



Report for GNUR 6056 - 002 Health Policy: Local to Global Kimberly Acquaviva

Project Title: **2022 Spring Course Evaluation**

Course Audience: **47**

Responses Received: **47**

Response Ratio: **100%**

Report Comments

Spring 2022 Individual Instructor Report by Section.

Final Report

Course Name: GNUR 6056 - 002 Health Policy: Local to Global
Instructor Name: Kimberly Acquaviva

Evaluation Start Date: Apr 26 2022 12:00AM

Evaluation End Date: May 6 2022 12:00AM

Creation Date: **Monday, May 30, 2022**

Spring 2022 Questionnaire

Course Preparation:

1. The average number of hours (per week) that I spent outside of class preparing for GNUR 6056 - 002 Health Policy: Local to Global :

- 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 - 002 Health Policy: Local to Global.
(*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.

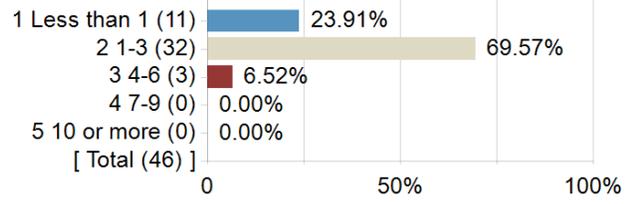
Open Comment Question (Instructor):

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 - 002 Health Policy: Local to Global:



Statistics	Value
Response Count	46
Mean	1.83
Median	2.00
Standard Deviation	0.53

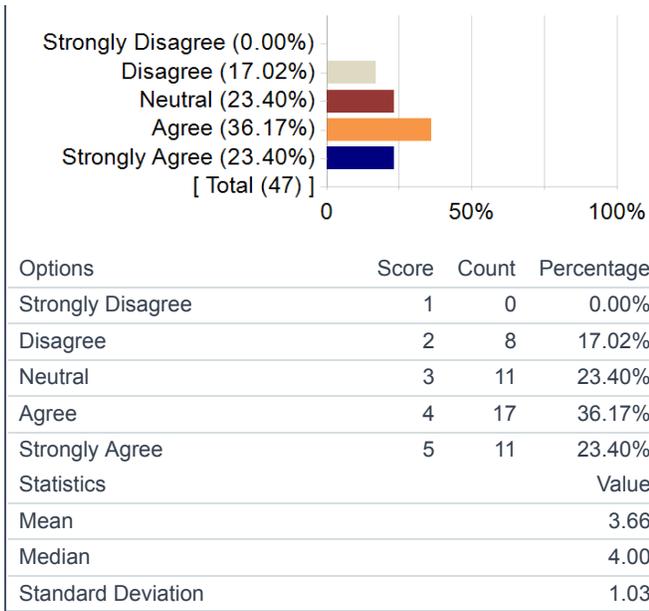
Course Questions

Mean values are displayed below.

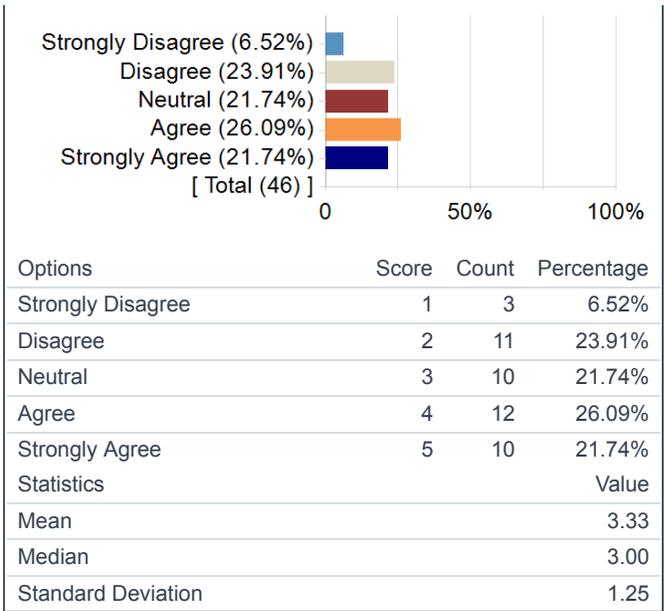
Scale 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Question	Course (GNUR 6056 002)		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.	47	3.66	1765	4.23	1766	4.23	54638	3.97
Through this course I gained a deeper understanding of the subject matter.	46	3.33	1756	4.41	1757	4.41	54326	4.30
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.	47	4.38	1764	4.57	1765	4.56	54598	4.47

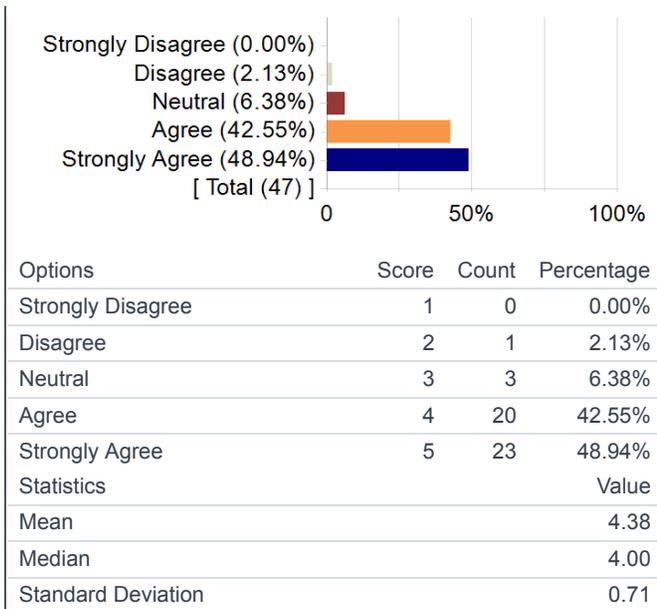
1. The course increased my enthusiasm for the topic.



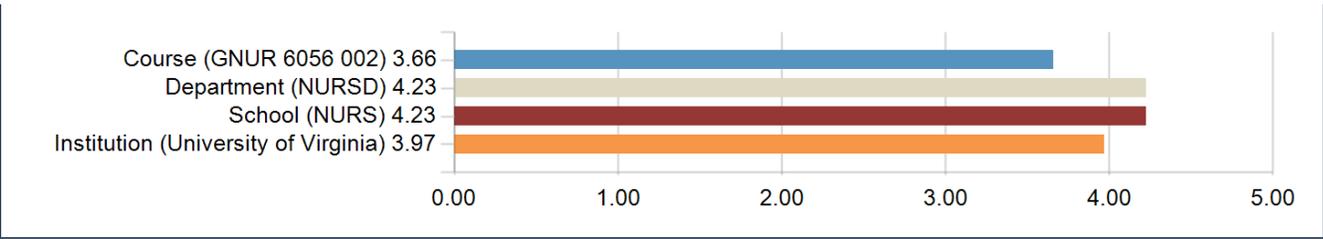
2. Through this course I gained a deeper understanding of the subject matter.



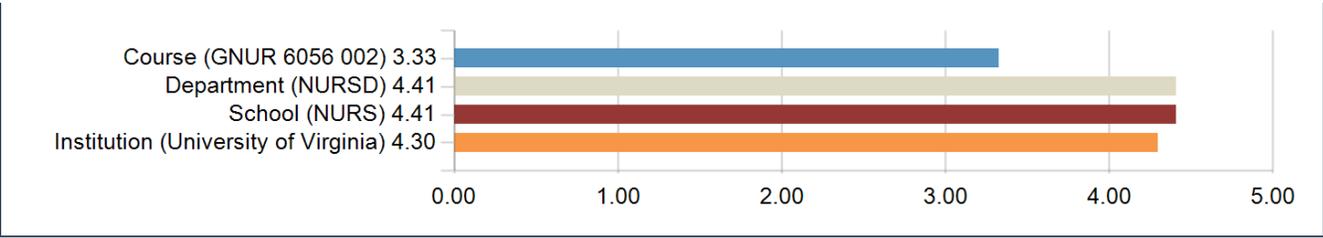
3. I had access to the course materials I needed to learn, including access to required textbooks, course readings, technology tools, and other materials required for class assignments and projects.



