

Professional Self-Evaluation DRNPG 1508

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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 (I, III).	P					I applied clinical scholarship by developing and evaluating an oral health initiative for individuals in a substance use disorder rehabilitation program. The project was based on evidence from current literature, guided by nursing theory, and evaluated through pre- and post-intervention surveys to measure impact.
End of Program Student Learning Outcome #2 Establish organizational and systems leadership objectives to facilitate quality improvement outcomes (II, VII).	P					I established leadership objectives by organizing project timelines, coordinating supply distribution, and ensuring quality improvement goals were met. This included tracking participant outcomes and adapting processes to maintain effectiveness.
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 (II, III, VI, VII, VIII).	P					I led an interprofessional team and together we implemented and evaluated the oral health intervention. This collaboration enhanced client engagement and supported improved oral health knowledge and practices.

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 (III, VII, VIII).	P					I developed and implemented culturally sensitive, cost-effective, and accessible practices by tailoring educational materials to the needs of an underserved population, ensuring all participants could understand and apply the information provided.
Course Objective #1 Be empowered to generate, appraise, and implement practices based on the IRB-approved topic (Essential I, II, VI)	P					I generated and implemented an IRB-approved evidence-based practice project that addressed oral health disparities in an underserved population, integrating research findings into a practical intervention.
Course Objective #2 Facilitate data collection and analytical measures in consultation with respective faculty advisors (Essential II, III, VIII)	P					I facilitated data collection and analysis by using validated survey tools, collaborating with faculty advisors, and applying statistical methods to evaluate project outcomes.
Course Objective #3 Develop an emphasis on health promotion and prevention of disease and accidents. (Essential II, V, VII)	P					I emphasized prevention by focusing on oral health promotion, early intervention, and education to reduce the risk of dental disease in the target population.
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					I demonstrated respectful communication, met deadlines, and maintained professional behavior during all project-related activities and interactions with peers, faculty, and the interprofessional team.
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 BB, 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					I sought additional resources when clarification was needed, consulted with faculty for guidance, and supported peers with constructive feedback during online activities (Teams) and email.
TOTAL POINTS						

Additional comments: