' understanding and engagement.
Thank you for being so present in this course despite it being an asynchronous class. I felt extremely well supported and safe to share my thoughts and feelings on polarizing topics
I really enjoyed the topics and challenges this course provided for a higher level of thinking and engagement with the course material. I truly appreciated the engagement and motivation from the professor. Although she has a number of students to engage with , she made it her priority to comment on discussion boards and assignments to provide encouraging words to each student.
I think the course was fine. I do prefer in person courses as they help me stay more engaged but for an online course, I thought this

Comments
was a fine course.
This course could have been combined with our ethics course
It was an interesting experience. I was able to gain some patience when listening to others and I have a greater appreciation for legislators following this course. I do feel it's allowed me to have aa good base for the future if I ever wanted to make political action in the future.
loved the online format very engaging
This course was helpful, but I think I would’ve enjoyed hearing more from other peers rather than just remaining in one discussion board group the entire time. I appreciate the adjustment the professor made midway into the semester requiring students to have their individual posts uploaded toward the beginning of the week. This allowed students like myself to complete the assignment in a timely manner rather than having to wait until the last minute.
Overall, I enjoyed it! I thought the online discussion board was more productive to my learning than sitting in lecture. I think activity based learning is more beneficial, especially for a course such as this one.

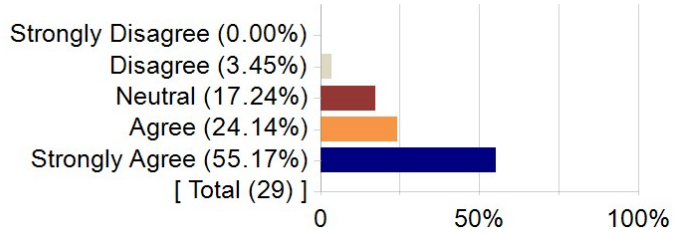
Instructor Questions

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).	29	4.31	104	4.58	1396	4.49	1396	4.49
The instructor clearly communicated the course learning objectives.	29	4.21	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.	29	4.28	103	4.50	1396	4.46	1396	4.46
The instructor provided me prompt and useful feedback on my learning.	29	4.28	103	4.54	1395	4.28	1395	4.28
The instructor provided opportunities for my active participation.	29	4.45	103	4.64	1394	4.52	1394	4.52
The instructor was available to help support my learning.	29	4.48	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.	29	4.28	103	4.59	1395	4.51	1395	4.51
Overall, the instructor was an effective teacher.	29	4.00	102	4.49	1392	4.42	1392	4.42
The instructor created an environment that respected difference and welcomed diverse perspectives.	29	4.21	103	4.59	1394	4.52	1394	4.52

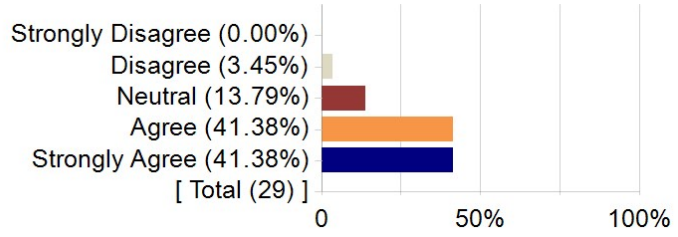
1. The instructor clearly communicated the course schedule and expectations for participation (e.g., readings, discussions).



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	1	3.45%
Neutral	3	5	17.24%
Agree	4	7	24.14%
Strongly Agree	5	16	55.17%

Statistics	Value
Mean	4.31
Median	5.00
Standard Deviation	0.89

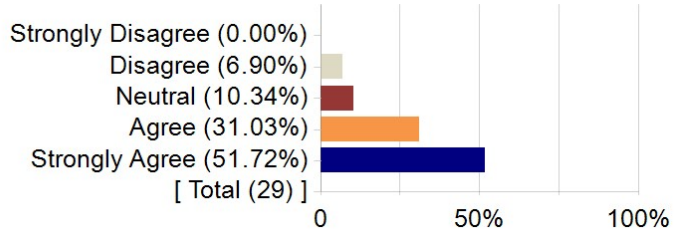
2. The instructor clearly communicated the course learning objectives.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	1	3.45%
Neutral	3	4	13.79%
Agree	4	12	41.38%
Strongly Agree	5	12	41.38%

