

Student Professional Self-Evaluation DRNPG 1602 2024

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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 applied evidence-based oral health practices informed by Social Cognitive Theory and guided by the PDSA cycle to improve outcomes among adults with substance use disorder. I evaluated the intervention using validated instruments and statistical analysis, which demonstrated measurable improvements in oral hygiene behaviors and self-esteem.
End of Program Student Learning Outcome #2 Establish organizational and systems leadership objectives to facilitate quality improvement outcomes.	P					I collaborated with leadership at the outpatient rehabilitation facility to implement an oral health quality improvement initiative aligned with organizational goals. I coordinated logistics, workflow, and staff engagement to ensure the intervention was feasible and sustainable within the existing care system. Through structured processes and outcome evaluation, I facilitated measurable improvements in patient oral hygiene practices.
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	P					I led collaboration with the rehabilitation facility's staff to plan and deliver an oral health education and care-kit intervention that supported patient-centered outcomes. I provided ongoing communication, guidance, and evaluation feedback to ensure all team members were aligned with

						evidence-based practices. Through this interprofessional partnership, we enhanced patient oral hygiene behaviors and improved overall well-being in an underserved population.
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					I developed and delivered an oral-health intervention that was accessible, low-cost, and aligned with the needs and of adults with substance use disorder. I ensured care was client-centered by promoting autonomy, dignity, and education to support healthier daily habits. Through timely implementation and evaluation, I improved access to safe, equitable oral health resources in an underserved population.
Course Objective #1 Be empowered to generate, appraise, and implement practices based on the IRB-approved topic (Domain I, III, IV).	P					I designed and implemented an IRB-approved quality improvement project that translated oral-health evidence into clinical practice for adults with substance use disorder. I critically appraised scientific literature and utilized validated instruments to ensure the intervention was grounded in best practices. Through evaluation and refinement of outcomes, I advanced nursing practice and contributed actionable evidence to support improved patient care.
Course Objective #2 Facilitate data collection and analytical measures in consultation with respective faculty advisors (Domain I, V, VI, VIII).	P					I coordinated accurate data collection using validated tools to measure oral health knowledge, hygiene behaviors, and self-esteem before and after the intervention. I collaborated closely with faculty advisors to ensure appropriate statistical methods, including paired t-tests and chi-square analysis, were used to evaluate outcomes. This informed decision-making and supported meaningful interpretation of quality improvement results.
Course Objective #3 Expand upon the scope of practice to effectively master the DNP competencies (Domain I, IV, VI, IX, X).	P					I expanded my scope of practice by independently leading a quality improvement initiative focused on oral health promotion in an underserved SUD population. I applied advanced clinical judgment, systems thinking, and leadership skills to integrate evidence-based practices into a real-world care setting.

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 consistently demonstrated respectful and professional communication with peers, faculty, and clinical partners throughout the course. I met all online participation expectations by submitting assignments on time and contributing reliably to required activities. My engagement reflected accountability, professionalism, and commitment to high standards in the DNP program.
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					I actively sought clarification from instructors and course resources whenever additional guidance was needed to support my learning. I demonstrated initiative by independently researching concepts related to my project and applying new knowledge to clinical scholarship.
TOTAL POINTS						
Additional comments:						