

The George Washington University

Fall 2017, NURS 6207 Evidence-Based Practice Section DE

Instructor: Acquaviva, Kimberly (Primary)

There were: 23 possible respondents.

Question Text	N	Top Two	My Avg	NURS Avg	NURS SD	Sch Avg	Sch SD	Gen Ed Req	Maj/Prog Req	Interest	Instructor	Fits Schedule	Advisor Rec	Friend Rec	Other
1 Primary reasons for taking course	23							57%	78%	13%	9%	0%	0%	0%	0%
								Not At All - 1	2	3	4	Completely - 5	N/A		
3 Covered objectives	16	100%	4.9	4.7	0.6	4.7	0.6	0%	0%	0%	13%	88%	0%		
								Lectures	Discussions	Clickers	Activities	Homework	Labs	Project/Folio	Teamwork
4 Contributed to learning	23							30%	78%	0%	13%	43%	0%	26%	57%
								Yes	No						
6 Academically prepared	23	100%	1	0.9	0.3	0.9	0.3	100%	0%						
								1 Hour Or Less	1-2 Hours	3-4 Hours	5-6 Hours	7-8 Hours	9-10 Hours	11-13 Hours	13-15 Hours
7 Time on coursework outside of class	22							0%	14%	45%	27%	14%	0%	0%	0%
								Memorizing	Applying Basic	Synthesizing	Judgments	Applying New	Solve Problems	Thinking	Teamwork
8 Significant aspects	23							4%	78%	96%	70%	74%	17%	52%	78%
								Not At All - 1	2	3	4	Very - 5	N/A		
10 Intellectual challenge	23	65%	3.8	4.1	0.9	4.1	0.9	0%	9%	26%	39%	26%	0%		
								Little - 1	2	3	4	Lot - 5	N/A		
11 How much learned	23	74%	4	4.3	1.0	4.3	1.0	0%	9%	17%	39%	35%	0%		
								Str Disagr - 1	2	3	4	Str Agr - 5			
12 Did best work possible	23	83%	4.1	4.5	0.8	4.5	0.8	0%	4%	13%	52%	30%			
								Not At All - 1	2	3	4	Very - 5	N/A		
15 Knowledgeable	23	100%	5	4.8	0.5	4.8	0.5	0%	0%	0%	0%	100%	0%		

									Low - 1	2	3	4	High - 5	N/A		
1 6	Enthusiasm	2 3	100 %	5	4.7	0.7	4.7	0.7	0%	0%	0%	4%	96%	0%		
									Str Disagr - 1	2	3	4	Str Agr - 5	N/A		
1 7	Treats students with respect	2 2	100 %	5	4.8	0.7	4.8	0.7	0%	0%	0%	5%	95%	0%		
									Not Fair - 1	2	3	4	Very Fair - 5	N/A		
1 8	Fair grading	2 3	100 %	5	4.6	0.8	4.6	0.8	0%	0%	0%	4%	96%	0%		
									Not At All - 1	2	3	4	Excellent - 5	N/A		
1 9	Feedback	2 3	100 %	5	4.5	0.9	4.5	0.9	0%	0%	0%	4%	96%	0%		
									Poor - 1	2	3	4	Excellent - 5			
2 0	Overall rating of instructor	2 3	100 %	4.9	4.5	0.8	4.5	0.8	0%	0%	0%	9%	91%			

Text Responses

Use this space for comments on strengths of the course.

Professor Acquiva is very kind, supportive, and respectful of her students.

-I liked having different groups each week -I appreciated that grading was on the group work and discussion rather than the quality of the infographic -I liked not having strict 1st post due on x day, 2nd post due on y day deadlines because I feel like it facilitated people's schedules and more natural discussion

Dr. Acquiva! Nursing needs more positivity and she brings it each and every week! Some of her comments were the only nice things I heard about my nursing progression all week, and often all I had heard in over a month+. I wish more faculty brought her positivity and would really strive to create a love of learning like she does!

Great professor with good feedback.

Dr. Acquiva was such a great distance learning instructor. I really appreciate her attention to detail, responsiveness to communication, timely grading, support, and fair, but challenging grading standards.

Dr. Acquiva is an incredible instructor! I am blown away by her enthusiasm, supportive communication, patience, and expertise. I have recommended her class to other nursing students without hesitation.

Important nursing topics addressed. Some of the subjects could have been dry, but Dr. Acquiva had us use more creative approaches (infographics) to make the information more interesting, applicable, and relevant so that we really learned the key take-aways.

Lectures and reading materials

teaching, professor responsiveness, groupwork

good topics, very relevant to current situations and my current job. facilitated group work and effort. great discussions

Professor Acquiva is the best professor I have had at George Washington. Even though this class is online, I can clearly see the enthusiasm she has for the subject matter. She also gives a great deal of support, encouragement, and helpful advice to her students throughout the semester. I wish all of my professors were like her.

Use this space to provide suggestions on how to improve this course.

The infographics were a little stressful. I felt like we were having to learn a whole new platform for little actual gain, especially since the discussion was what was graded.

-Mini content videos as part of the weekly content

More individual work. It can be easy to slack off with the group every week. Individual work makes you responsible for all pieces not just one

Possible earlier deadline for initial posts when doing group discussions. Most of the primary work was already completed on the first day.

Continue with group projects throughout instead of including whole class based assignments at the end.

Can we please dial back the infographics? I think they're a great tool but there sure are a lot of them. Additionally, it would be helpful to go to a Wednesday post, Saturday response time frame because as nursing students the structure is incredibly helpful. Time can get away from us and next thing you know it's the end of the week, the rest of the group has posted, and that's left to say is "great job" to the rest of the group.

Creating infographs each week in the discussion did not add anything, and was more "busy" work. Discussion need to be more directed, often discussions were nothing more than students agreeing with the other participants. I didn't feel there was intellectual content. Also did not find having undergraduate and graduate students engaging, as undergraduate students are lacking clinical experience that adds to the conversation and intellectual conversations in the discussion board.

The infographic discussions could probably be remade into traditional discussion board discussion and save time for the students.

less stress on infographics

None!

You indicated that you were academically prepared to take this course, what prepared you for this class (which prior courses, which topics)?

Some previous courses at GW SON, some classes taken at other institutions.

Undergraduate epidemiology work

proie courses to graduate with my previous degree in biology

Previous undergraduate degree with writing and discussion focus; Patient Safety and Quality course at GW

Health Policy, Safety and Quality

Other courses that used discussion boards no Blackboard.

Patient Safety and Biostatistics were most helpful.

Undergraduate course work, but mostly clinical experience

Prior courses

prior bachelors degree.

Undergrad EBP course as well as being immersed in EBP in my current nursing career

evidence based practice, research methods

prior research class for my BSN

previous BSN

I had an evidence based practice research class in undergrad

Had a research class during my Bachelor's and also involved in presenting research at my job/hospital.

i took a research class as well in undergrad.

BSN degree