Statistics	Value
Mean	4.21
Median	4.00
Standard Deviation	0.82

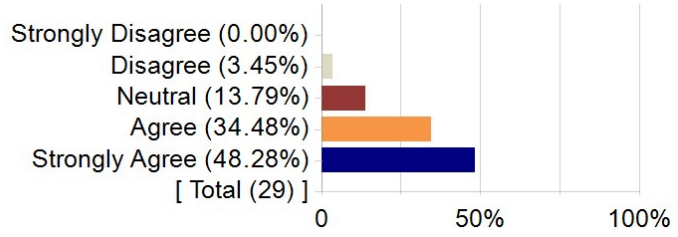
3. The instructor implemented learning activities and assignments that allowed me to demonstrate understanding of the course material.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	2	6.90%
Neutral	3	3	10.34%
Agree	4	9	31.03%
Strongly Agree	5	15	51.72%

Statistics	Value
Mean	4.28
Median	5.00
Standard Deviation	0.92

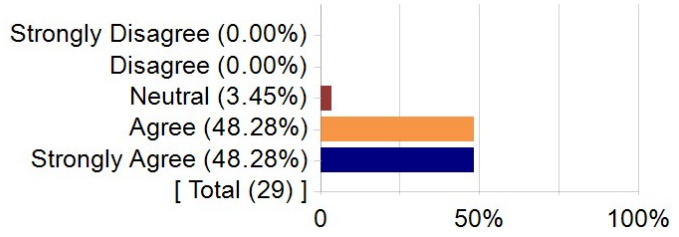
4. The instructor provided me prompt and useful feedback on my learning.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	1	3.45%
Neutral	3	4	13.79%
Agree	4	10	34.48%
Strongly Agree	5	14	48.28%

Statistics	Value
Mean	4.28
Median	4.00
Standard Deviation	0.84

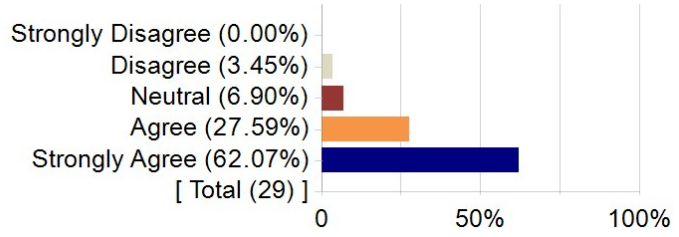
5. The instructor provided opportunities for my active participation.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neutral	3	1	3.45%
Agree	4	14	48.28%
Strongly Agree	5	14	48.28%

Statistics	Value
Mean	4.45
Median	4.00
Standard Deviation	0.57

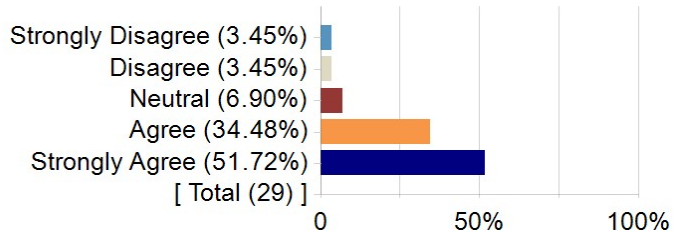
6. The instructor was available to help support my learning.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	1	3.45%
Neutral	3	2	6.90%
Agree	4	8	27.59%
Strongly Agree	5	18	62.07%

Statistics	Value
Mean	4.48
Median	5.00
Standard Deviation	0.78

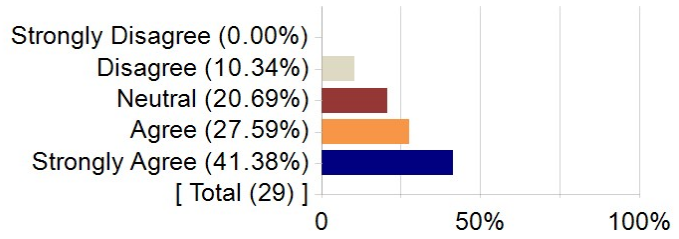
7. The instructor fostered an environment where I felt valued as an individual and that I belonged in the class.



