Analysis of Improvement in Nurse Leaders' Professional Presentation Skills Following a Unique Educational Intervention
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
• 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*
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
- UTHHealth
  - Instructional design specialist
Curriculum

1. Learner pre-intervention presentation
   - 1st 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 2nd 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 3rd session evaluator feedback
  - Brief faculty review of presentation skills

• Added learner assessment just prior to graduation
Questions?