Professional Self-Evaluation DRNPG 1500

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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	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	
Student Learning Outcome #1 I established organizational and systems leadership objectives to facilitate quality improvement outcomes.	P					I effectively applied organizational and systems leadership principles to design and am leading a data-driven quality improvement project. I have been collaborating with interdisciplinary teams, utilizing evidence-based frameworks such as PDSA, and am implementing a QI project that will align with organizational goals. Through this process, I will be promoting a culture of evidence-based care, and plan for advanced patient outcomes by integrating leadership, informatics, and quality improvement strategies in my quality improvement DNP project.
Student Learning Outcome #2 I identified technological elements necessary to select, utilize, and appraise health information technology critical to advantageous client-centered outcomes.	P					I identified and evaluated health information technologies, such as electronic health records and clinical decision support tools, that support improved client-centered outcomes. I utilized these technologies to gather and analyze clinical data, guide evidence-based interventions, and measure the effectiveness of quality improvement initiatives. By critically appraising their functionality and impact, I ensured the selection of appropriate tools to enhance care delivery and patient engagement.

Student Learning Outcome #3 I led an interprofessional team focused on developing, implementing, and appraising evidence-based initiatives to enhance favorable client-focused outcomes.	C					I am leading an interprofessional team by facilitating collaboration among staff, nursing department and committee member about my DNP project and its location site. The project will address a clinical practice gap. Together, we can develop and implement an evidence-based initiative aimed at improving patient outcomes, using structured frameworks like the PDSA cycle. I will be guiding the team in appraising outcomes through data analysis and stakeholder feedback, ensuring the initiative was both effective and sustainable in promoting client-centered care.
Course Objective #1 Distinguish best practices for selecting quality measurement indicators utilizing interprofessional collaboration for improving patient health outcomes globally. (Essential II, IV, VI, VII, VIII)	P					I enhanced my ability to distinguish best practices for selecting quality measurement indicators by actively engaging in interprofessional collaboration. I have been working closely with colleagues from various disciplines to identify relevant, evidence-based indicators aligned with patient-centered goals and global health priorities. Through this collaborative process, I learned to critically assess indicators for validity, reliability, and applicability across diverse healthcare settings, ensuring they support meaningful improvements in patient outcomes worldwide. This experience has strengthened my leadership and analytical skills, and deepened my understanding of how coordinated team efforts can drive effective, sustainable quality improvement on a global scale.
Course Objective #2 Utilize innovative technology to develop an electronic professional portfolio providing an ongoing repository for benchmark assignments and essential documents for the DNP program and nurse leader career. (Essential IV, VII)	P					I utilized innovative technology to create an electronic professional portfolio that serves as a centralized, organized repository for benchmark assignments and key documents throughout my DNP program. This portfolio showcases my academic and professional growth, highlights evidence-based accomplishments, and supports my development as a nurse leader. It also provides a practical tool for ongoing reflection, career advancement, and demonstrating competencies aligned with DNP essentials.
Course Objective #3 Focus on critically reviewing, evaluating, and synthesizing peer-reviewed articles. (Essential I, II, III, VII)	P					

Criteria						Reflection
Course Objective #4 Create a well-constructed abstract, a professional presentation, and develop a plan to submit to a regional, national, or international professional organization. (Essential I, II, VI, VIII)	P					I critically reviewed, evaluated, and synthesized peer-reviewed articles to support the development of evidence-based quality improvement initiatives. I assessed the strength of evidence, research design, and relevance to clinical practice, ensuring that selected literature aligned with the project's objectives. This process enhanced my ability to integrate high-quality evidence into practice, strengthening both my scholarly and clinical decision-making skills.
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					Throughout this online course, I consistently demonstrated respectful and professional communication with instructors and peers by engaging thoughtfully in discussions and responding promptly and courteously in all interactions. I met all online assignment requirements independently and ensured timely submission of my work, contributing actively to the virtual learning environment. My professionalism and accountability supported a positive and collaborative online classroom experience.
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				When I encountered challenges with assigned readings or course content, I took initiative to independently seek additional resources and, when needed, reached out to the instructor via email for clarification. I also used the "Your Course Questions" tab in Blackboard to engage with peers and contribute to collective learning. Additionally, I supported classmates by offering constructive feedback during online discussions and demonstrated a commitment to fostering a collaborative and respectful learning environment.
					TOTAL POINTS	
Additional comments:						