Options	Score	Count	Percentage
Strongly Disagree	1	1	3.45%
Disagree	2	1	3.45%
Neutral	3	2	6.90%
Agree	4	10	34.48%
Strongly Agree	5	15	51.72%

Statistics	Value
Mean	4.28
Median	5.00
Standard Deviation	1.00

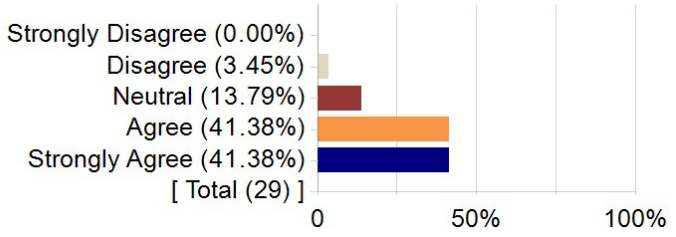
8. Overall, the instructor was an effective teacher.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	3	10.34%
Neutral	3	6	20.69%
Agree	4	8	27.59%
Strongly Agree	5	12	41.38%

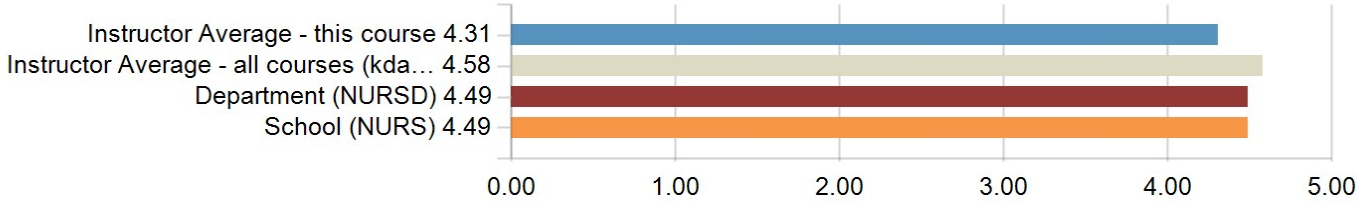
Statistics	Value
Mean	4.00
Median	4.00
Standard Deviation	1.04

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

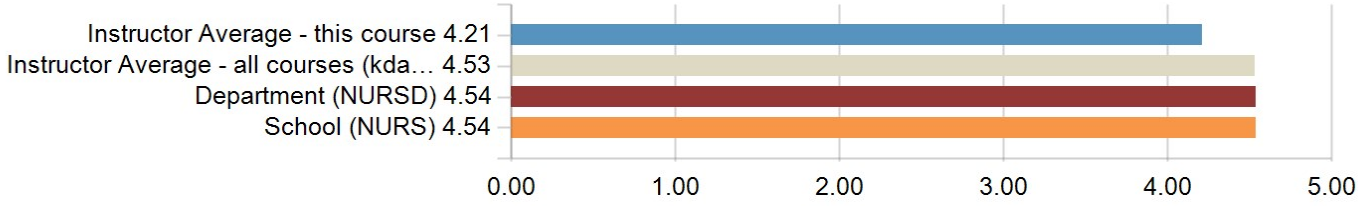


Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	1	3.45%
Neutral	3	4	13.79%
Agree	4	12	41.38%
Strongly Agree	5	12	41.38%
Statistics			**Value**
Mean			4.21
Median			4.00
Standard Deviation			0.82

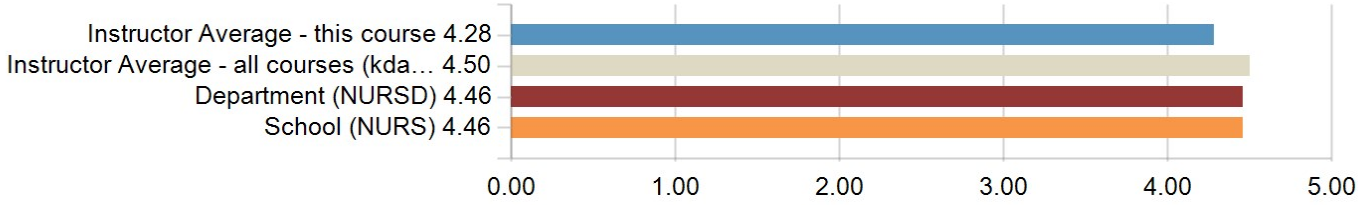
1. The instructor clearly communicated the course schedule and expectations for participation (e.g., readings, discussions).



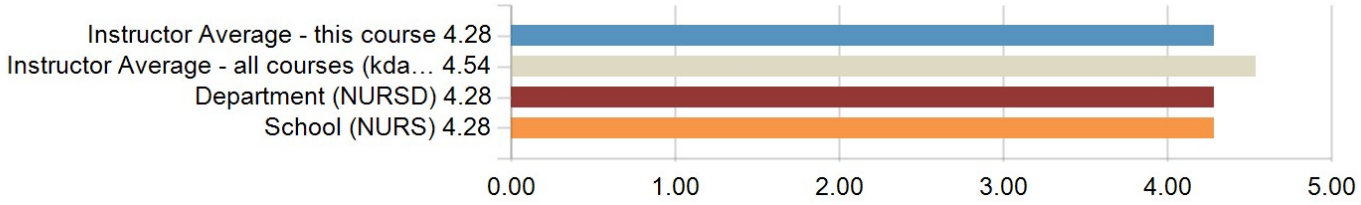
2. The instructor clearly communicated the course learning objectives.



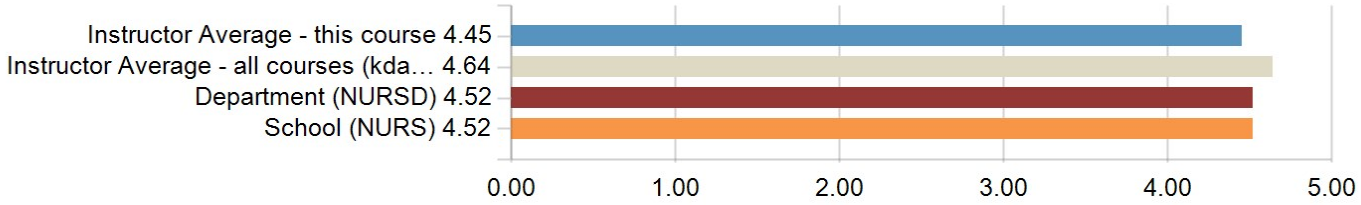
3. The instructor implemented learning activities and assignments that allowed me to demonstrate understanding of the course material.



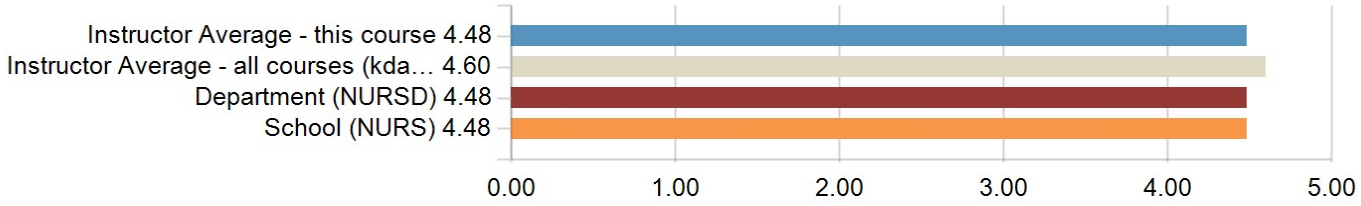
4. The instructor provided me prompt and useful feedback on my learning.



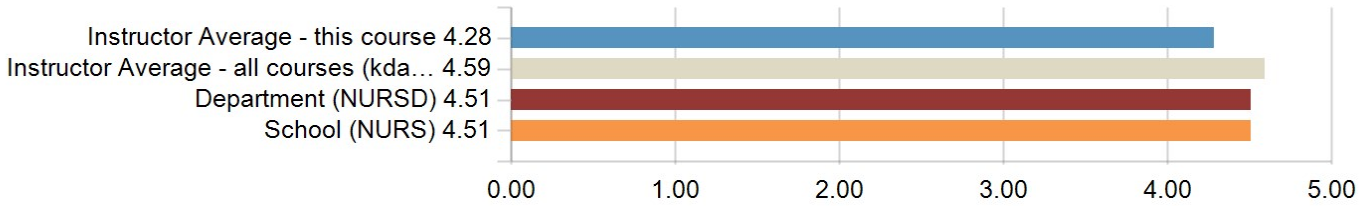
5. The instructor provided opportunities for my active participation.



