Professional Self-Evaluation

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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	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).		C					Engaged in research projects that address clinical problems and contribute to the body of nursing knowledge. Applied Evidence-Based Practice (EBP) in assignments. Worked thru challenges while progressing through the DNP project to aim at enhancing healthcare delivery and patient outcomes. Became familiar with writing a literature review on my DNP project.
2. Student Learning Outcome #2 Establish organizational and systems leadership objectives to facilitate quality improvement outcomes (II, VII).		C					Shared a vision to improve oral health care in the underserved population. Working on collaborating among diverse healthcare professionals to enhance the quality improvement project.
Course Objective #1 Discuss how nursing science and theory impact the practice of the doctorly-prepared nurse (Essential I, III, VIII).		C					Theories such as Orem's Self-Care Deficit Theory and Roy's Adaptation Model guide nurses in assessing patient needs and planning care interventions. By integrating nursing science and theory, doctorly prepared nurses can apply evidence-based practices to enhance the quality of care.
Course Objective #2 Identify theories in different specialties and apply to the nursing profession (Essential I, III, VIII).		C					Maslow's Hierarchy of Needs (Psychology): This theory, developed by Abraham Maslow, is often used in nursing to understand patients' needs and

Course Objective								Content
								prioritize care. Nurses use this framework to assess which needs are most urgent for their patients and to ensure that basic needs are met before addressing higher-level needs. Florence Nightingale's Environmental Theory (Nursing): This foundational nursing theory emphasizes the importance of a patient's environment in their recovery process. Nightingale identified factors such as clean air, pure water, efficient drainage, cleanliness, and adequate light as crucial to patient health.
Course Objective #3 Identify a theoretical framework on which to base an evidence-based practice project. (Essential I, III, VIII).		C						Health Belief Model (HBM). This model is widely used in public health to understand and predict health behaviors by focusing on individuals' beliefs about health conditions and their perceptions of the benefits and barriers to taking action.
Course Objective #4 Create a patient-oriented clinical question based on theoretical foundations and clinical needs (Essential I, III, VIII).		C						How does the implementation of a community-based oral health education program, grounded in the Social Cognitive Theory, impact the oral health outcomes of underserved populations in rural areas over a 12-month period? Breakdown of the Clinical Question 1. Population: Underserved populations in rural areas. 2. Intervention: Community-based oral health education program. 3. Comparison: (Optional) Comparison with standard care or no intervention. 4. Outcome: Impact on oral health outcomes (e.g., reduction in dental caries, improved oral hygiene practices). 5. Time Frame: 8-week period. This theory emphasizes the role of observational learning, social influences, and self-efficacy in behavior change. By using this theory, the program can focus on educating individuals through community role models, promoting positive oral health behaviors, and enhancing individuals' confidence in their ability to maintain good oral hygiene.

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 am an online student but did attend the optional 'touch point' meetings when I could attend to learn and converse with professor and collegues. Asked questions, shared information, etc., … I was late on a couple assignments due to health illness and hospitalization. Otherwise, I turned in assignments on time.
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						Colleagues and I exchanged information and answered each other's questions which was helpful. I participated in the defense presentations and provided feedback at the end of 2/3 of the ones I viewed. Emailed instructor for concerns and/or questions.
						TOTAL POINTS	

Additional Student Comments: