

# The George Washington University

Spring 2018, NURS 6207 Evidence-Based Practice Section DE6

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	16							56%	81%	13%	6%	13%	6%	0%	0%	
								Not At All - 1	2	3	4	Completely - 5	N/A			
3 Covered objectives	16	100%	4.7	4.7	0.6	4.7	0.6	0%	0%	0%	31%	69%	0%			
								Lectures	Discussions	Clickers	Activities	Homework	Labs	Project/Folio	Teamwork	
4 Contributed to learning	16							19%	100%	0%	0%	56%	0%	19%	69%	
								Yes	No							
6 Academically prepared	16	94%	0.9	0.9	0.3	0.9	0.3	94%	6%							
								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	16							0%	25%	44%	19%	13%	0%	0%	0%	
								Memorizing	Applying Basic	Synthesizing	Judgments	Applying New	Solve Problems	Thinking	Teamwork	R
8 Significant aspects	16							6%	63%	81%	69%	50%	13%	69%	88%	
								Not At All - 1	2	3	4	Very - 5	N/A			
10 Intellectual challenge	16	56%	3.8	4.1	0.9	4.1	0.9	0%	6%	38%	31%	25%	0%			
								Little - 1	2	3	4	Lot - 5	N/A			
11 How much learned	16	63%	4.1	4.3	1.0	4.3	1.0	0%	0%	38%	19%	44%	0%			
								Str Disagr - 1	2	3	4	Str Agr - 5				
12 Did best work possible	16	81%	4.4	4.5	0.8	4.5	0.8	0%	0%	19%	25%	56%				
								Poor - 1	2	3	4	Excellent - 5	N/A			



Presentations	Guest Lecturers	Fieldwork/Trips	Writing	Other
0%	0%	0%	38%	0%
+ Hours				
0%				
Reading	Presentation	Lab	Writing	Other
31%	0%	0%	56%	0%

15	Quality of tech support	16	81%	4.3	4.2	0.9	4.2	0.9	0%	0%	19%	31%	50%	0%			
16	Organized materials in Bb/LMS	16	88%	4.2	4.2	1.0	4.2	1.0	0%	6%	6%	44%	44%	0%			
									Not At All - 1	2	3	4	Great Deal - 5	N/A			
17	Multimedia enhance learning	16	50%	3.8	4.0	1.1	4.0	1.1	0%	13%	38%	6%	44%	0%			
									Not At All - 1	2	3	4	Very - 5	N/A			
18	Knowledgeable	16	100%	4.9	4.8	0.5	4.8	0.5	0%	0%	0%	13%	88%	0%			
									Low - 1	2	3	4	High - 5	N/A			
19	Enthusiasm	16	100%	4.9	4.7	0.7	4.7	0.7	0%	0%	0%	6%	94%	0%			
									Str Disagr - 1	2	3	4	Str Agr - 5	N/A			
20	Treats students with respect	16	100%	5	4.8	0.7	4.8	0.7	0%	0%	0%	0%	100%	0%			
									Not Fair - 1	2	3	4	Very Fair - 5	N/A			
21	Fair grading	16	88%	4.7	4.6	0.8	4.6	0.8	0%	0%	13%	6%	81%	0%			
									Not At All - 1	2	3	4	Excellent - 5	N/A			
22	Feedback	16	100%	4.8	4.5	0.9	4.5	0.9	0%	0%	0%	19%	81%	0%			
									Poor - 1	2	3	4	Excellent - 5				
23	Overall rating of instructor	15	100%	4.7	4.5	0.8	4.5	0.8	0%	0%	0%	27%	73%				
									Poor - 1	2	3	4	Excellent - 5	N/A			
24	Skill with technology	16	88%	4.6	4.6	0.7	4.6	0.7	0%	0%	13%	19%	69%	0%			

### Text Responses

Use this space for comments on strengths of the course.

Great subjects.

Collaboration with students in small groups to complete weekly sessions was beneficial and eye opening- in seeing others' point of view new ways to approach weekly objectives were learned and problem solving skills were strengthened.

Dr. Acquaviva is truly passionate about this course and her students, which shows. She makes herself available whenever needed for student assistance. The course improved the way that I analyze research regarding evidence-based interventions and practices.

Improved my researching and basic data analysis skills.

Developing research questions

The instructor was enthusiastic about the subject and was available via email or the discussion board to provide feedback and help to students if need be; Instructor was very knowledgeable about EBP and was eager to have students learn from the material that was presented and from other students in the class.



Allows students to develop understanding about issue in nursing they are passionate about

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

I do not think weekly sessions in which there is one prompt the entire class is assigned to respond to/work together to complete are beneficial. One person or a few select people complete the assignment very early on in the week making it difficult for others to contribute to aside from thanking them and saying great work. Weekly videos from the professor discussing the specific expectations and how to complete the sessions would be beneficial. Additionally, if it is stated there are no set due dates for posts, students should not be penalized for posting at any time throughout the week. If we are to post on three separate days, once in the beginning, once in the middle, and once at the end of the week, those due dates should be set in the syllabus.

I enjoyed learning about evidence-based practice and how to better analyze research. However, I felt that the class could have been improved with in-class discussions.

I like the discussion posts but wish we had mini quizzes 1 or 2 weeks instead of a discussion post to add some variety to the assignments in this class.

Sometimes the course felt tedious and not active learning. Just going over what I already learned to do in my undergraduate degree

It was challenging for me to go through this course due to lack of clear instruction on what I expect to do. Also, it took a lot of time to prepare for the posting every week which was overwhelming in terms of time allocation among other subjects.

More detailed descriptions of each weekly prompt to avoid confusion and avoid having to re-do the prompt; provide due dates for each post and responses to provide more structure to the online classroom;

Online nature of the course makes it difficult to keep up with weekly assignments

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

Leadership and Nursing fundamentals

Bio-statistics class

In undergrad at Longwood University, I took a senior research class where I had to do my own literature review as well as work with evidence-based practice in exercise science throughout the year. I also implemented writing skills and evidence-based practice in "Transitions into the nursing field" class first semester of this program.

Prior undergraduate experience

Writing courses throughout my undergraduate experience, the use of APA in my first semester at GW, and experience using online discussion boards in my Transitions course combined to prepare me for this course.

Undergraduate research classes

Passed prior course works

I wouldn't say I was prepared or unprepared for this course; however, I wish there were weekly videos posted showing/describing in more depth how to accomplish the weekly sessions. PRISMA diagrams and Refworks and literature review matrices are all new to me, and I found myself struggling/spending too much time trying to figure out how to properly complete the weekly assignments without much direction.

Research course taken during undergrad

Eng I, II (critical thinking)/ Sociology/psychology

Previous online classes and discussion boards, MS1 clinical rotation and exposure to clinical practice

**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?**

Nothing its a experience you must dive into and be open to read and learn