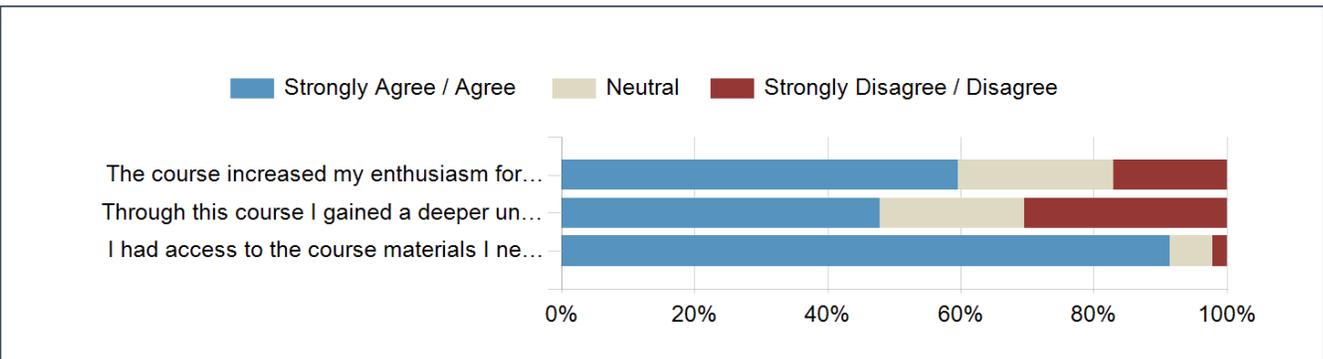
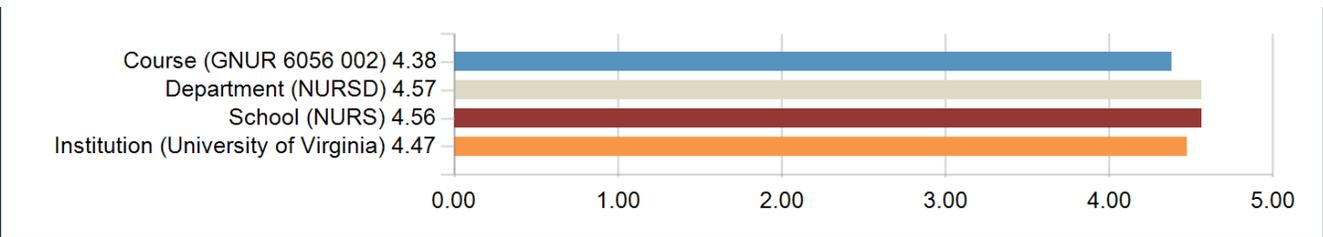
1. The course increased my enthusiasm for the topic.



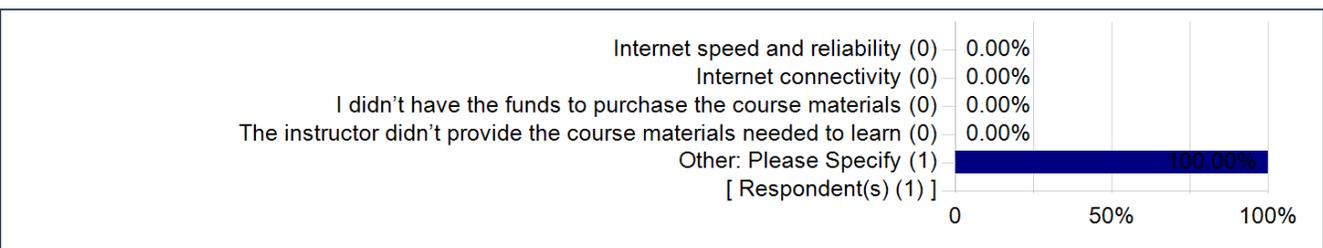
2. Through this course I gained a deeper understanding of the subject matter.



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.

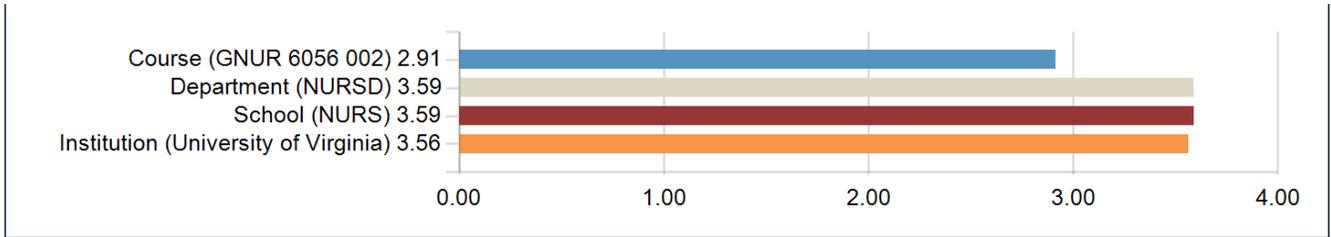
Scale: 1 = Not at All 2 = A Little 3 = A Moderate Amount 4 = A Lot

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

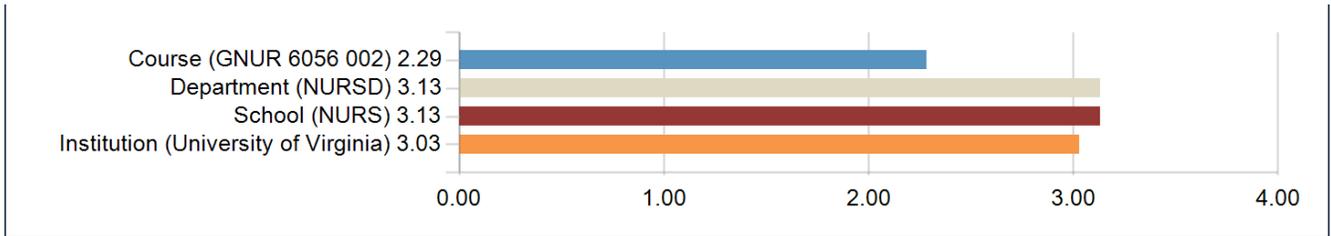
Question	Course (GNUR 6056 002)		Department (NURSD)		School (NURS)		Institution (University of Virginia)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
Real-time lecture	47	2.91	1462	3.59	1463	3.59	48875	3.56
Recorded lectures	14	2.29	638	3.13	639	3.13	25800	3.03
Recorded video demonstrations	11	2.45	480	3.14	481	3.14	19874	2.87
Hands-on activities	38	3.18	1230	3.62	1231	3.62	34826	3.36
Real-time whole-class discussion	47	3.09	1463	3.51	1464	3.51	40705	3.29
Real-time small-group discussion	47	2.85	1246	3.47	1247	3.47	36919	3.28
Online discussion boards	23	2.48	472	2.96	473	2.96	22615	2.75
Office hours	12	2.50	477	2.95	478	2.95	31436	2.88

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

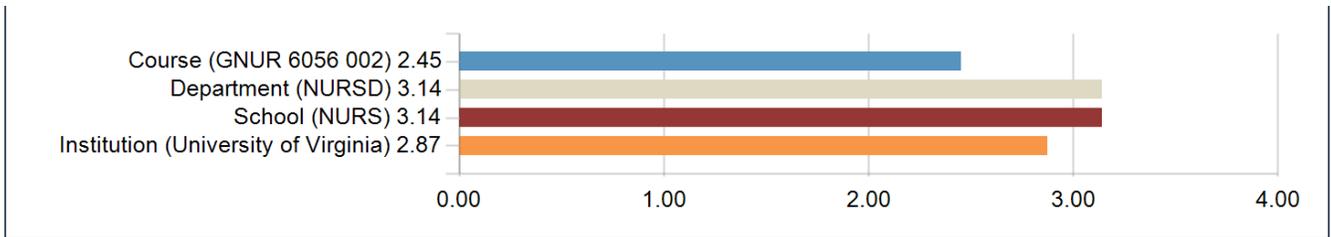
1. Real-time lecture



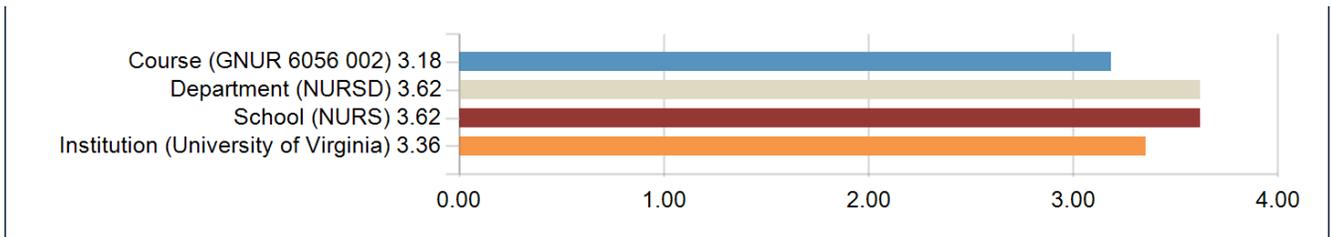
2. Recorded lectures



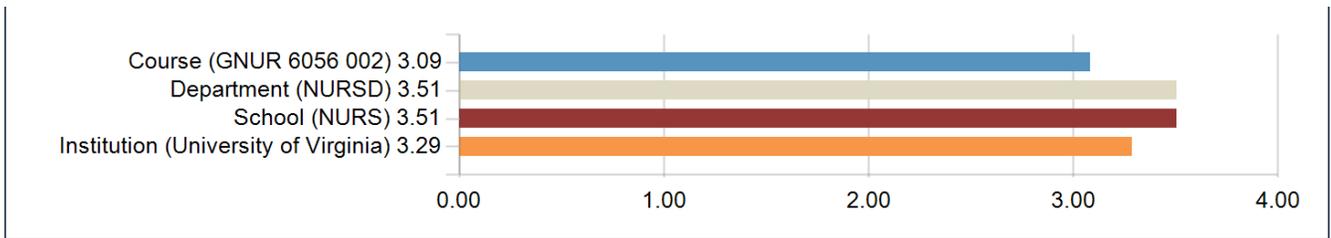
3. Recorded video demonstrations



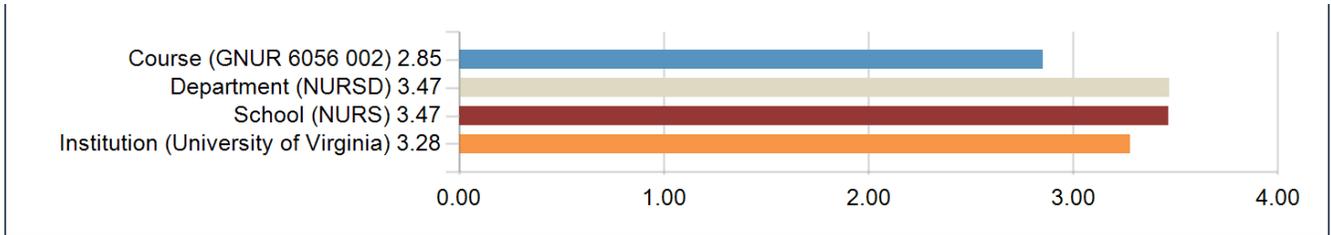
4. Hands-on activities



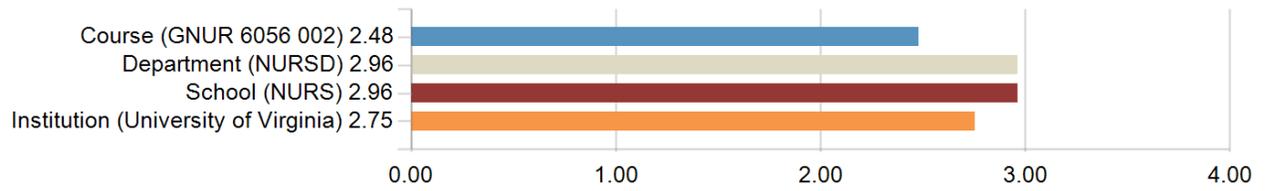
5. Real-time whole-class discussion



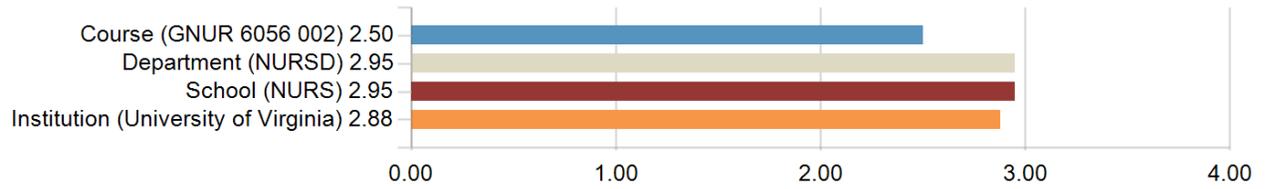
6. Real-time small-group discussion



7. Online discussion boards

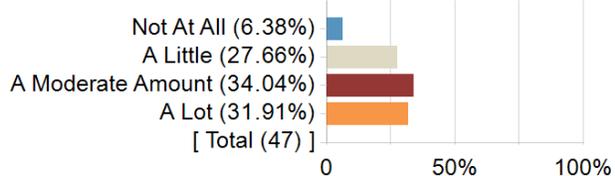


8. Office hours



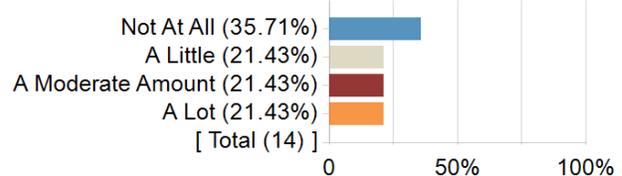
Learning Activities: To what extent did the following learning activities contribute to your learning?

1. Real-time lecture



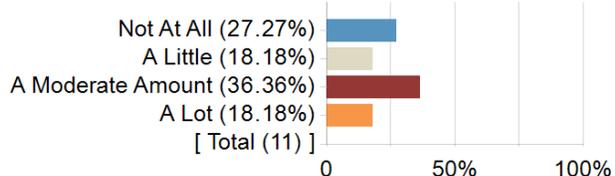
Options	Score	Count	Percentage
Not At All	1	3	6.38%
A Little	2	13	27.66%
A Moderate Amount	3	16	34.04%
A Lot	4	15	31.91%
Statistics			Value
Mean			2.91
Median			3.00
Standard Deviation			0.93

2. Recorded lectures



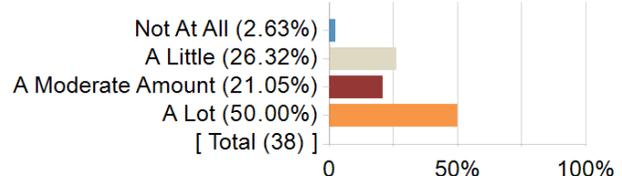
Options	Score	Count	Percentage
Not At All	1	5	35.71%
A Little	2	3	21.43%
A Moderate Amount	3	3	21.43%
A Lot	4	3	21.43%
Statistics			Value
Mean			2.29
Median			2.00
Standard Deviation			1.20

3. Recorded video demonstrations



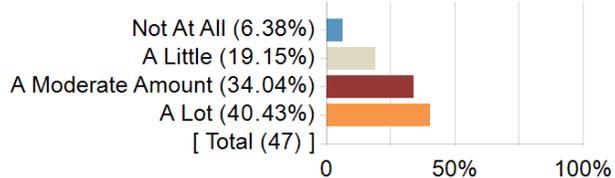
Options	Score	Count	Percentage
Not At All	1	3	27.27%
A Little	2	2	18.18%
A Moderate Amount	3	4	36.36%
A Lot	4	2	18.18%
Statistics			Value
Mean			2.45
Median			3.00
Standard Deviation			1.13

4. Hands-on activities



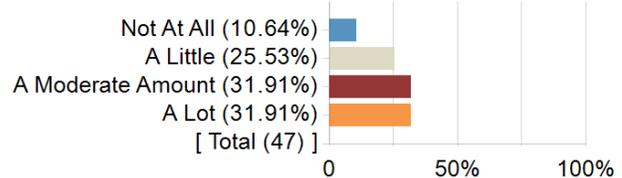
Options	Score	Count	Percentage
Not At All	1	1	2.63%
A Little	2	10	26.32%
A Moderate Amount	3	8	21.05%
A Lot	4	19	50.00%
Statistics			Value
Mean			3.18
Median			3.50
Standard Deviation			0.93

5. Real-time whole-class discussion



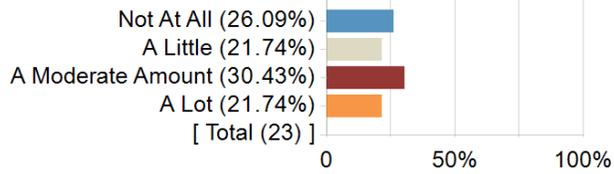
Options	Score	Count	Percentage
Not At All	1	3	6.38%
A Little	2	9	19.15%
A Moderate Amount	3	16	34.04%
A Lot	4	19	40.43%
Statistics			Value
Mean			3.09
Median			3.00
Standard Deviation			0.93

6. Real-time small-group discussion



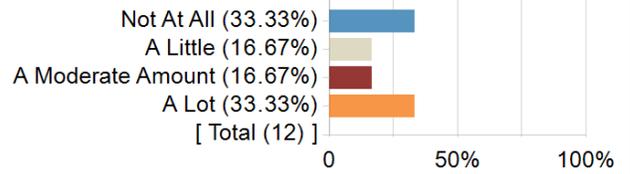
Options	Score	Count	Percentage
Not At All	1	5	10.64%
A Little	2	12	25.53%
A Moderate Amount	3	15	31.91%
A Lot	4	15	31.91%
Statistics			Value
Mean			2.85
Median			3.00
Standard Deviation			1.00

7. Online discussion boards



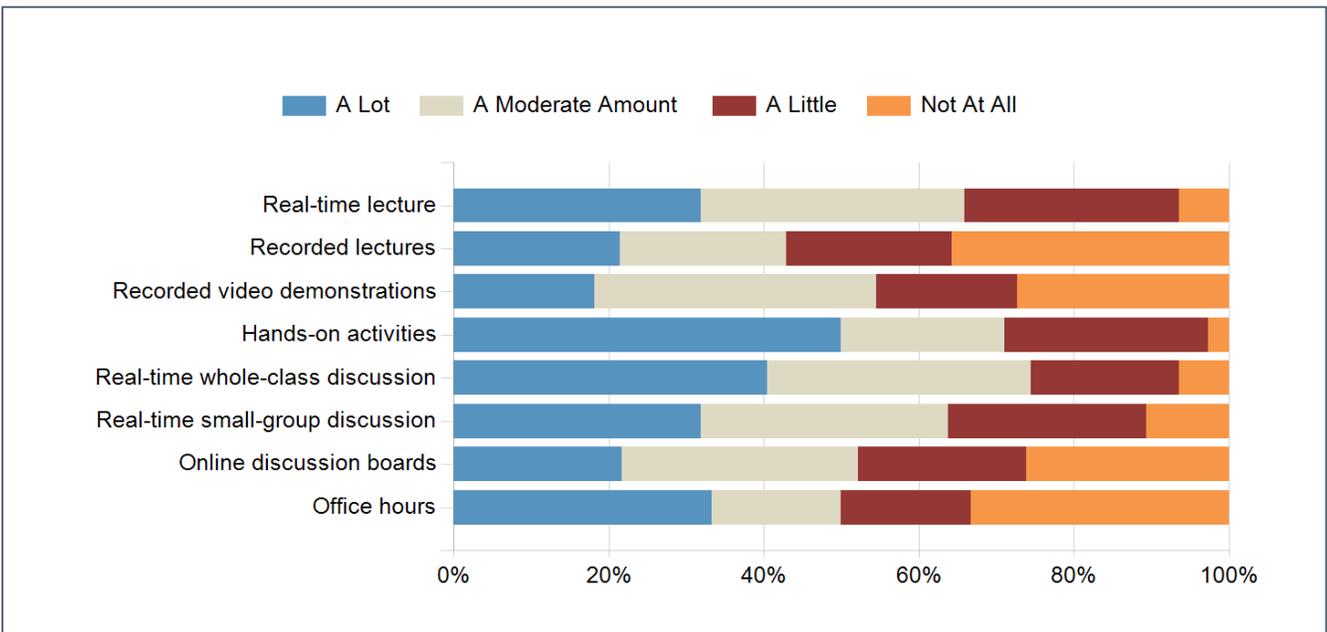
Options	Score	Count	Percentage
Not At All	1	6	26.09%
A Little	2	5	21.74%
A Moderate Amount	3	7	30.43%
A Lot	4	5	21.74%
Statistics			Value
Mean			2.48
Median			3.00
Standard Deviation			1.12

8. Office hours



Options	Score	Count	Percentage
Not At All	1	4	33.33%
A Little	2	2	16.67%
A Moderate Amount	3	2	16.67%
A Lot	4	4	33.33%
Statistics			Value
Mean			2.50
Median			2.50
Standard Deviation			1.31

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 class didn't have much of a structure, which with a different group would've been fine, but it did not work for our class.
The health policy teaching tool and policy brief assignments were great in setting a foundation in ways to approach enacting changes or raising awareness in health policy.
The whole-class discussion was the most helpful to my learning.
There were no formal lectures (I wish there had been). In class discussions were tangential to the subject matter. Small group discussion with other students was ineffectual in learning about this topic.
lots of high level thinking small group work
Class was engaging and allowed students to share their opinions and voices
Whole-class discussions were good – they encouraged those who don't normally talk in public to participate, and Professor Acquaviva made every feel very welcomed and safe.
Hearing about issues to consider when designing policy proposals is very helpful.
I enjoyed the "just colleagues conversing" style of this class
I wish we learned more in class
I enjoyed the class discussions and group work.
discussion was the most helpful
The learning activity that contributed the most to my learning was the policy brief assignment. That was the most useful, structured part of this class.
I greatly appreciated the in-class discussions. I took away the most content from hearing different perspectives.
Class discussions were pretty lackluster. Our class seemed to want more didactic lectures versus self-directed discussions. Many of my classmates are young and do not have much or any work/life experience to draw from.
The CNL class was very disengaged. Discussions were circular and introspective but did not often go into much depth. I think there was too much focus on personal feelings and too little on material.
Health policy will always involve discussion so large-scale and small-scale discussions are essential to the course and helped me learn in the classroom.
Lectures and hearing about other students' experiences, interests and involvement in the political realm was helpful.
Not a lot of lecture, but class discussions made us learn actively.
real-time whole class discussions were the most helpful way to learn in this class although perhaps, I would have also liked more traditional type "lectures" from the professor.
I enjoyed our large group discussions and practicing policy by advocating for changes in our class.
This class was all about group conversations. It was great to have an opportunity to lead discussions, participate in debates, hear differing opinions, and feel supported by the professor.
I learned the most in composing my group's policy brief. I learned how to do the research and write the proposal.
It was very unfortunate that Professor Aquaviva didn't seem to prepare any sort of material to talk about in class. It felt that she was winging it and the class would just talk in circles for hours. I was truly excited for this class in the beginning. I was so excited to learn from her, seeing the amazing work she does. It was a big disappointment that she didn't come to class with more prep. It could've been a great class.
I admittedly didn't do many of the readings because when I did them, they didn't seem to relate to in class activities. I wish the beginning of the semester included a more concrete overview of what policy is/overview of various levels (local, national, global). Also, would have liked more examples of real health policies (written) and efforts to change policies.
Small group/large group discussions were helpful
Class discussion could have used more structure



Course Comments

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

Comments
<p>This course unfortunately felt like a waste of time and money. The course did not follow the syllabus, and furthermore, I cannot "explain how health-related policies are created in the United States," which is one of the express course objectives as outlined in the syllabus. I understand Kim wants to teach us how to effectively argue; however, as master's students, such an enterprise is redundant, as all of us have had the life and work experience to accomplish this. There is so much I do not know about health policy, how it is created, implemented, and effected. I thought this class would delve into these aspects; it did not. Instead, we argued about whether or not we should have class outside, rather than learning about the ACA or Medicare, topics that are extremely relevant to our future practice as nurses and managers. What an incredible missed opportunity to become more knowledgeable and well-versed in topics we will be seeing and managing daily.</p>
<p>I learn better when there is more structure to the lectures. The free form part of the class was too confusing and I don't think I learned from it.</p>
<p>I think that for a 3 hour class, it isn't realistic for one conversation to last the whole class. A lot of us were really interested in health policy, and loved you as a professor, but it felt like a lot of time was wasted trying to figure out the direction of the class without any real structure or outcome.</p>
<p>At times I felt that the lecture/class discussion portions of this course lacked direction; the subject in any given class period seemed to hinge on the flavor of the week in terms of whatever was on the collective class' mind (and I do understand that sometimes this might just be how health policy works). It's nice to allow for a student-driven discussion but when no small number of students feels burned out, it can also feel unproductive. That said, the assignments were helpful in developing a familiarity with the tools and processes used to help shape health policies. Overall, this course was a good change of pace compared to other courses in the CNL program's curriculum, but it also felt that the time in class was not always well spent.</p>
<p>I was very excited to take a class with Dr. Acquaviva but pretty disappointed in it in practice. I think having the class be very free form is great in the sense that it allows us, as adult learners, to have some freedom in how the class is run but I think the class could benefit from a bit more structure. I got my hopes up on the first day that we would get into really interesting, controversial topics on health policy but we really didn't get into much of that at all. The most meaningful thing we did was the discussing without silencing exercise which I very much appreciate and will take forward with me. Overall, Dr. Acquaviva is an excellent, lovely person, I just wish we really got to engage with health policy, particularly as it relates to current events.</p>
<p>N/A</p>
<p>I really felt like this course was an opportunity lost. I think I would have gained more from this course had it been earlier in the program, before our capstone, and that we really did not learn much from our class discussions. The course had a structure via the syllabus but was never followed and I truthfully was very disappointed when I completed assigned readings for the first few weeks and we didn't even cover the material in class. Each time I attended class I became more frustrated with my time slipping away when the class really did not do much to prepare me for the NCLEX or my upcoming CNL exam. As mentioned before, I think this course could be placed earlier in the program or skipped all together. I do not believe this course benefitted us.</p>
<p>This experience was not handled as a college course. There was no serious attempt to present relevant information. Much time was wasted on conversations unrelated to health policy. This course was conducted as if the professor's primary goal is pandering to undergrads who give better course reviews for classes requiring no effort. The lack of engagement and intellectual investment in this course makes me sad, because I feel the professor is knowledgeable and has interesting insights into the subject matter. I wish I could have learned more about health policy. My time and money would have been better spent on something tangible.</p>
<p>Kim is AMAZING!!! She leads the class with kindness and compassion and a genuine passion for both the subject matter and the wellbeing of her students. She greatly impacted my life not only in my understanding of the subject matter but also how I view the world, look at problems, and approach solutions</p>
<p>the professor cares deeply about her students and their voices</p>
<p>This was a good class; the intent was there but the execution wasn't. It did feel a bit all over the place.</p>
<p>I had a great time in this course. I would've probably liked to learn a few more specifics about certain things such as the ACA, but overall the class was an amazing experience, and prof. Acquaviva is an amazing person and professor, caring for her students and giving them the platform to speak their mind while still feeling included and safe.</p>
<p>This is a very important course for CNL graduates who are actually able to work as CNLs. The policy brief was a good exercise and I enjoyed the process. I think the feedback process was as educational, if not more, and really helped students understand how to present a policy brief. There did seem to be a great deal of unproductive class time, and that is always a shame since this instructor has so much to teach.</p>
<p>Kim is such a wonderful, passionate, undrestanding, and kind instructor. She is truly one of the best professors I've had throughout my entire time at UVA. Its very apparent she care deeply about the topic and educating her students.</p>
<p>I feel like I did not learn much in this class</p>
<p>The course objectives were met in a way that did not add extra stress to a busy final semester.</p>
<p>this class would be better if it were more of an inclusion in healthcare-focused course. I think that dr Acquaviva would be great teaching about disparities in healthcare, and the importance of being inclusive in our care. Could focus on race, gender, sexuality, income, etc.</p>
<p>This course had a huge opportunity to be a very informative and useful course. Unfortunately, it didn't seem as if the professor ever came with a lesson plan, and we often ended up talking about a random topic for 2-3 hours. There was a weekly plan presented in the syllabus, but it never got followed.</p>
<p>I think Kim is an excellent teacher that holds great class discussions. She makes everyone feel open to sharing during class.</p>
<p>Professor Acquaviva is very kind, caring and knowledgeable.</p>

