

Professional Self-Evaluation DRNPG 1604

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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					Through the implementation and evaluation of my quality improvement project, I demonstrated clinical scholarship by translating current evidence and nursing theory into a structured practice change initiative. I critically evaluated outcomes using pre- and post-intervention data to assess effectiveness and identify areas for refinement. By integrating scientific methods with theoretical frameworks to guide implementation and interpretation of findings, I evaluated and applied evidence-based practices to improve patient care at the systems level.
End of Program Student Learning Outcome #2 Establish organizational and systems leadership objectives to facilitate quality improvement outcomes	P					Through collaboration with site leadership and interdisciplinary stakeholders, I established organizational objectives that supported the integration of a nurse-led oral health intervention into routine clinical workflows. I aligned project goals with systems-level priorities, including preventive care, patient education, and sustainable practice change. By coordinating implementation processes, monitoring outcomes, and promoting stakeholder engagement, I facilitated measurable quality improvement outcomes within the clinical setting.

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					Throughout my DNP project, I led collaboration among site leadership, clinical staff, and content experts to develop and implement a nurse-led oral health quality improvement initiative. I coordinated stakeholder engagement, guided implementation processes, and evaluated outcomes using structured data analysis to assess effectiveness. By fostering interprofessional communication and shared accountability, I supported the appraisal and refinement of an evidence-based intervention aimed at improving client-focused oral health outcomes.
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					Through the design and implementation of a nurse-led oral health intervention, I developed a structured practice model that promoted safe, preventive, and client-centered care within an underserved population. The intervention emphasized equitable access to oral hygiene education and supplies while remaining low-cost and feasible within existing clinical workflows. By addressing a commonly overlooked determinant of health in substance use disorder treatment, the project supported culturally sensitive, timely, and holistic care delivery.
Course Objective #1 Be empowered to generate, appraise, and implement practices based on the QI/IRB-approved topic	P					Throughout the DNP project, I demonstrated empowerment in generating, appraising, and implementing a quality improvement initiative aligned with my IRB-approved topic. I critically evaluated current evidence, translated findings into a structured nurse-led oral health intervention, and carried the project through full implementation and outcome analysis. This process strengthened my ability to independently lead evidence-based practice change from proposal through dissemination.
Course Objective #2 Facilitate data collection and analytical measures in consultation with respective faculty advisors	P					In collaboration with my Chair, I facilitated structured data collection and conducted appropriate analytical measures to evaluate project outcomes. I ensured accurate administration of pre- and post-intervention instruments, maintained data integrity, and applied statistical analyses to assess changes in knowledge, behaviors, and self-esteem. Ongoing

						consultation with faculty supported methodological rigor and appropriate interpretation of findings.
Course Objective #3 Expand upon their scope of practice to effectively master the DNP competencies	P					Through the development, implementation, and evaluation of my DNP quality improvement project, I expanded my scope of practice beyond direct clinical care to include systems leadership, organizational change management, and scholarly dissemination. I integrated evidence-based practice, data analytics, stakeholder collaboration, and sustainability planning to effect practice change at the organizational level. This experience strengthened my mastery of DNP competencies and enhanced my ability to function as a clinical scholar and systems-level leader.
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					As this was a fully online program, I consistently attended and actively participated in all required virtual meetings, presentations, and synchronous learning sessions. b. I demonstrated respectful, professional communication with faculty and peers throughout all online discussions, collaborative activities, and formal presentations. c. I met all assignment deadlines and fulfilled individual and group responsibilities in accordance with program expectations.
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					a. When clarification was needed regarding course readings, online content, or assignment expectations, I independently sought additional evidence-based resources and consulted faculty through appropriate communication channels. I engaged in professional inquiry by asking questions, requesting feedback, and ensuring thorough understanding of scholarly and clinical concepts. b. I supported classmates and group members by providing constructive, evidence-based feedback during online discussions, peer reviews, and collaborative assignments. My contributions promoted shared learning, respectful dialogue, and collective academic growth within the virtual learning environment.

TOTAL POINTS	
Additional comments:	