

# Analysis of Improvement in Nurse Leaders' Professional Presentation Skills Following a Unique Educational Intervention

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# Objectives

- Describe development and implementation of professional presentation skills educational intervention
- Analyze findings related to:
  - Evaluator assessment of learners' presentation effectiveness
  - Learner self-assessment of perceived effectiveness of presentation skills

# Background

- Graduate students are tomorrow's nurse executives
- Effective communication is an essential leadership competency
  - AONE Nurse Executive Competencies
  - Institute of Medicine (2010) – *The future of nursing: Leading change, advancing health*

# Background (cont'd)

- Each course includes classroom presentation assignments
- Faculty observed wide variation in learner skill
- Intervention was designed to leverage skill development

# Curriculum Design Team

- School of Nursing faculty
- Communication expert
  - Textbook author and university communications professor
- UTHealth
  - Instructional design specialist

# Curriculum

## 1. Learner pre-intervention presentation

- 1<sup>st</sup> semester course

## 2. Faculty instruction

- Strategies, skills, and visual aids for effective, efficient, and quality presentation to a professional audience

## 3. Learner post-intervention presentation

- Beginning of 2<sup>nd</sup> semester course

# Evaluation Method - Evaluators

- Evaluators used standardized instrument
  - Likert scale ranging from 1, strongly disagree, to 5, strongly agree
    - Introduction
    - Body of the talk
    - Visuals
    - Delivery
    - Conclusion
    - Time management
    - Overall effectiveness

# Evaluation Method - Learners

- Self-assessment of perceived presentation skills effectiveness
  - Before pre-intervention presentation
  - After post-intervention presentation



# Data Analysis

- N = 16
- Pre-test/post-test design
- Evaluator assessment data
  - Analyzed for changes in each subscale
- Learner assessment data
  - Analyzed for changes in mean scores of perceived effectiveness

# Findings

- Evaluator data
  - Statistically significant ( $p < .001$ ) increase in all subscales
- Student data
  - Statistically significant ( $p = .008$ ) increase in perceived effectiveness
- Positive anecdotal data from current learners and graduates

# Discussion

- Effective intervention
  - 4 cohorts
- Added an additional “dose”
  - Based on 3<sup>rd</sup> session evaluator feedback
  - Brief faculty review of presentation skills
- Added learner assessment just prior to graduation

# Questions?