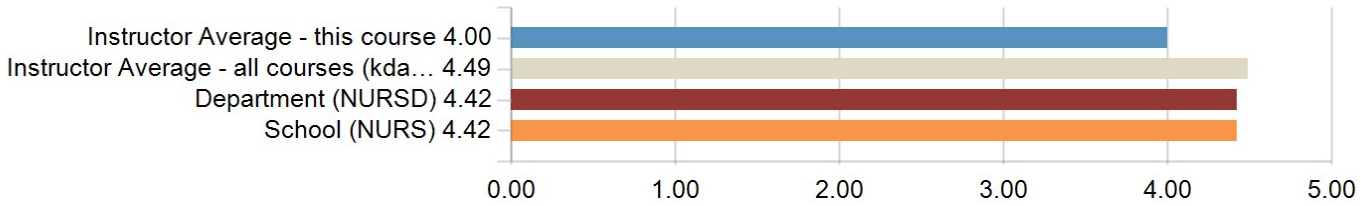
6. The instructor was available to help support my learning.



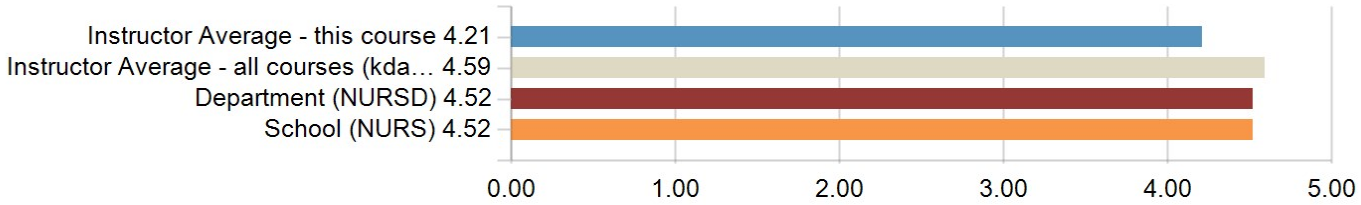
7. The instructor fostered an environment where I felt valued as an individual and that I belonged in the class.

