

Professional Self-Evaluation DRNPG 1502

Name: Susan Harris **Date:** November 3, 2024

Directions: Place an X in each row for the column that best describes your performance in each Professional Quality Measure. 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	Running Score	Rationales
							Justify your scores with a clear, concise summary/rationale below for applicable Professional Quality Measures. 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		
1. Student Learning Outcome #1 Demonstrate clinical scholarship and evaluate new approaches to evidence-based practices established from scientific methods and nursing theories (I, III).		3					I have defined a problem in oral health care in the underserved population and researching literature to aid in the problem. I am applying a nursing theory, John Hopkins EBP Model, to assist with the implementation of a oral healthcare kit for the underserved population. I need to revise my nursing theory and framework.
2. Student Learning Outcome #2 Establish organizational and systems leadership objectives to facilitate quality improvement outcomes (II, VII).	4						I have articulated a goal to improve oral health care in the underserved populations with faculty and working on communicating with the community to set up implementation of an oral health care kit and collecting data for the DNP project.
Course Objective #1 Discuss how nursing science and theory impact the practice of the doctorly-prepared nurse (Essential I, III, VIII).		3					Nursing science and theory aids in applying evidenced practice to enhance patient outcomes such as improved oral health care. Nursing science and theory helps me to make informed decisions in my DNP project.
Course Objective #2 Identify theories in different specialties and apply to the nursing profession (Essential I, III, VIII).	4						Maslow's theory is a theory of a hierarchy of human needs (safety, love and belonging, esteem and self-actualization). This theory can be applied to nursing by helping the nurse prioritize care of the patient. For example, making sure the patient has

							access to a safe community showing love and acceptance and providing guidance on how to care for themselves (also, oral health). Bandura's Social Learning Theory is people learn behaviors through observation. If applied to nursing, nurses can teach patients self-care behaviors such as daily oral health care. Lewins Change theory is 3 steps: unfreezing, change, refreeze. In nursing, can teach or model to the underserved population to care for their oral health daily and provide the tools to do so. Unfreeze, or change their nonexistent care of oral health to introduce the oral health care kit and instruct, to make the change to oral health hygiene.
Course Objective #3 Identify a theoretical framework on which to base an evidence-based practice project. (Essential I, III, VIII).		3					The Iowa Model of Evidence Based Practice is clear and provides a guideline to recognize a specific issue that needs improvement, involves stakeholders from various disciplines, analyzes research to aid in a solution, implementation and assess the data. I can use this model while implementing the change for oral health care in the underserved population. I will also add it to the electronic portfolio (needs improvement).
Course Objective #4 Create a patient-oriented clinical question based on theoretical foundations and clinical needs (Essential I, III, VIII).	4						In adult patients, without dental insurance, in an underserved population, how does implementing a community-based oral health education and oral health care kit while using Pender's Health Promotion Model, compared to standard clinic-based treatment alone, affect oral health knowledge, preventative behaviors, and incidence of dental issues over an eight -week period? Pender's Health Model motivates individuals to promote healthy behaviors. This approach aligns with clinical needs by addressing both the limited access to routine dental care and the importance of self-care practices, which can help reduce preventable oral health issues in this populations.
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	4						

c. Met the online and on campus assignment requirements and meeting deadlines with my group (N/A)							
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	4						Kept an open line of communication with instructor and colleagues to answer questions and for seeking guidance.
TOTAL POINTS							
Additional Student Comments:							