The George Washington University

Spring 2017, NURS 6207 Evidence-Based Practice Section DE5
Instructor: Acquaviva, Kimberly (Primary)

There were: 27 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	27							52%	93%	11%	0%	7%	0%	0%	0%	
									Not At All - 1	**2**	**3**	**4**	**Completely - 5**	**N/A**			
3	Covered objectives	20	100%	5	4.7	0.6	4.7	0.6	0%	0%	0%	0%	100%	0%			
									Lectures	**Discussions**	**Clickers**	**Activities**	**Homework**	**Labs**	**Project/Folio**	**Teamwork**	**Pr**
4	Contributed to learning	26							8%	77%	0%	27%	46%	0%	23%	54%	
									Yes	**No**							
6	Academically prepared	27	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**	**15-**
7	Time on coursework outside of class	27							0%	4%	30%	22%	22%	15%	7%	0%	
									Memorizing	**Applying Basic**	**Synthesizing**	**Judgments**	**Applying New**	**Solve Problems**	**Thinking**	**Teamwork**	**R**
8	Significant aspects	27							19%	74%	89%	52%	59%	22%	59%	85%	
									Not At All - 1	**2**	**3**	**4**	**Very - 5**	**N/A**			
10	Intellectual challenge	26	77%	4.1	4.1	0.9	4.1	0.9	0%	12%	12%	31%	46%	0%			
									Little - 1	**2**	**3**	**4**	**Lot - 5**	**N/A**			
11	How much learned	27	85%	4.4	4.3	1.0	4.3	1.0	4%	0%	11%	22%	63%	0%			
									Str Disagr - 1	**2**	**3**	**4**	**Str Agr - 5**				
12	Did best work possible	27	89%	4.5	4.5	0.8	4.5	0.8	0%	0%	11%	26%	63%				
									Not At All - 1	**2**	**3**	**4**	**Very - 5**	**N/A**			
15	Knowledgeable	25	92%	4.8	4.8	0.5	4.8	0.5	0%	0%	8%	0%	88%	4%			

esentations	Guest Lecturers	Fieldwork/Trips	Writing	Other
4%	0%	0%	31%	4%

+ Hours				
0%				

eading	Presentation	Lab	Writing	Other
56%	4%	0%	37%	0%

								Low - 1	2	3	4	High - 5	N/A			
16	Enthusiasm	27	96%	4.9	4.7	0.7	4.7	0.7	0%	0%	4%	4%	93%	0%		
								Str Disagr - 1	2	3	4	Str Agr - 5	N/A			
17	Treats students with respect	26	96%	4.9	4.8	0.7	4.8	0.7	0%	0%	4%	4%	92%	0%		
								Not Fair - 1	2	3	4	Very Fair - 5	N/A			
18	Fair grading	27	93%	4.8	4.6	0.8	4.6	0.8	0%	0%	7%	7%	85%	0%		
								Not At All - 1	2	3	4	Excellent - 5	N/A			
19	Feedback	27	100%	5	4.5	0.9	4.5	0.9	0%	0%	0%	4%	96%	0%		
								Poor - 1	2	3	4	Excellent - 5				
20	Overall rating of instructor	27	96%	4.8	4.5	0.8	4.5	0.8	0%	0%	4%	11%	85%			

Text Responses

If you selected 'other' as a primary reason, please comment.

N/A

If you selected 'other' as a teaching method, please comment.

N/A

infographic

If you selected Other as significant aspect of effort, please comment.

N/A

Use this space for comments on strengths of the course.

Required a lot of effort of the student in order to gain understanding of the material.

The weekly discussion boards encouraged me to research peer-reviewed articles on my own, which facilitated my learning. I thought the weekly topics were interesting and engaging with my peers in this format was beneficial. It was a new way of learning for me, however as the semester progressed I become more comfortable contributing my ideas. I also appreciated the freebie we were given!

Dr. Acquaviva was the best!

I liked the Apply It lessons and all the information I learned in the DB from everyone.

I believe that the infographic was a strength of the course once I knew what to do

Professor acquaviva was engaged and responsive

I like the emphasis of teamwork in this course. I feel as though in nursing we must learn to work collaboratively and this course helped us do just that.

