

Professional Self-Evaluation DRNPG 1603

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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
						Justify your scores with a clear, concise summary/rationale below for applicable Professional Quality Measures. Include AB, C, or P as you determine. In addition, include a brief description of a specific activity/ assignment or interaction. Include your areas of strengths and opportunities for improvement.
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	P					I demonstrated clinical scholarship by designing and implementing a nurse-led oral health quality improvement project grounded in Social Cognitive Theory and guided by the PDSA model. I evaluated a new evidence-based approach by using validated instruments (OHKAB and RSES), conducting an a priori power analysis, and applying appropriate statistical tests to determine the effectiveness of the intervention on knowledge, behaviors, and self-esteem outcomes.
End of Program Student Learning Outcome #2 Establish organizational and systems leadership objectives to facilitate quality improvement outcomes	P					I demonstrated organizational and systems leadership by collaborating with leadership at the outpatient rehabilitation facility to integrate oral health education and kit distribution into existing workflows. I established quality improvement objectives aligned with organizational goals, including improving preventive care access and supporting whole-person recovery. Through stakeholder engagement, staff education, and structured implementation using the PDSA model, I facilitated measurable improvements in oral hygiene behaviors.

<p>End of Program Student Learning Outcome #3 Lead an interprofessional team focused on developing, implementing, and appraising evidence-based initiatives to enhance favorable client-focused outcomes</p>	P				<p>I led an interprofessional collaboration with rehabilitation leadership and staff to develop and implement a nurse-led oral health quality improvement initiative. I coordinated planning, education delivery, and integration of oral health kits into the outpatient workflow. I appraised outcomes using validated tools and statistical analysis, demonstrating improved oral hygiene behaviors and supporting client-centered preventive care.</p>
<p>End of Program Student Learning Outcome #4 Develop practices designed to foster the delivery of safe, culturally competent, equitable, cost-effective, and timely client-centered care</p>	P				<p>I developed a nurse-led oral health intervention that promoted safe, equitable, and client-centered care for adults with substance use disorder. By providing culturally sensitive education and low-cost oral health kits within an outpatient rehabilitation setting, the project reduced barriers to preventive care and supported timely access to essential hygiene resources. The intervention was feasible, cost-effective, and aligned with whole-person recovery-focused care.</p>
<p>Course Objective #1 Be empowered to generate, appraise, and implement practices based on the QI/IRB-approved topic</p>	P				<p>I was empowered to generate and implement a nurse-led oral health quality improvement initiative addressing unmet preventive needs in adults with substance use disorder. Following IRB approval, I independently designed the intervention, selected validated measurement tools, and conducted statistical analyses to appraise its effectiveness. The project strengthened my ability to translate evidence into practice and evaluate outcomes systematically.</p>
<p>Course Objective #2 Facilitate data collection and analytical measures in consultation with respective faculty advisors</p>	P				<p>I facilitated systematic data collection using validated instruments (OHKAB and RSES) and ensured consistent pre- and post-intervention administration procedures. In consultation with faculty advisors, I conducted an a priori power analysis and selected appropriate statistical tests to evaluate outcomes. Ongoing collaboration supported accurate interpretation of findings and strengthened the rigor of the quality improvement project.</p>

<p>Course Objective #3 Expand upon their scope of practice to effectively master the DNP competencies</p>	P				<p>Through the implementation of my DNP quality improvement project, I expanded my scope of practice from individual patient care to systems-level leadership and evaluation. I integrated nursing theory, implementation science, statistical analysis, and organizational collaboration to influence practice beyond the bedside. This experience strengthened my competencies in evidence translation, quality improvement, and healthcare systems leadership.</p>
<p>Professionalism / Participation</p> <p>a. Arrived on time and attended all on campus classes (N/A)</p> <p>b. Demonstrated respectful communication to instructors and peers with professional behavior during all online and on campus activities</p> <p>c. Met the online and on campus assignment requirements and meeting deadlines with my group (N/A)</p>	P				<p>a. This program was delivered in an online format; therefore, on-campus attendance was not applicable. While I was unable to attend all optional touchpoint meetings, I maintained regular and consistent communication with my DNP chair to ensure progress and alignment with program expectations.</p> <p>b. I demonstrated respectful and professional communication with faculty and peers during all online interactions, discussions, and academic activities.</p> <p>c. I met assignment requirements and adhered to established deadlines throughout the program.</p>
<p>Lifelong Learning Practice Inquiry & Peer Review</p> <p>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 BB, or if a personal question or matter emailed the instructor for assistance</p> <p>Supported group members and classmates in their learning needs during online and on-campus class assignments using constructive feedback</p>	P				<p>I demonstrated lifelong learning by independently reviewing additional scholarly literature, seeking clarification from faculty when needed, and actively engaging in reflective inquiry throughout my DNP project. I provided constructive, respectful feedback to peers and supported collaborative learning in online discussions, contributing to a professional and scholarly academic environment.</p>
TOTAL POINTS					
<p>Additional comments:</p>					