

# The George Washington University

Spring 2018, NURS 6207 Evidence-Based Practice Section DE  
 Instructor: Acquaviva, Kimberly (Primary)

There were: 22 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	21							67%	67%	0%	0%	5%	5%	0%	0%	
								Not At All - 1	2	3	4	Completely - 5	N/A			
3 Covered objectives	21	100%	4.8	4.7	0.6	4.7	0.6	0%	0%	0%	19%	81%	0%			
								Lectures	Discussions	Clickers	Activities	Homework	Labs	Project/Folio	Teamwork	
4 Contributed to learning	21							5%	95%	0%	10%	38%	0%	10%	71%	
								Yes	No							
6 Academically prepared	21	95%	1	0.9	0.3	0.9	0.3	95%	5%							
								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	21							0%	24%	29%	38%	0%	10%	0%	0%	
								Memorizing	Applying Basic	Synthesizing	Judgments	Applying New	Solve Problems	Thinking	Teamwork	R
8 Significant aspects	21							0%	71%	81%	57%	52%	10%	52%	86%	
								Not At All - 1	2	3	4	Very - 5	N/A			
10 Intellectual challenge	21	52%	3.4	4.1	0.9	4.1	0.9	0%	24%	24%	43%	10%	0%			
								Little - 1	2	3	4	Lot - 5	N/A			
11 How much learned	21	57%	3.8	4.3	1.0	4.3	1.0	0%	14%	29%	24%	33%	0%			
								Str Disagr - 1	2	3	4	Str Agr - 5				
12 Did best work possible	21	90%	4.5	4.5	0.8	4.5	0.8	0%	5%	5%	29%	62%				
								Poor - 1	2	3	4	Excellent - 5	N/A			



15	Quality of tech support	21	74%	4.2	4.2	0.9	4.2	0.9	0%	10%	14%	14%	52%	10%			
16	Organized materials in Bb/LMS	21	90%	4.6	4.2	1.0	4.2	1.0	0%	0%	10%	19%	71%	0%			
									Not At All - 1	2	3	4	Great Deal - 5	N/A			
17	Multimedia enhance learning	21	58%	3.6	4.0	1.1	4.0	1.1	10%	10%	19%	19%	33%	10%			
									Not At All - 1	2	3	4	Very - 5	N/A			
18	Knowledgeable	21	100%	5	4.8	0.5	4.8	0.5	0%	0%	0%	0%	95%	5%			
									Low - 1	2	3	4	High - 5	N/A			
19	Enthusiasm	21	95%	4.9	4.7	0.7	4.7	0.7	0%	0%	5%	0%	95%	0%			
									Str Disagr - 1	2	3	4	Str Agr - 5	N/A			
20	Treats students with respect	21	100%	4.9	4.8	0.7	4.8	0.7	0%	0%	0%	10%	90%	0%			
									Not Fair - 1	2	3	4	Very Fair - 5	N/A			
21	Fair grading	21	95%	4.9	4.6	0.8	4.6	0.8	0%	0%	5%	5%	90%	0%			
									Not At All - 1	2	3	4	Excellent - 5	N/A			
22	Feedback	21	95%	4.9	4.5	0.9	4.5	0.9	0%	0%	5%	5%	90%	0%			
									Poor - 1	2	3	4	Excellent - 5				
23	Overall rating of instructor	21	95%	4.8	4.5	0.8	4.5	0.8	0%	0%	5%	10%	86%				
									Poor - 1	2	3	4	Excellent - 5	N/A			
24	Skill with technology	21	95%	4.8	4.6	0.7	4.6	0.7	0%	0%	5%	10%	86%	0%			

### Text Responses

Use this space for comments on strengths of the course.

Discussion board makes it easy.

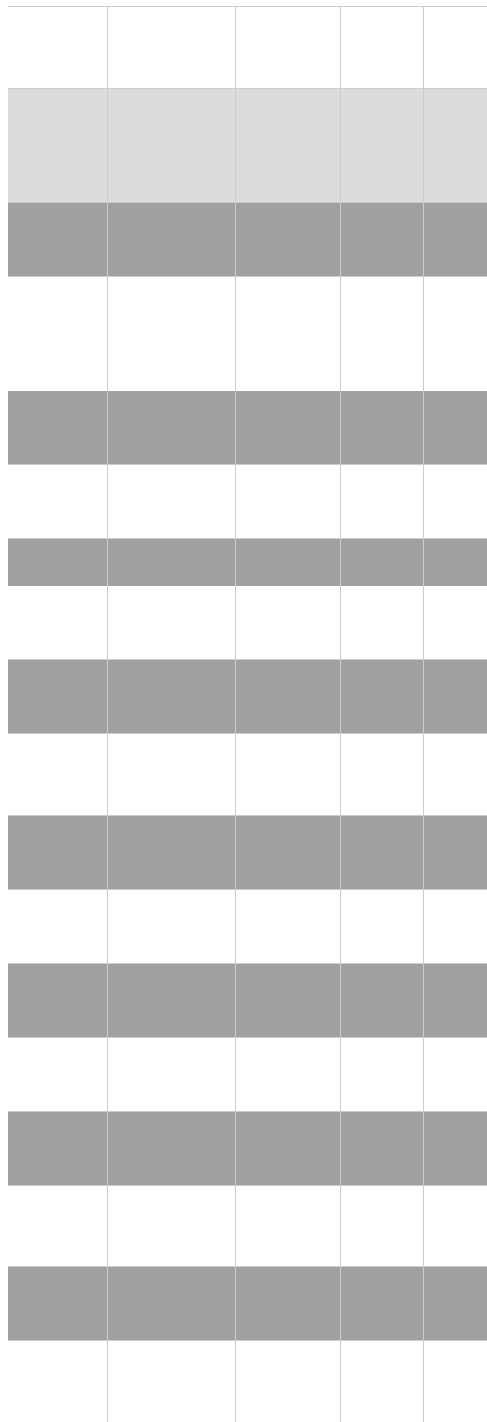
This course allowed for a lot of class discussion about course concepts, which helped to clear things up.

I absolutely loved that the course focused on group and team work quite a bit, and I also really liked how the course built upon itself as the weeks went by. I also liked being able to see others postings during the week before posting my own. I found this was helpful to make sure that I wasn't completely off base with what research and evidence I had found for the week.

I appreciated being able to see other discussion posts when I was confused or needed guidance.

Although it was an online class I felt that the professor assisted extensively throughout the semester. For example, if there was a misunderstanding we would receive feedback quickly.

I think Professor Acquaviva is an excellent teacher and she provides great feedback on any work submitted.



This class challenged me to really look into the components of a research article.

Professor was great!

Great class and great teacher! Professor Aquaviva graded assignments in a timely manner and enhanced our learning by giving constructive feedback in a positive and encouraging way. She's definitely very knowledgeable about the subject and you can tell she truly cares about her students and their success.

Professor Acquaviva is absolutely wonderful. She's so helpful and willing to communicate continuously throughout the week until the correct answer is achieved by the student. She doesn't hand out the answer, but she does a great job guiding us in the right direction. I'm so happy with how this course went.

It was interactive and explored the group creative thinking.

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

Group discussion boards are not good. There are 2-3 members of the class who do all the work on Monday so that the rest of the week everyone has to struggle to find a way to contribute.

I would not do group projects with the whole class. It got a little overwhelming and there's never enough work for everyone to do.

I truly struggled with this course in the beginning. I definitely think a nice touch would be to watch a lecture before just reading the textbook and then putting in a discussion post. I feel like that might have alleviated some of my concerns earlier on in the course. I did spend a lot of time revising some of my posts which I also feel like could have been avoided if I had a little more direction in the beginning. In addition, I found it really hard to clarify dates in the beginning. While this was then confirmed later on I still felt unprepared some weeks during the group projects if I didn't jump in early on because the project would sometimes be finished before I even had a chance to look at it.

I had some colleagues that struggled with the initial post for each week or were confused about the actual assignment. I feel like having a video for guidance or an example post could help individuals with little or no prior experience in research.

I felt like this class was a lot of busy work at times. I think it's a hard subject for students that don't have a background in research and that can definitely be a challenge.

If there is a week that has a group project I would recommend splitting the class into smaller groups. If the entire class does it then it is likely that 3-4 people do the bulk of the work and the rest of the class has to look for little ways to contribute. If we were split into smaller groups, it gives everyone the opportunity to participate.

I felt like the 2 weeks we had the whole class working together was a little overwhelming. It can be difficult to get 20+ online students who have different schedules on the same page. These weeks, I felt like I was not given the opportunity to fully engage in the conversation because by the time I was able to contribute, everyone was way ahead of me.

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

Previous classes

I have taken research methods in human development courses previously that helped with this class.

English prerequisites

My previous bachelors degree was in Psychology. This helped me a great deal in knowing how to navigate research.

Previous undergrad experience in clinical research for 3 years

My past experiencing with writing research papers and finding research articles as supporting evidence helped me with this class.

Previously taken a research class in undergrad for background

Research courses in my BSN program

Took an evidence based course in nursing school

medical ethics

I had taken an graduate level EBP Nursing course prior to taking this one at University of North Carolina Greensboro.

Took a research course in my undergraduate program.

### You indicated that you were not academically prepared to take this course, please comment on issues with prerequisite courses, or what could have been done differently so that a future student like yourself would be better prepared to take this course?

I think taking Evidenced Based Practice as the primary course was a little difficulty without any prior backing from my previous university. As a graduate level course the course was challenging and in the beginning I felt very lost. While I caught up rather quickly, I think it might be nice to offer an EBP class in person during the first semester to accumulate students to the grad level course second semester!

### Please comment on the quality of technical support.

No video lectures or any materials besides TB and discussion board posting.