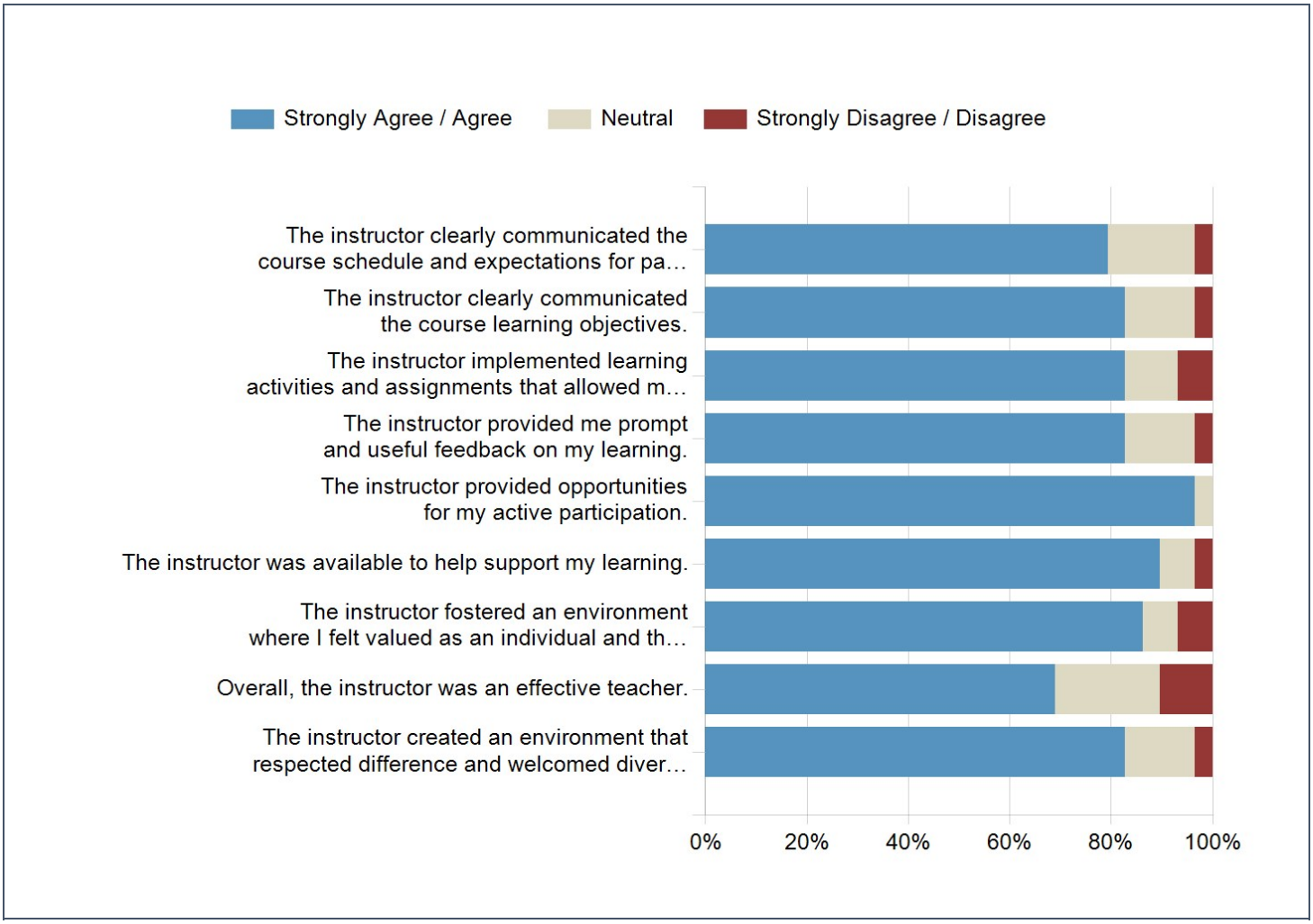


8. Overall, the instructor was an effective teacher.



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
She had us pick different perspectives as groups even if they didn't align with our own beliefs and values simply for the sake of argument. This is an excellent exercise in debate and
Yes the instructor emphasized that we should respect one another during our discussion board interaction. We may disagree in our opinion but we should respect everyone opinion. This created a welcome environment for growth and skill development in the course.
Dr. Acquaviva always encouraged us to speak freely but with respect for varying opinions and experiences.
The discussion boards welcomed everyone’s perspectives, and more diversity made for much more interesting conversations. She asked follow up questions in the boards to keep the discussion diverse and flowing.
Encouraged respectful dialogue between classmates. Encouraged the sharing of individual perspectives and ideas, even if they weren't popular.
At least one of the discussion posts was specifically designed to have us voice opinions that differ from our own. The listening and reflection paper forced us to seek out and give space to people with whom we disagree about incendiary topics.
I felt comfortable to share my opinions in discussion even when they may differ from others
Dr. Acquaviva consistently created an environment where differing perspectives were not only allowed but expected. Throughout the semester she pushed us to engage in real discourse rather than staying in the safety of agreeable statements. Several of the assignments were intentionally designed to surface disagreement, and she framed those moments as opportunities to practice respectful, evidence-based argument rather than personal critique. In discussions, she made it clear that challenging an idea was not the same as challenging a person, and she modeled that distinction in her own feedback. When tensions or strong opinions emerged, she redirected us toward curiosity, clarity, and professional boundaries instead of letting conversations shut down. That approach helped set a tone where students with different ideologies could participate without feeling dismissed or attacked. Overall, her guidance made it possible to disagree openly while still maintaining respect, which is not something that happens automatically in online courses. It was clear she was intentional about building that kind of learning environment.
Professor Acquaviva fostered a safe environment for us to share our perspectives on often controversial topics. She made each of us feel safe to share our thoughts and feelings while offering constructive feedback to deepen our understanding.
During the semester , we completed an evaluation Kim used the information/advice provided by students to tailor the class , although the we were midway through. This shows her commitment to foster a better learning opportunities for the class.
Most of our discussion board posts were geared towards fostering a space where opinions from different backgrounds and perspectives were welcomed.
conversations were respectful and allowed for conversation of diverse topics
Professor Acquaviva created an environment that respected differences and welcomed diverse perspectives through the use of the discussion boards. She placed us in pods and encouraged us to share our own perspectives on various political topics.
Kim did a fantastic job setting an environment that welcomed diverse perspectives. Often with this course, it is hard to not avoid talking about politics. Given Kim's encouraging words at the end of each post, it was evident to me that it was exciting for Kim to observe my participation. Additionally, in the discussion without silencing assignment, she indirectly taught about the importance of being respectful of others opinions through the use of our own silence.
Professor Acquaviva clearly and sincerely values respecting others, their opinions and spaces where all people can be heard. There can be no question about this. In many ways this was more the theme of the class than actual health policy.