Comments
It was a challenging class to have as discussion-based because the majority of class were disengaged. I think more didactic lecture material would help get people gain a better understanding of health policy so that they could contribute more. The discussions were well-intentioned but did not feel very productive. I think that the majority of students in this course struggle with this type of teaching.
Overall, I thought it was a well-thought out course that let us debate with one another at times.
I really respect Professor Aquaviva and what she is involved in but I didn't necessarily see that translate into the classroom setting. Which part of me is okay with in the sense of it being the last semester and I'm putting my energy elsewhere but the other part of me wishes that I could have learned more or been able to take something from this class and I didn't really feel like I did. I think policy is so important and impactful and I was hoping to gain more from it.
This course was valuable before we step into the real world. The set-up of the course itself could benefit from some more organization on a class-to-class basis, but overall it was successful in teaching us how to advocate for policy change on all levels.
this course was casual in nature which I enjoyed as a graduate student but I found it very challenging to work in groups on projects. I know it's an important skill to have to be able to reason and work with others but fewer group projects would be more desirable at the graduate level. In-class group work is fine from time to time but fewer actual, graded projects would be better.
I learned a lot about how to approach changing health policy. I loved Prof. Acquaviva's lectures – she is so passionate about these issues!
Professor Acquaviva is highly knowledgeable on the content and she is incredibly compassionate.
This was a safe space to explore sharing my voice. I felt empowered to actually make changes happen. The support of the professor is unparalleled.
I think more structure to the class would have been helpful. Every week I did not know what we were going to do and I found that stressful especially when we would spend two hours talking in circles about the same topic. I appreciated the ample amounts of time we had to work on group projects in class. I also appreciated the way the professor treated and respected us as adult learners.
It honestly felt like a waste of time and money. I would like to see Professor Aquaviva revisit how she holds class discussion. Maybe more structure and teaching points? She has a lot to offer and it's a bummer we didn't get to learn from her as much as I would've liked to.
I admittedly didn't do many of the readings because when I did them, they didn't seem to relate to in-class activities. I wish the beginning of the semester included a more concrete overview of what policy is/overview of various levels (local, national, global). Also, would have liked more examples of real health policies (written) and efforts to change policies. Kim is a fantastic teacher and I wish I had more classes with her. I appreciate her creativity and unconventional methods at times, but I think many of my classmates wanted more structured lectures.
Prof Acquaviva encouraged me to advocate for change. I have power to effect change
Dr. Acquaviva is extremely kind and compassionate, but the class was lacking in direction or structure
I feel as though this course has a lot of potential to be more informative about the policy-making process, but fell short this semester for me. I was excited to learn more about the path of policy from activism to formal proposal to enacting, but felt it was mostly a class wherein we discussed current events without looking at the structure or process. The professor has a wealth of knowledge and is a preeminent mind in the field, so I would have appreciated more insight into the inner workings of policy making as opposed to weekly solidarity roundtables (but I did appreciate the honesty and realism).

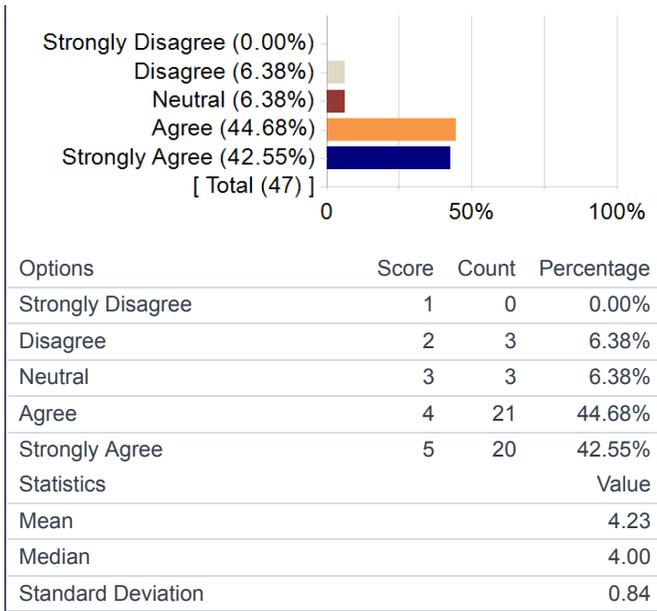
Instructor Questions

Mean values are displayed below.

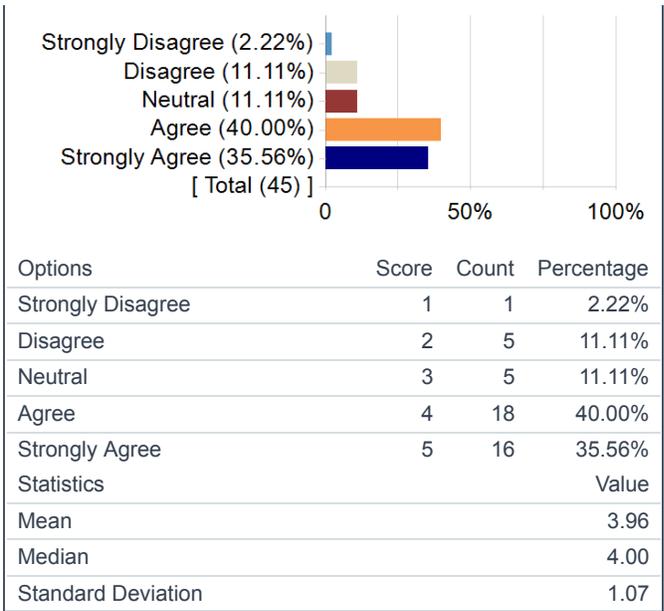
Scale 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

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).	47	4.23	172	4.65	1942	4.55	1943	4.55
The instructor clearly communicated the course learning objectives.	45	3.96	173	4.57	1941	4.57	1942	4.57
The instructor implemented learning activities and assignments that allowed me to demonstrate understanding of the course material.	46	4.00	172	4.56	1943	4.47	1944	4.47
The instructor provided me prompt and useful feedback on my learning.	47	4.51	175	4.69	1949	4.36	1950	4.35
The instructor provided opportunities for my active participation.	46	4.63	174	4.81	1943	4.53	1944	4.53
The instructor was available to help support my learning.	45	4.51	173	4.76	1937	4.54	1938	4.54
The instructor fostered an environment where I felt valued as an individual and that I belonged in the class.	46	4.76	173	4.80	1939	4.52	1940	4.52
Overall, the instructor was an effective teacher.	47	3.85	173	4.55	1948	4.46	1949	4.46
The instructor created an environment that respected difference and welcomed diverse perspectives.	47	4.77	175	4.80	1952	4.48	1953	4.48

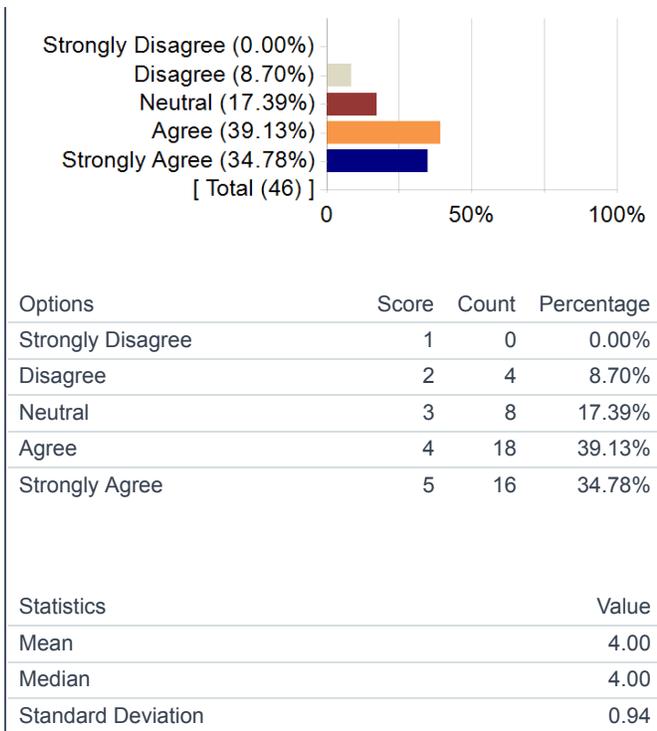
1. The instructor clearly communicated the course schedule and expectations for participation (e.g., readings, discussions).



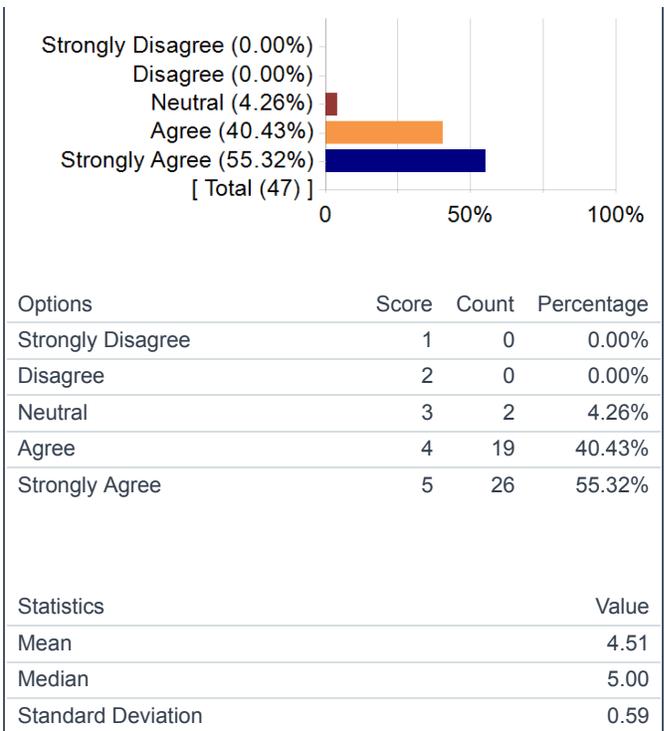
2. The instructor clearly communicated the course learning objectives.



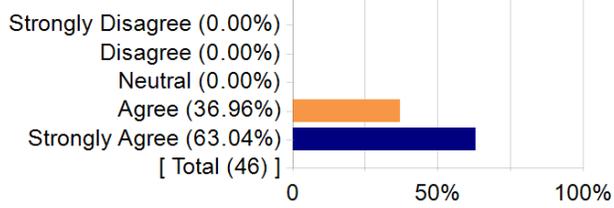
3. The instructor implemented learning activities and assignments that allowed me to demonstrate understanding of the course material.



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

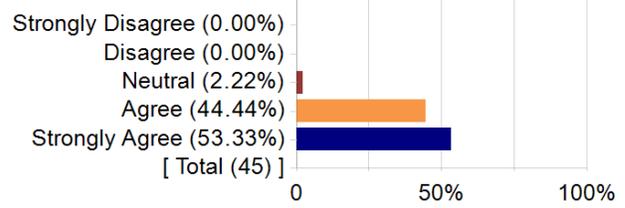


5. The instructor provided opportunities for my active participation.



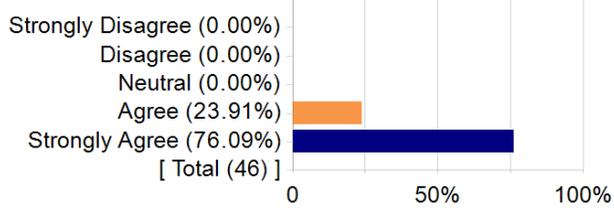
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neutral	3	0	0.00%
Agree	4	17	36.96%
Strongly Agree	5	29	63.04%
Statistics			Value
Mean			4.63
Median			5.00
Standard Deviation			0.49

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



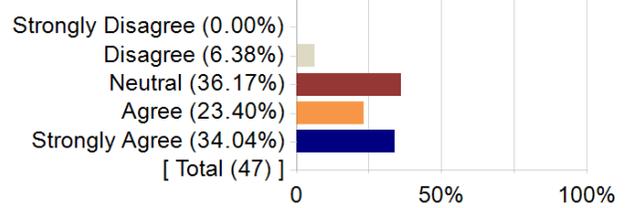
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neutral	3	1	2.22%
Agree	4	20	44.44%
Strongly Agree	5	24	53.33%
Statistics			Value
Mean			4.51
Median			5.00
Standard Deviation			0.55

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



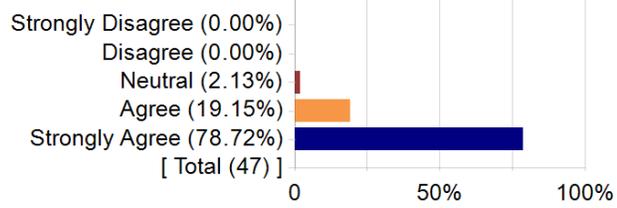
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neutral	3	0	0.00%
Agree	4	11	23.91%
Strongly Agree	5	35	76.09%
Statistics			Value
Mean			4.76
Median			5.00
Standard Deviation			0.43

8. Overall, the instructor was an effective teacher.



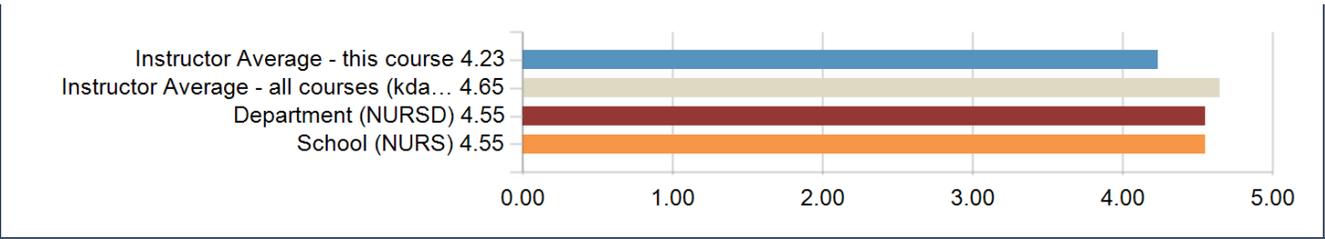
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	3	6.38%
Neutral	3	17	36.17%
Agree	4	11	23.40%
Strongly Agree	5	16	34.04%
Statistics			Value
Mean			3.85
Median			4.00
Standard Deviation			0.98

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

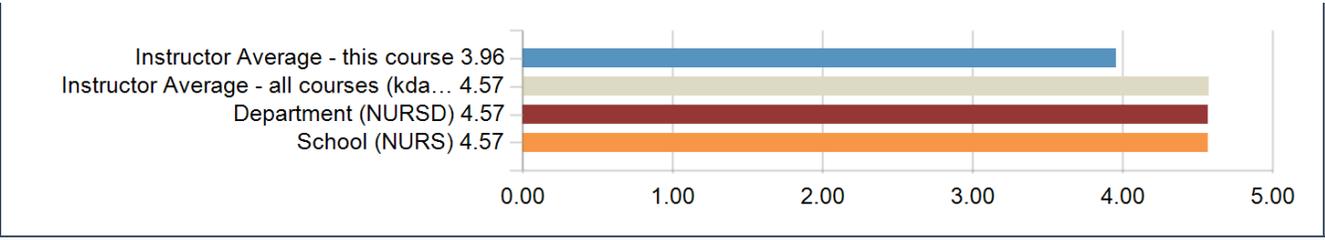


Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neutral	3	1	2.13%
Agree	4	9	19.15%
Strongly Agree	5	37	78.72%
Statistics			Value
Mean			4.77
Median			5.00
Standard Deviation			0.48

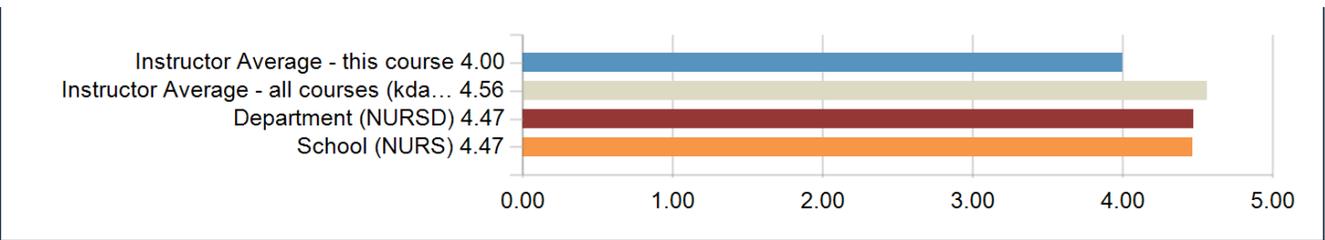
1. The instructor clearly communicated the course schedule and expectations for participation (e.g., readings, discussions).



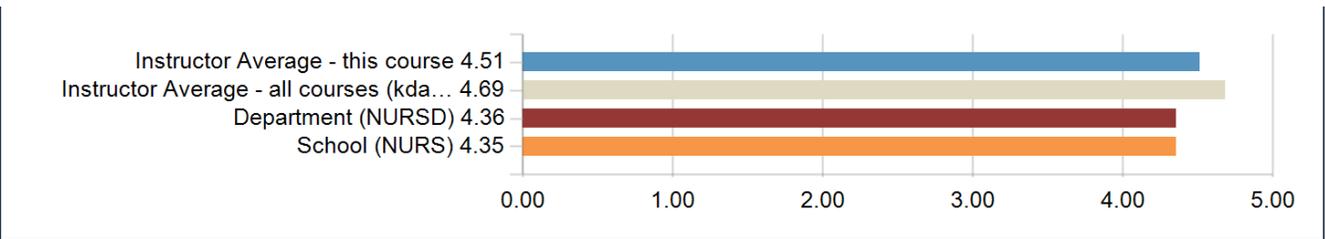
2. The instructor clearly communicated the course learning objectives.



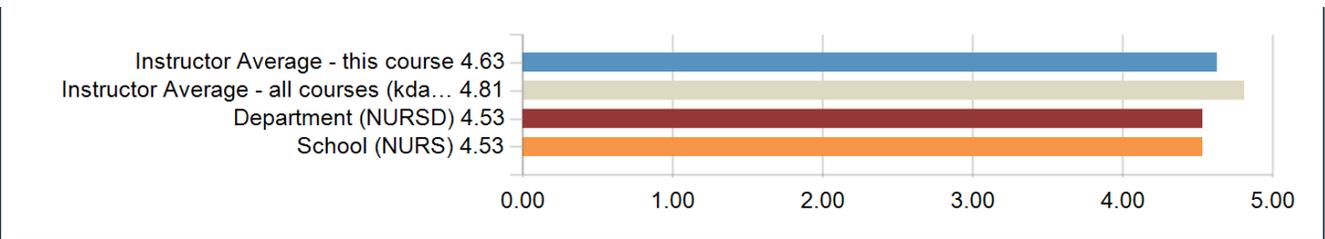
3. The instructor implemented learning activities and assignments that allowed me to demonstrate understanding of the course material.



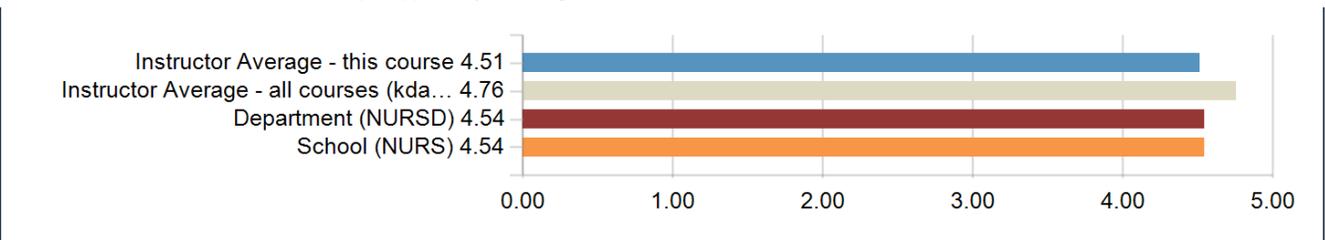
4. The instructor provided me prompt and useful feedback on my learning.



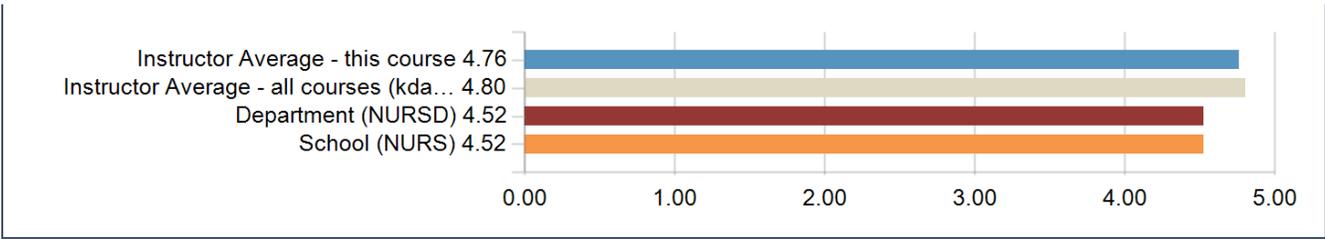
5. The instructor provided opportunities for my active participation.



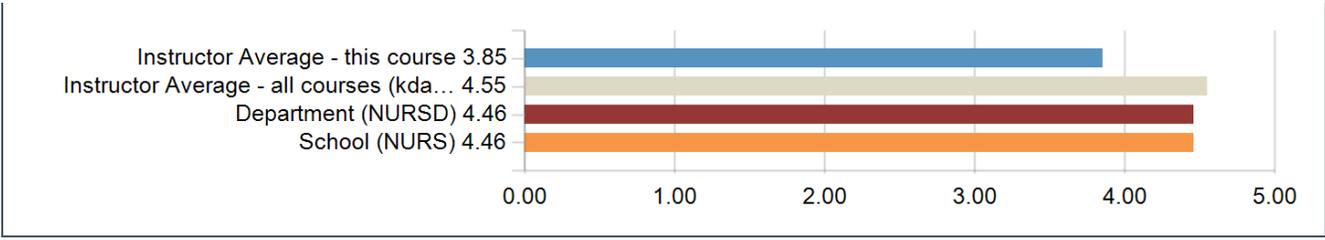
6. The instructor was available to help support my learning.



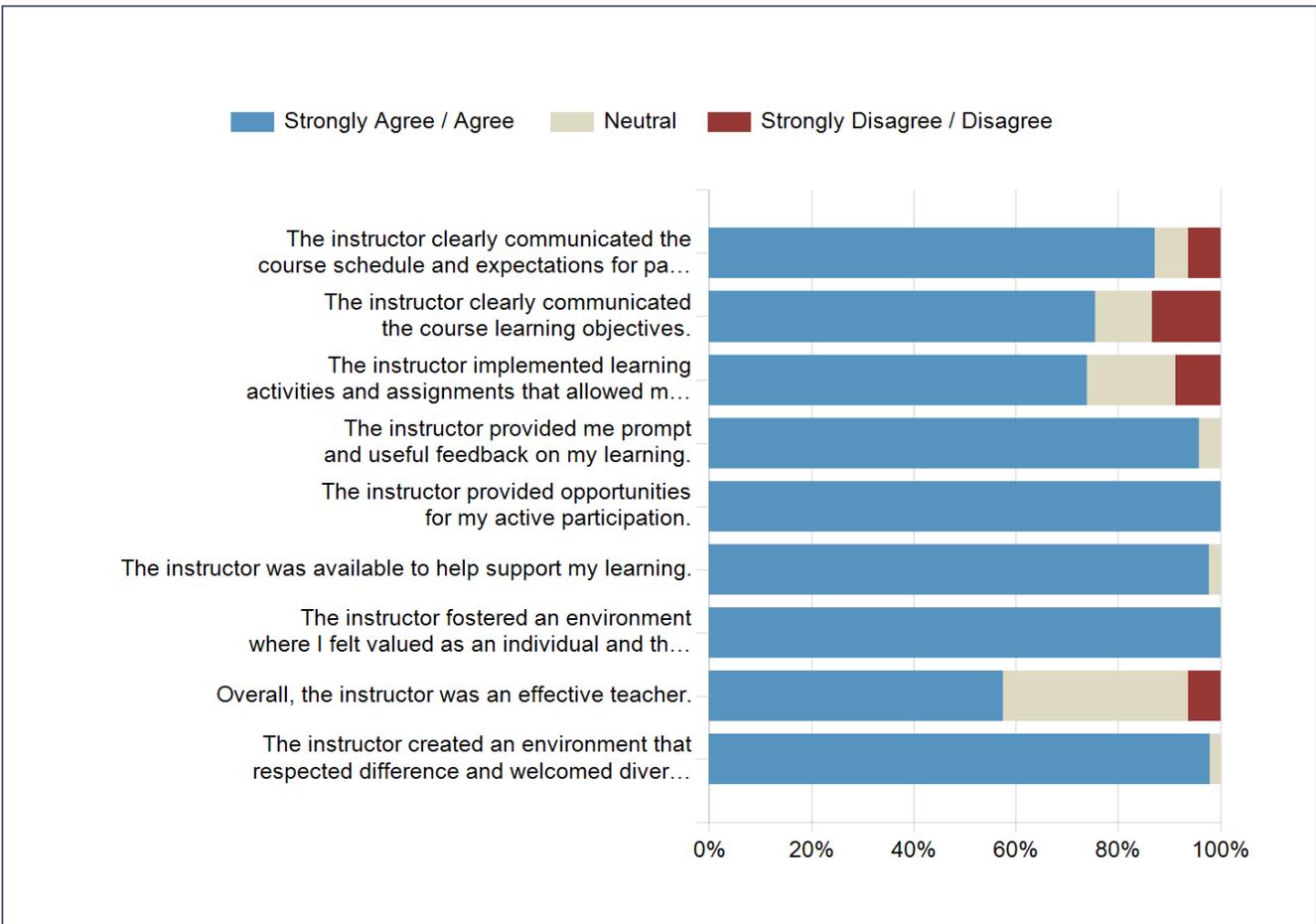
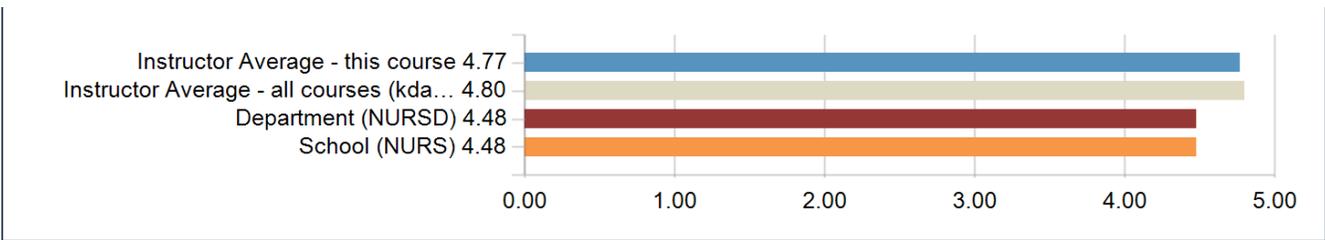
7. The instructor fostered an environment where I felt valued as an individual and that I belonged in the class.



