

Student Professional Self-Evaluation DRNPG 1600

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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 demonstrated clinical scholarship by synthesizing evidence-based research to design and implement my DNP project, <i>Improving Oral Health Care in the Underserved Population</i> . Using Bandura's Social Cognitive Theory and the PDSA model, I evaluated innovative approaches to oral health education among adults with substance use disorder. Data analysis and outcome evaluation reflected evidence-based decision-making and the application of nursing theory to improve clinical practice.
End of Program Student Learning Outcome #2 Establish organizational and systems leadership objectives to facilitate quality improvement outcomes (II, VII).	P					Through structured planning, communication, and data-driven decision-making, I guided the project from development to evaluation using the PDSA model. This leadership approach facilitated measurable quality improvement outcomes in oral health knowledge, hygiene behaviors, and self-esteem among participants.
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 an interprofessional team with Avant Recovery's staff to develop and implement an evidence-based oral health education initiative. Collaboration across disciplines ensured the integration of clinical, behavioral, and educational

						strategies to meet client needs (Delta Dental, Dental Program). Through ongoing evaluation and feedback, the team achieved improved oral health outcomes and enhanced client-centered care practices.
Course Objective #1 Utilize statistical software to conduct statistical analyses (Essential I, II, VI)	P					I utilized Intellectus Statistics software to conduct data analysis for my DNP project, including paired t-tests and chi-square tests to evaluate pre- and post-intervention outcomes. The program allowed for accurate statistical interpretation of oral health knowledge, hygiene behaviors, and self-esteem scores. This process demonstrated competency in applying statistical software to synthesize data and support evidence-based decision-making.
Course Objective #2 Facilitate data collection and analytical measures in consultation with respective faculty advisors (Essential II, III, VIII)						I facilitated data collection and analysis in collaboration with Avant Recovery, ensuring adherence to ethical standards and methodological rigor. Survey instruments (questionnaires) used, Xcel, Jobot app and Intellectus Statistics., -validated data accuracy, and selected appropriate statistical tests using Intellectus Statistics. This collaboration strengthened the reliability of findings and supported evidence-based conclusions for my DNP project.
Course Objective #3 Employ statistical methods to complement research designs (Essential II, III, VIII)	P					I employed appropriate statistical methods aligned with my project's quantitative pre- and post-intervention design. Paired t-tests were used to measure changes in oral health knowledge and self-esteem, while chi-square tests evaluated differences in hygiene behaviors. These statistical approaches strengthened the validity of findings and complemented the evidence-based framework of the research design.
Course Objective #4 Employ information systems to evaluate healthcare initiatives and disseminate subsequent findings for the purpose of clinical and administrative decision-making (Essential II, III, VII)	P					I utilized information systems, including Intellectus Statistics and Microsoft Excel, to organize, analyze, and interpret project data. These tools supported evaluation of oral health outcomes and visualization of results for presentation to faculty and stakeholders. Applied to conference to disseminate findings through a poster in hopes to promote sustain oral health improvements.

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 professionalism by maintaining respectful communication with faculty and peers. I met all assignment requirements and deadlines. My commitment to accountability and professional behavior reflected strong leadership and academic integrity throughout the course.
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 I encountered unclear concepts or assignments, I actively sought clarification by reviewing supplemental scholarly sources and consulting evidence-based literature. Throughout the DNP program, I demonstrated strengths in leadership, collaboration, and evidence-based decision-making by effectively guiding an interprofessional team and integrating nursing theory with statistical analysis. I consistently upheld professionalism, communication, and initiative in seeking additional learning resources, which reflects a strong commitment to lifelong learning. Areas for continued growth include refining time management for scholarly writing, expanding dissemination efforts through publications and conferences, and advancing my knowledge of complex statistical methods to further enhance future research and quality improvement initiatives.
TOTAL POINTS						
Additional comments:						