

Student Professional Self-Evaluation DRNPG 1601

Name: Susan Harris Date: February 12, 2025

Directions: Place an X in each row for the column that best describes your performance in each Professional Quality Measure. Identify how the activities align with specific Essentials as noted in the End of Program Student Learning objectives and in course objectives. Complete your rationales for the applicable quality measure in the last column.

* This course addresses the following student learning outcomes to the degree shown on the table. These may not be included in all Professional Quality Measures.

Advanced Beginner (AB): Aware and Identifies. Requires guidance to perform and apply

Competent (C): Aware and Applies. Requires guidance to formulate in complex situations

Proficient (P): Recognize and Formulate. Integrate and apply evidence in complex situations. Minimal to No Guidance Required

Professional Quality Measures	Always	Mostly	Some	Seldom	Never	Rationales
Score	4	3	2	1	0	
End of Program Student Learning Outcome #1 Demonstrate clinical scholarship and evaluate new approaches to evidence-based practices established from scientific methods and nursing theories (I, III).	P					I demonstrated clinical scholarship by integrating Social Cognitive Theory and the PDSA framework into the design and implementation of a nurse-led oral health quality improvement project. Using validated instruments, power analysis, and appropriate statistical testing, I evaluated the effectiveness of the intervention on knowledge, behavior, and self-esteem outcomes. This project reflects application of scientific methods and nursing theory to advance evidence-based practice within an outpatient SUD setting.
End of Program Student Learning Outcome #2 Establish organizational and systems leadership objectives to facilitate quality improvement outcomes (II, VII).	P					I established organizational and systems leadership objectives by collaborating with outpatient rehabilitation leadership to integrate a nurse-led oral health intervention into routine care delivery. Guided by the PDSA framework, I aligned project goals with facility priorities to enhance preventive, person-centered care for adults with substance use disorder. Through structured implementation and systematic outcome evaluation, I facilitated measurable quality improvement within the clinical system.

End of Program Student Learning Outcome #3 Develop practices designed to foster the delivery of safe, culturally competent, equitable, cost-effective, and timely client-centered care (III, VII, VIII).	P					I developed and implemented a structured oral health education and kit distribution process designed to promote safe, equitable, and client-centered care for adults with substance use disorder. Grounded in evidence-based practice and nursing theory, the intervention reduced access barriers and provided cost-effective preventive resources within the outpatient rehabilitation setting. Through systematic data collection and outcome evaluation, I ensured timely implementation and measurable quality improvement across the clinical system.
Course Objective #1 Describe the strengths and weaknesses of different evaluation study designs and what they mean for implementation practice (Essential III)	P					I demonstrated understanding of evaluation study designs by selecting a pre-post quality improvement design appropriate for a real-world outpatient setting. I recognized the strengths of this approach, including feasibility and practical application, as well as its limitations, such as the absence of a control group and potential threats to internal validity. By critically appraising these design considerations, I interpreted findings cautiously and identified opportunities to strengthen future implementation efforts.
Course Objective #2 Facilitate data collection and analytical measures in consultation with respective faculty advisors (Essential II, III, VIII)	P					I coordinated systematic pre- and post-intervention data collection using validated instruments and standardized procedures within the outpatient rehabilitation setting. In consultation with faculty advisors, I conducted a priori power analysis, selected appropriate statistical tests, and interpreted results to ensure methodological rigor. This collaborative process strengthened the scholarly integrity of the project and supported evidence-based advanced nursing practice.
Course Objective #3 Employ statistical methods to complement research designs (Essential II, III, VIII)	P					I employed statistical methods appropriate to my pre-post quality improvement design, including paired-samples <i>t</i> -tests and McNemar's chi-square analysis, to evaluate changes in oral health knowledge, behaviors, and self-esteem. These methods complemented the study design by allowing accurate comparison of outcomes within the same participant group over time. The integration of statistical analysis strengthened the

					rigor of the project and supported evidence-based decision-making in advanced nursing practice.
Course Objective #4 Select and apply an appropriate framework to guide the evaluation (Essential I, III, VII)	P				I selected Social Cognitive Theory to guide the behavioral foundation of the intervention and the PDSA model to structure implementation and evaluation processes. These frameworks provided a theoretical and systems-based foundation for designing, implementing, and assessing the nurse-led oral health initiative. Their application strengthened the scientific rigor and organizational integration of the quality improvement project.
Course Objective #5 Examine systematic approaches to design and evaluation of quality improvement initiatives while reviewing national benchmarks to consider variances in population trends and outcomes. (Essential II, III, VII)	P				I applied a systematic quality improvement approach using the PDSA framework to design, implement, and evaluate a nurse-led oral health intervention. In interpreting outcomes, I reviewed national data and literature on oral health disparities among individuals with substance use disorder to contextualize findings within broader population trends. This analysis supported systems-level thinking and informed recommendations for sustainable practice improvement.
Professionalism / Participation a. Arrived on time and attended all on-campus classes (N/A) b. Demonstrated respectful communication to instructors and peers with professional behavior during all online and on-campus activities c. Met the online and on-campus assignment requirements and meeting deadlines with my group (N/A)	P				a. This course was delivered in an online format; therefore, on-campus attendance was not applicable. b. I demonstrated respectful, professional communication with instructors and peers during all online academic activities, maintaining collegiality and integrity throughout the program. c. I consistently met assignment requirements and adhered to established deadlines (on-campus group activities not applicable).
Lifelong Learning Practice Inquiry & Peer Review a. When you didn't understand assigned reading, class or online content or assignments, you sought out information to learn on your own, posted a question in the "Your course questions" tab in Canvas, or if a personal question or matter emailed the instructor for assistance Supported group members and classmates in their learning needs during online and on-campus class assignments using constructive feedback	P				When clarification was needed regarding assigned readings, course content, or project requirements, I independently reviewed additional scholarly literature and sought guidance from faculty as appropriate. I maintained proactive communication with my DNP chair to ensure understanding and alignment with course expectations. I also supported classmates by providing constructive, respectful feedback during online discussions and collaborative assignments, contributing to a collegial and scholarly learning environment.

TOTAL POINTS						
Additional comments:						