

Title:

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

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Session Title:

Essential Clinical Leadership Skills

Slot:

LD 01: Saturday, September 27, 2014: 8:30 AM-9:45 AM

Scheduled Time:

8:30 AM

Keywords:

emerging nurse leaders and professional presentation skills

References:

Hadfield-Law L. Presentation skills for nurses: How to prepare more effectively. *Br J Nurs.* 2001;10(18):1208-1209. The American Organization of Nurse Executives. AONE nurse executive competencies. <http://www.aone.org/resources/leadership%20tools/nursecomp.shtml>. Updated 2011. Accessed August 6, 2013. MacMillan-Finlayson S. Competency development for nurse executives: Meeting the challenge. *J Nurs Adm.* 2010;40(6):254-257. The future of nursing: The institute of medicine (IOM) issues report. *the future of nursing: Leading change, advancing health.* *Prairie Rose.* 2010;79(4):6. Cohen. *Statistical power analysis for the behavioral sciences.* 2nd ed. Hillsdale, NJ: Lawrence Erlbaum Associates; 1998. *Statistical power analysis for the behavioral sciences.*

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE	TIME ALLOTTED	FACULTY/SPEAKER	TEACHING/LEARNING METHOD	EVALUATION/FEEDBACK
Example Critique selected definition of the term, "curriculum"	Example Definitions of "curriculum" Course of study Arrange	Example 20 minutes	Example Name, Credentials	Example Lecture PowerPoint presentation Participant feedback	Example Group discussion: What does cultural training mean to you?

	<p>ments of instructional materials</p> <p>The subject matter that is taught</p> <p>Cultural "training"</p> <p>Planned engagement of learners</p>				
Describe the development and implementation of the professional presentation skills educational workshop.	<p>Background related to student presentation effectiveness</p> <p>Purpose of workshop</p> <p>Expert involvement in curriculum design</p> <p>Details of workshop activities</p>	10 minutes	Debra Fowler, PhD, MBA, RN, CNE	<p>Lecture</p> <p>PowerPoint presentation</p> <p>Participant feedback</p>	Group discussion regarding the professional presentation skills educational workshop.
Analyze the findings related to the evaluator's ratings of the students' presentation	<p>Evaluation methods</p> <p>Evaluator's ratings</p> <p>Student self-ratings</p> <p>Data analysis</p>	5 minutes	Deborah Jones, PhD, RN	<p>Lecture</p> <p>PowerPoint presentation</p> <p>Participant feedback</p>	Group discussion regarding the effectiveness of professional presentation skills educational workshop.

effectiveness and student self-ratings of perceived effectiveness of overall presentation skills.					
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Abstract Text:

Purpose: Expert communication skills are essential for nurse leaders to effectively influence health care delivery at institutional, community, national, and global levels. Communicating a concise message to an audience that results in complete understanding or a change in opinion is essential. Faculty and communication experts developed and implemented an educational strategy designed to promote development of effective professional presentation skills for students in an MSN in Nursing Leadership and Administration program.

Methods: Sixteen students in an MSN in Nursing Leadership and Administration cohort were participants in a 3-session professional presentation skills workshop. Before the workshop, students completed a self-assessment of their perceived presentation skills effectiveness using a tool with a Likert scale ranging from 1, strongly disagree, to 5, strongly agree. During the initial workshop session, students gave a pre-intervention presentation. In the second session, faculty taught strategies, skills, and visual aids necessary to present an effective, efficient, and quality presentation to a professional audience. Participants gave a post-intervention presentation in the third and final workshop session. A team of evaluators, including school of nursing faculty and a communication expert, used a standardized assessment form with a Likert scale ranging from 1, strongly disagree, to 5, strongly agree, to rate each presentation focusing on the introduction, body of the talk, visuals, delivery, conclusion, time management, and overall effectiveness. Following each presentation, evaluators provided immediate verbal critique of the presentation. Students in the classroom, as well as the person presenting, were also invited to participate in the critique. After completing the workshop series, students again completed the self-assessment of their perceived presentation skills effectiveness.

Results: Using a pre-test/post-test design, data from the evaluators were analyzed for changes in each subscale; introduction, body of the talk, visuals, delivery, conclusion, time management, and overall effectiveness. Analysis of evaluator's ratings shows statistically significant ($p < .001$) increases in students' overall presentation effectiveness and for all workshop assessment subscales. Mean scores of student's self-assessment of the overall effectiveness of their presentations prior to the workshop was 3.07 and 3.79 at the conclusion of the curriculum. Analysis of student self-ratings show a statistically significant ($p = .008$) increase in perceived effectiveness of their overall presentation skills. Anecdotal data from graduates of the program have indicated a high level of self-confidence and skill regarding professional presentations in their work settings as well as in conference podium presentations.

Conclusion: The presentation skills workshop has added value to the MSN in Nursing Leadership and Administration curriculum. It has advanced the goal of preparing the next generation of nurse leaders to effect important changes in the health care system. Based on the analysis of the student and faculty outcomes for the first cohort, it is evident this unique educational intervention improved emerging nurse leaders' presentation skills. Based on this success, the workshop has been implemented in subsequent

cohorts. While similar results are anticipated, the workshop is continually evaluated to ensure effectiveness.