Assignments were completely pertinent to the learning objectives each week. The organization of discussion boards into small groups allowed for more in-depth discussions and better organization of ideas. Professor Acquavia was always engaged in the discussions and was consistently accessible for any problems that arose.

I did enjoy the different format of the group discussions with the infographic but do have suggestions that I will list below. I also enjoyed that there were no requirements for blackboard collaborate sessions, presentations, or long papers to write.

The professor is very engaging and obviously loves the subject and loves to teach. Her enthusiasm is contagious.

Efficient timely response from professor and overall support from professor

Instructor feedback and grading, learning objectives, clear instructions, relevant topics

Not a ton of busy work, objectives and assignments were clearly laid out.

Group participation, working with a team

I really enjoyed having Kim as an instructor, she was so helpful and a great motivator.

professor gave quick feedback always available

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

Let me preface this by saying I do not like to provide criticism unless I have a solid suggestion for improvement, but my suggestions may not be completely feasible. The group/team discussion boards were incredibly difficult to use and track each discussion. For example, there would be multiple instances when a response for one person would show up in a location that did not match where it belonged. Another similar example is the thread postings did not chronologically make any sense. To give a description of what I mean is how the website Reddit tracks threads is difficult in itself, but at least the conversations can be followed much easier. This caused more time which seemed to be wasted locating conversations to stay on pace with the class discussions. For a 3 credit level course, my time was spent here far longer than required in other 3 credit courses; or even 5 credit courses for that matter. So here is my suggestion for Evidence Based Practice. Since this is a graduate level course, could this be added to the G2W platform that other GWU graduate courses use? Although I am a BSN student, I am aware of the G2W program and it seems to facilitate group discussion in a much more feasible manner. Thank you I wanted to comment on grading here since there isn't a spot below to address this. I will say that this improved throughout the semester, but the grading standards seemed a bit nuanced for the first 3-4 weeks into the semester. Through much class effort I learned what was necessary to get the most out of the course, but it wasn't clear to me at the beginning. Thank you, Respectfully, Kiel Bush

I would suggest replacing one or two of the weekly group discussions with an individual discussion post. At times, it was challenging to keep up with the thread each week.

nothing

reduce the number of people in a group

Discussion board groups were way too big. I was spending HOURS each day trying to come up with thoughtful responses to these threads that sometimes had over 60 entries. ...it was too much ..also the other sections only had to post 1 DB entry and respond to 2 colleagues. It was so unfair how much more work we had

The group discussions with the infographic were a lot of fun and a refreshing change from the normal discussion boards, but it was pretty difficult to log in everyday and make time to post a contribution. If at all possible it would be nice to not have the daily interaction as a part of the grade.

I do not like group projects and this class was over 1/2 of the semester group projects. I prefer to contribute as I find time, but if your team is depending on you, you feel more obligated to post every day, which is hard for me.

I personally would prefer tests to assess and evaluate the course as opposed to group discussions that were based on participation solely because it was far more time consuming than I had anticipated

Less infographics, smaller groups, more independent projects, unable to determine who and how much work each person did on infographic (not trackable), suggest recorded on-line lectures for certain topics/objectives

I do not think the class needs any improvement.

No full class discussion post, it's overwhelming.

Smaller groups for discussion boards each week.

no suggestions

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

n/a

Previous online classes that required a lot of reading and synthesizing.

Research methods, statistics

Masters level DB courses, Health Policy, Patient Safety, Nurse Leadership, and Transitions to Nursing

Prior online courses throughout the nursing program and the emphasis on evidence-based practice.

Undergraduate, BSN courses, professional experiences, and clinicals.

previous course at GWU for BSN

Associate in Liberal Arts and Nursing

GW orientation and prior RN college experience

previous nursing courses, clinical experience

Prior nursing classes and a prior statistics course.

Previous undergraduate Nursing Research prepared me for this course.

Nursing school prepared me for this class

Previous research class

previous nursing classes, statistic class

Prior research course

All nursing courses from ADN program at Montgomery College

BSN research course

Nursing research courses

Previous information from classes in the past