8. Overall, the instructor was an effective teacher.



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



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
Kim is always respectful and welcoming of different perspectives. She hears everyone out.
Professor Acquaviva welcomed any and all different perspectives on the topic. She talked her self about views I didnt consider and showed how important to listen and accept the differences.
I think that respect of all persons was a pillar of the class.
Dr. Acquaviva is probably one of the most welcoming people of diverse perspectives I have ever encountered. While she clearly has her own identity and perspectives, she is extremely good at verbalizing her recognition of and respect for (most) viewpoints other than her own. She also goes to unparalleled efforts to make sure her students are aware that their views are valuable and that she wants to engage with them and her approach to class discussions facilitates this very well.
This is absolutely Dr. Acquaviva's strength, she is excellent at making sure all voices are heard and respected while also being clear that options based in hate, discrimination, etc. will not be tolerated.
Dr. Acquaviva is one of the most welcoming professors I've had. I always felt comfortable speaking in class without fear of judgement.
Kim was great at facilitating conversation and welcomed all thoughts and experiences to be shared.
Always gave time to let everyone talk and share different opinions
beginning the semester with an assignment that dealt with listening and respecting differing opinions
She allowed people to share their thoughts, opinions, and perspectives anonymously. She listened to us and our concerns; however, the content of the class was not executed in a way where I was able to learn true health policy.
She started the semester by saying that this class was a safe space for students to communicate; she also had the students lay ground rules by discussing among each other, and by including an anonymous Jamboard so those who didn't feel comfortable speaking could still make their voices heard.
Professor Acquaviva made a very concerted effort to begin the course with the expectation that all perspectives are welcome.
She was sensitive to and respectful of students
Kind and respectful of all.
Dr Acquaviva presented at the beginning of the course that all perspectives were welcome, liberal conservative anything.
Kim was very conscious of making sure everyone felt heard; I think she did a great job of creating space for people to comfortably and safely confront their differences.
Dr. Aquaviva was not biased in her opinions when teaching. She never pressured anyone to speak and created an environment that felt welcoming to contribute to.
She repeatedly made sure to include other perspectives (though the conservative people never spoke up).
Very welcoming of all views, encourages discussion, and very approachable. Very kind and passionate about health policy
She was always open to different opinions and perspectives.
Kim set clear expectations of inclusivity and safety at the onset of the course. Everyone could feel heard and be respected regardless of their differences.
We talked about respecting opinions and didferences.
She reiterated each class how all perspectives should be heard. Our first assignment was to find someone with a differing perspective and engage in an active listening exercise. The use of the Jam Board allowed students to weigh in without fear of ridicule. It was the first time in 2 years I heard members of my cohort express unpopular opinions. This class was a safe place to explore and respectfully disagree.
During our very first class, Professor Acquaviva invited everyone to share their different perspectives (anonymously). She always used inclusive language and invited opposing views or opinions on any discussions.
Kim made it clear from the start of class that her classroom was inclusive, inviting everyone to actively participate and share their thoughts in every moment
Kim, from the beginning with her syllabus, made it clear that she welcomed all perspectives and would create a safe place to share. It's unfortunate that she didn't host more planned discussions where the class could work through some difficult subjects together, in a safe place, and with a facilitator that could create a safe container.
She made this incredibly clear at the beginning of the semester
She always expressed that everyone was welcome and listened to everyone's concerns. She also valued everyone's opinion and/or feedback.
Prof Acquaviva opened each class with asking how we're doing and how she can help/improve our learning needs. She's understanding of the demanding priorities associated with grad school and personal life. We were able to freely discuss difference in opinions in a safe, comfortable environment. She protected our identity using anonymous discussion boards when we had difficult or judgmental questions or comments on controversial current events
Every perspective was almost overly respected
Professor Acquaviva utilized multiple exercises that allowed students to voice opinions without fear of judgement or retaliation. Through the use of anonymous jamboards as well as in-class group discussions, she made it abundantly clear that the attitude towards differences in opinion was one of respect. While discussions could sometimes involve difficult and divisive topics, I never felt as though anyone's opinions were belittled or ignored if they contributed.



Instructor Comments

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

Comments
Kim, you are a deeply caring individual. Your passion for teaching is clear. However, as students paying thousands of dollars for this course, I feel strongly that it was ineffective and did not enhance my understanding of health or public policy in the US. While I enjoy participatory experiences, I encourage you to incorporate more actual teaching and learning into the course, i.e presentations on relevant, current, or seminal examples of health policy. A lecture on how policy is developed and how it effects change, or how we can use it to effect change would be useful. Additionally, a lecture devoted to EXPLAINING important federal health policies extant today would be extremely helpful. I can explain to neither the layperson nor a patient anything about health policy after taking a master's level course, which is disappointing. I also do not feel that the class' ability to compromise or argue was in any way enhanced by class activities, as the same people who were always most vocal and persuasive remained so. I encourage you to rethink the programming of this class based on the students in it and what they expect to learn.
I felt I needed more structure in the class. Often we were given control but I felt most classes we just talked in circles and I didn't actually learn anything. Sticking to an actual curriculum rather than just 2–3 hours of individual rants would have been more helpful to me personally
I think just having more structure, knowing what we are learning and sticking to that plan would be useful. Sometimes I felt we were just winging with the material and I had a hard time following it. The discussions could be informative but it got out of control.
I think that there needed to be an actual plan for each class, so that we knew what we should've been focusing on. Most of us were exhausted at the end of these three hour classes, and having to choose the topic and direction of each class often had us waiting around until we eventually got to go home. The same overpowering voices comment all the time, and the style just doesn't work for our class.
A little more direction or emphasis on key objectives or teaching points during class discussions. While classes often started out on these points, it felt as though we got off-track and/or lost sight of the significance of some discussions in relation to health policy.
More structure and real discussion of current events in health policy.
N/A
I really think this course could be improved by following the syllabus's weekly schedule. I felt that this course had really erratic topics covered, did not match what was assigned for readings (that I truthfully stopped completing the readings all together because they did not correlate with whatever was going to be discussed in class), and no clear purpose. Initially, I really was interested in health policy but sadly I am no longer interested. I am a bit disappointed with how the course was lead and think the following the curriculum and weekly topic schedule would best benefit the learners.
Traditional lecture would have been more useful than tangential in-class discussions. Reliance on group work and student-led discussion to pass the time, come across as a cop-out to actual teaching. I am not paying tuition to hear the opinions of (some) of my classmates. I want to be taught essential information related to the subject matter by someone who has professional experience in the field of study.
Thank you!!
keep on caring about your students
Loved the class, felt like a safe environment to be in and knowing Kim was going to always support whatever we thought. However, confusing lesson plans or lack of lesson plans was difficult to make students want to come to class.
Nothing! Maybe just cover a couple more specific topics, but don't change anything about yourself – you are wonderful!!!
The policy brief was a great exercise but I think a little more guidance about the final presentation document would have been helpful. I think the feedback we got from KA about our briefs was wonderful and it's a shame we were missing so many students on the day she gave that feedback. I think we would have benefitted from some emphasis on CNL exam-type questions related to policy (especially since there is so little time to focus on the CNL exam). Overall it would have been nice to have more content material, I felt that there was a lot of unplanned instructional time. Maybe looking at real-world policy briefs would help us understand the many issues involved in bringing about change.
Can she add more content to her lectures
I'm not sure – this was great
this class would be better if it were more of an inclusion in healthcare-focused course. I think that dr Acquaviva would be great teaching about disparities in healthcare, and the importance of being inclusive in our care. Could focus on race, gender, sexuality, income, etc.
I would like to have a little more structure; I don't understand much about healthy policy and it would've been helpful to have little more typical lecture before diving into discussion.
I think that coming to class each week with a lesson plan or actually following the weekly plan that was presented at the beginning of the semester would help this class be more useful and informative. Unfortunately, I feel like I learned very little over the course of the semester, and I think that we could have had a different experience had there been actual material that was covered during class time. I appreciate that you push us to advocate for ourselves, but we are also here to learn from you, and we couldn't do so if you didn't bring anything for us to learn about. I didn't feel like having a two hour long conversation about a random topic that mildly related to health policy was beneficial to our learning. I do think the health policy brief was helpful in understanding how to affect legislation and was a valuable assignment.
I enjoyed the process we went through to choose our groups for the policy brief and video. I would highly suggest using that method with following classes.

Comments
More didactic lecture, less discussion groups. Students do not seem to be used to learning this way and do not seem to have a lot of intrinsic motivation to drive discussions. This type of format would work better at a small liberal arts school but students who went to large public schools really seemed to flounder with this teaching format. Discussions were rarely fruitful since students did not seem to have experience to draw from.
The course needs less group work and more didactic lecture in my opinion. Many students struggled with the discussion format and were disengaged, or too burnt out. It was a creative approach but I think may have been better for a smaller, more engaged class. This was not unique to this class, but occurred throughout the CNL program. I think more lecture material would have been beneficial for a class such as ours, as so many of the class did not have prior work experience. This approach of discussions could work better for a class consisting of people with more work experience, however was a challenge for this class and led to people being more disengaged.
I don't know if this is possible, but I think condensing the reading list a little and focusing on the parts that are the most important could be helpful. It's the last semester and so it's harder to pour a lot of effort into some classes but sometimes the amount of different types of reading was a lot and I think I would have been more engaged if it were a little more focused on 2-3 readings/resources. Another thing that I think would be cool to do during this class is actually practice and mock up a letter/email/call to send to a senator or whoever just to get in the practice of it so when we want to do it again it doesn't feel like this daunting and intimidating thing.
Some more clear outlines for each class would be useful in guiding how we prepare for discussion. You are an incredible professor and I am grateful for getting to take your class.
fewer group projects, please.
The lack of structure was uncomfortable at times. I like knowing what is expected of me during class before I arrive so I can prepare. Some weeks are too stressful to fully engage without preparation.
N/A
I love your passion for this class. I learned a lot. I think it would be helpful to discuss world events more often in the class and to discuss examples of policy in action. For example, it was really helpful when you told us about how you went about reaching out to Jim Ryan and explained the process.
<ul style="list-style-type: none"> - have more plans for learning objectives - more structure and less open-ended conversations that go on in circles - teach more .. the "free discussion" piece of this class was too unstructured and i felt we could've learned so so much more with all the time we spent.
See other answers
I would suggest some sort of lecture about some policies. I was really excited to learn about policies such as Medicaid, Medicare, as well as, other health policies that affects our health system. I do appreciate and love the discussions we would have during class about different laws that were being considered or had passed and how they affected others. I also loved the assignments, they were very creative and appropriate to the class. However, I still think there should have been some actual lectures on different health policies. Especially, a lecture on how systemic racism is built into our health system through different policies. This would have been a perfect chance to address that issue and help students recognize this flaw in our health system. So, they can know how to care for POC and recognize when there is a systemic issue flawing their care.
Incorporate practice questions to help prepare for the health policy portion of the CNL exam. I enjoyed the tik Tok health policy videos. Add in more class activities. Thank you Prof Acquaviva!
More actual classwork could have been helpful