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.

Comments
The impression I was given about this course was that it was going to be politically ambigious and that an "agenda" would not be forced upon the class. This was in fact the opposite where over half of the discussion topics were highly volatile and I could not help but feel pushed in a certain direction. Also the last minute decision to make the students grade our fellow classmates' papers was a bit obsurd. I have no problem with thr assignment if it was in the syllabus as such so I could plan for it but it was not in the syllabus, which is supposed to be the contract between student and teacher as to what it expected. Due to having to read and grade 7 papers within a 5 day time frame stressed my already current workload as I had no heads up to prepare for it.

Instructor Comments

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

Comments
Hybrid format, bring discussion boards to real life conversations, in the world of digital we are loosing our fave to face conversations and debates.
Maybe we could have chatted more about pending healthcare policies in VA that are hot at the moment. This could make health policy a bit more real–time to peak interest in participating rather than theoretical. For instance, it would be interesting to see all the bills and issues that affect nursing right now when the GA was in session.
Maybe in the future she could add pair exchanges between students in a pod. That is two student can in a pod exchange opposite views and that way encourage some more activities within the pod.
I don't think students should have to grade each other's papers. I also think it's important to keep in mind that students taking this course are also juggling capstone projects, working practicum multiple days a week, as well as attending class and don't necessarily have the flexibility in their schedule to be engaging multiple times with this class online. As adult learners in an online course, I think we should be given the freedom to complete our work when we have time throughout the week. I also think the instructions for the "Discussing without Silencing" were vague and that's why most of the class completed the assignment incorrectly. I think it would be prudent to revisit those directions to make sure students know expectations, rather than making them rewrite it or get a 60%.
I felt like your instructions for the discussion without silencing paper were clear. You changed your grading based on complaints that it was unclear, but I feel like that was on those students to be more careful with their reading of the assignment.
None, I really enjoyed the class!
Dr. Acquaviva explains she wants to create an environment for a wide variety of political view; however when it comes to the discussion board topics, it is clear that they are all big left–leaning topics that make students feel like there is only one right answer.
This is flagrant personal bias, but I detest gen–ai and I think it's destroying our ability to think critically, so I hate that we were allowed to use it for this class. On a personal note, I never use it, so it's frustrating to be doing assignments with my own brain and have those assignments graded against others produced using a AI. I know there's no good way to stem the tide, and I'm probably just being a luddite. But it hurts my heart a little bit when professors surrender so easily to it. On a broader note, it just seems dangerous, especially for assignments like we were doing for this class. AI is designed to appease, to the point where it will hallucinate BS just because it's what you want to hear. If people are using it to do research on policy positions, odds are good they're going to miss out on a lot of information. Plus, while there are places where AI is valuable, and I'm even willing to buy that there's some use for it in the real policy world, that place isn't the university. The entire point of being here is to learn how to think. What's the point of assigning a paper to write if you know most of the class isn't even going to write it?
I was initially confused about what participation level in discussions would be equivalent to a 100. I think if you could be clear at the beginning of the semester, stating that after your initial post please respond to at least 2 of peers in order to earn full credit for the discussion for the week, would help prevent any confusion
One area that could strengthen the course is adding more structured frameworks within the lecture content. The weekly videos were helpful in concept, but their length made them difficult to engage with at times. Shorter clips, integrated “briefs,” or modular content broken into key themes would make the material easier to absorb and would give students clearer scaffolding before entering the discussions. This kind of structure would enhance actual policy learning rather than simply teaching engagement. I also think the “policy pitch” assignment could be reframed to better match the scope of the course. The committee-style briefing required detailed economic and financial analysis that many students do not have the background to produce meaningfully. That expectation shifted focus away from substantive policy research and toward speculative accounting. A broader, more conceptual pitch would allow students to focus on the policy problem, the evidence base, and the ethical considerations, which aligns more closely with the course objectives. Overall, a combination of more structured instructional content, shorter and more digestible lecture materials, and assignment expectations that better reflect students’ backgrounds would help future cohorts engage more confidently and spend more time on the parts of policy work this course is best positioned to teach.
Thank you for supporting me through this semester!
The paper grading swapping (in that we started grading it initially and then it swapped back to you) for our policy pitch papers was a bit confusing and having us discuss grades only to have it not matter in the end did not feel great, so having it be one or the other off the bat would be appreciated
I appreciate trying to foster an enviuronment for healthy discussion but too much work was expected from students in their last semester focused on the culmination of their one year long capstone project. Also the syllabus is the contract between student and professor so to jump a massive assignment on students last minute is disrepectful of their time.

