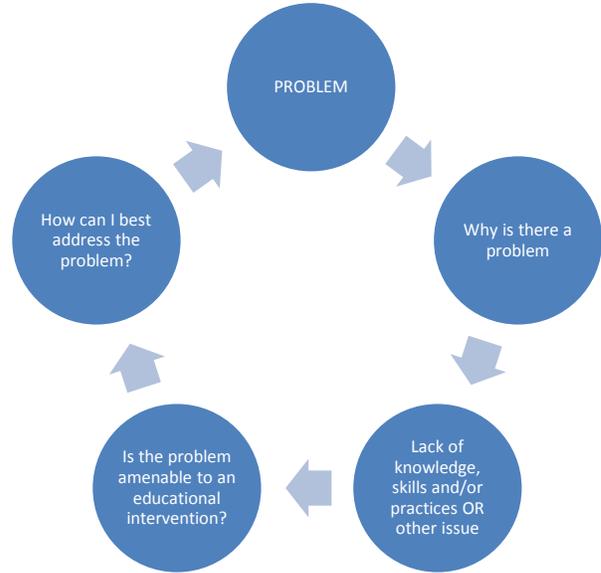


Course Planning Tip Sheet

Gap Analysis

A *Gap Analysis* is similar to a *Needs Assessment*, but it allows for a more standardized process of determining what the gap-in-knowledge (or need) is. It is important to perform a Gap Analysis to justify the necessity for the educational activity and to guide you to select the appropriate teaching and evaluation methods. Ultimately, this is the justification for why you are putting on this activity.



Gap Analysis: The method of identifying the difference between current knowledge, skills, and/or practices and the desired best practice (or the Desired State).

Needs Assessment: The process of collecting and analyzing information that can influence the decision to initiate a new program or revise an existing one.

Professional Practice Gap: The problem in practice or the opportunity for improvement.

Steps to conducting a Gap Analysis: (see page 3 for examples)

Current State	Desired State	Identified Gap	Gap due to knowledge, skill and/or practice	Methods used to Identify Professional Practice Gap
What is currently happening?	What should be happening?	Difference between what is and what should be.	Why do you think the current state exists? What is the underlying or root cause?	What evidence do you have to validate the gap exists?

Course Planning Tip Sheet

The first step in the Gap Analysis is to determine the educational deficit underlying the professional practice gap.

That is either a gap in:

- Knowledge (doesn't know)
- Skill (doesn't know how)
- Practice (does not do in practice)

By addressing the Gap, you will show improvements in:

- Knowledge: the learner has knowledge about the topic/subject
- Skill: the learner is able to apply knowledge and skills in a simulated setting (shows how)
- Practice: the learner translates knowledge and skills into clinical practice (does)

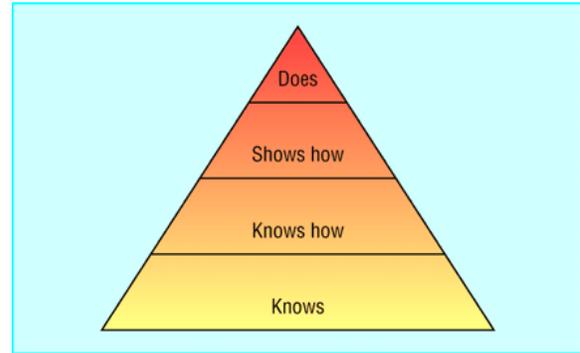


Fig. 2: Miller's Model of Clinical Competence

Identifying the educational deficit helps the Course Coordinator determine the appropriate teaching methods and assessment techniques for the educational activity.

For example:

Gap in Knowledge:

- Sample teaching method: Lecture, readings
- Sample assessment technique: Quizzes, tests

Gap in Skills:

- Sample teaching method: Demonstration, case studies, discussion, role play
- Sample assessment technique: Return demonstration, case presentation, essay questions

Gap in Practice:

- Sample teaching method: Simulation
- Sample assessment technique: Observation in the practice setting

Course Planning Tip Sheet

Gap Analysis Examples

Example 1

Current State	Desired State	Identified Gap	Gap due to knowledge, skill and/or practice	Methods used to Identify Professional Practice Gap
New monitors have been purchased for the ICU.	Nurses know how to set up and use the monitors accurately and safely.	Nurses currently do not know how to use the new monitors.	<p>Knowledge- have not had exposure to new monitor; do not know basic features of monitor system</p> <p>Skill- don't know how to use the new monitor</p> <p>Practice- have not used the new monitor in patient care</p>	The majority of nurses in the ICU have no experience with the new monitors; new technology

Example 2

Current State	Desired State	Identified Gap	Gap due to knowledge, skill and/or practice	Methods used to Identify Professional Practice Gap
Pediatric patients in respiratory distress are placed on a non-rebreather facemask within 5 minutes of presentation to the Emergency Department 100% of the time, but frequently the facemask is not applied correctly.	Pediatric patients in respiratory distress are placed on a non-rebreather facemask <u>applied correctly</u> within 5 minutes of presentation to the Emergency Department 100% of the time.	Frequent inappropriate non-rebreather facemask application for pediatric patients in respiratory distress.	Skill- Lack of skill in correctly applying facemask to pediatric patients in respiratory distress.	Direct observation by Clinical Nurse Specialist; comments from respiratory therapist in ED; comments from ED medical staff

Course Planning Tip Sheet

Example 3

Current State	Desired State	Identified Gap	Gap due to knowledge, skill and/or practice	Methods used to Identify Professional Practice Gap
40% of patients 65 and older in our community health clinic are receiving the pneumococcal vaccine consistent with national guidelines.	100% of patients 65 and older in our community health clinic receive the pneumococcal vaccine consistent with national guidelines.	60% of patients 65 and older in our community health clinic are not receiving the pneumococcal vaccine consistent with national guidelines.	Knowledge – unaware of updated guidelines.	Chart audit of patient files; interviews with nurses; 75% of nurses report they are not familiar with updated national guidelines and therefore were not providing information about the vaccine

Example 4

Current State	Desired State	Identified Gap	Gap due to knowledge, skill and/or practice	Methods used to Identify Professional Practice Gap
Nurses are unfamiliar with the process of scholarly publication.	Nurses are aware with the process of scholarly publication.	Nurses have not been educated about the steps for manuscript development and submission.	Knowledge- nurses do not know the steps for manuscript development and submission. Skill- nurses do not know how to submit a manuscript to a journal for publication.	Needs assessment showed that 70% of nurses reported low levels of knowledge and confidence with writing and publication process; Number of nursing publications are below organizational target.

References:

1. 2015 ANCC Primary Accreditation Provider Application Manual.
2. California Board of Registered Nursing, Title 16.
3. Keating, S. (2011). *Curriculum development and evaluation in nursing*. New York, NY: Springer Publishing Company.