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| **PROJECT EVALUATION TEMPLATE** |
| **PROJECT GOALS AND ACTIVITIES** **(Identify and support each of the sections to demonstrate how these were met or not met during the project)** | ***PRECEPTOR* EVALUATION (Michelle Thorne)** | ***STUDENT* SELF-EVALUATION (Anita Riddle)** |
| **SCORE on 1-10 with 10 being optimal** | **NARRATIVE TO SUPPORT** | **SCORE on 1-10 with 10 being optimal** | **NARRATIVE TO SUPPORT** |
| **1. The project was strongly supported by EBP.** | **10** | **Ms Riddle utilized multiple EBP resources for this project.** | **10** | **Multiple research resources were utilized. There were numerous research articles r/t AA immunizations and the use of text messaging for health care purposes. More articles have been discovered since the closure of this project and will be shared with Ms. Thorne.** |
| **2. A change and leadership theory clearly guided the project implementation.** | **10** |  | **8** | **The change theory was evident through the use of the Health Behavior Model. Transformational leadership was selected, but could have been stronger in presence. Since there were multiple findings there was not the opportunity for implementation during the timeline of this project.** |
| **3. The project intent was clear and the project proposal was followed and/or adapted as necessary to meet project goals.**  | **8** | **This is a very difficult project to tackle and clearly define realistic and attainable goals.** | **8** | **The initial project proposal intent was originally followed and appeared clear. As the project progressed it had to be re-vamped related to manpower and budget.** |
| **4. The student engaged and worked collaboratively with other team members as needed during the project implementation.** | **10** |  | **10** | **Engagement with staff was utilized along with a team approach. There was not an implementation stage during this project. However multiple questions were uncovered.** |
| **5. The student met the set goals and objectives on the attached goals grid and timeline. (Attach goals grid and timeline to this evaluation).** | **9** | **Considering the difficulty of this project, Ms Riddle did a great job on identifying realistic and attainable goals.**  | **9** | **Goals and objectives were followed and met. As the project took place the goals and objectives remained, however the timeline was not always met in the order it was created.** |
| **6. The student had a defined plan for determining effectiveness/measuring results of the project.** | **10** | **Even when confronted with barriers to this project, Ms Riddle was able to adapt her goals and timelines well.** | **9** | **There was a defined plan of measuring the project results but not during the timeframe allowed for this project. The measurement included a projected 2% increase in AA flu immunization rates during the 2015-16 flu season. This can still be measured but may not be accurate until a better handle on the true number of AA flu immunizations administered in Calhoun County can be better tracked.** |
| **7. The student was able to provide projected long-term results of the project.** | **9** | **Ms Riddle provided several suggestions to try and reduce the gap of influenza vaccinations in the AA community that will be taken into consideration.** | **8** | **In place of a projected long-term results, many recommendations were suggested for consideration to reach the 2% AA flu immunization increase.** |
| **8. The student fulfilled the *120 onsite hours time* commitment for the project, and sought and considered the input and support from the preceptor throughout the implementation process. (\*\*Attach the log of hours to this evaluation. The preceptor will support the log by review of and signature on this evaluation.)**  | **10** | **Ms Riddle is a pleasure to work with.** | **10** | **Met several times with MS. Thorne. Used her expertise and guidance for direction. See attached log.** |

**The following section *should be completed only by the student*.**

**9. Provide a reflective narrative describing the value to your professional growth and learning that resulted from your leadership experience during implementation of this project.**

A strong leader is essential to the success of any quality improvement initiative. Transformational leadership entails active listening, and the demonstration of mutual respect, through actions. During my nursing career I have had the opportunity to act in many types of leadership roles. However, fulfilling this leadership role felt foreign, and almost uncomfortable at times. As the project progressed these emotions eased. As I contemplated the why, it occurred to me in the past my leadership roles were within the units I worked, where I was an expert. For this project, the nursing clinic staff members were the experts, and many times provided me with direction.

 As nurses we know the importance of thinking on our feet, and being prepared to adapt. A full semester was expended preparing a plan for this project. At the time of preparation it felt solid and very usable. During this project my plan required many adaptations, but still provided an underlying framework. This foundation was utilized, torn apart and reconstructed more than once. With each restructuring, new questions surfaced.

 Numerous hours were spent researching to find best practices, statistical data and studies to support my efforts. My research skills were sharpened. This was one portion of this project I enjoyed. The MSN program has required some form of research in each course. During this course, I discovered improved methods of using keywords and advanced searches in the various data bases to more quickly narrow my searches.

 Being in a leadership position as a student, gave me a better perspective of what students or new nurses may feel in unfamiliar situations. It has been many years since I have faced some of the disappointments I experienced this semester. It proved very humbling. I have experienced leadership growth. Hindsight is good foresight for the future!