Comments
Just a recommendation to be mindful of how something is presented. From the first assignment to where we interviewed someone else, it was outlined to not debate or attempt to change minds however, initially it was never mentioned to not have a discussion which many people had. As it was relayed to many that this was a problem every semester, it should be noted in the instructions to just interview and only listen to responses. It was a bit ambiguous. Although I think you identified the error, it is prudent for communication to not have 50% of future classes make the same mistake. I'd say the same for other assignments as well. It's fine to adjust and modify as situations dictate (that's how life works) but when the assignment to substitute for the final exam came through, many of the class members misinterpreted the meaning of the objective– to put ourselves in the place of legislators that had to wean down proposals and interpreted it more as teachers needing to grade our peers. I'm only saying to be mindful in the communication and discuss things to the lowest common denominator. Lastly, I know many felt uncomfortable in not wanting to discuss their true stances on discussion topics. I would say to just be careful to present information as apolitical as possible and more clear on how/why to encourage "open" discussion. It's so difficult, especially with our current political environment to stay unbiased, but as an instructor when trying to encourage dialect from every angle we want to not isolate student that may oppose our own viewpoints. Sometimes when discussion topics were presented in particular ways, several students felt discussion of honest opinion would have a direct effect on how they would be graded.
i like how u graded our policy papers i was scared when at first u said peers would be grading them. I liked you did not make us take the final the alternative was amazing.
I don’t have any at the moment. As mentioned earlier, I would’ve appreciated hearing from different peers throughout the semester so maybe having more discussion boards open to the entire class.
I feel bad, but I really did not look at a single module. Part of this can be a result of my own laziness and maybe last semester school burn out. I think it would be interesting for each week to be a different pod. So for example, send a survey the week before to observe students perspectives on certain topics. Then assort students into pods for a week, with some agreement and some disagreement. Although I could see this being complicated, but it would have been nice if responses from classmates were more critically challenging as opposed to a scripted repeat of what I had said. With that being said, I did appreciate how nice all of my classmates were to me at least this semester :)
Many of the discussion board topics were quite good and insightful. But you have to enforce the parameters – that is, if you ask for a discussion of the EHR then the students need to think about what this actually means and respond accordingly. If the discussion asks to address a given policy, then the students need to READ the policy, and then respond. I personally don't think it's acceptable not to do this. Not because it's 'unfair' but because A LOT of "policy" issues are in the details! IMO opinion discussions are best done in person/virtually. Trying to do on Canvas is so clunky you can't really 'discuss,' you just react. I know that TEAMS has a recording/transcript function that the professor could use to audit discussion in lieu of written responses. But this last semester is truly chaotic so the small groups need to know on day 1 that they will have to work out a routine virtual discussion group and execute it throughout the semester. Lastly, I would give a few local, clinic, unit/hospital policies to address since this is where many nurses are likely to 'feel' a policy's effect. And it where they will likely be able to have more effect to it's content and execution. These are really important tools to have in your tool box. For example, why is there a no–smoking perimeter around the hospital? What about local Administrative and HR policies about shift–change, ethics policy, family–leave policy?