The Gap Analysis Process
and
Curriculum Redesign

Maureen Sroczynski, DNP, RN
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Living the Dream
Moving to Strategic Alliances

Networking  Cooperating  Partnering  Merging  Unifying

Shared Beliefs
Shared Learning
Competency Model Process
Outcome Focused, Individualized by State or Region

Agreement on Competencies

Evaluation and Updating of Competencies

Implementation of Seamless Progression Curriculum Models

Designing New Models by Addressing the Gaps

Diploma, ADN, BSN Nursing Programs & Practice Partners

Gap Analysis Process of Curricula

Evaluation and Updating of Competencies

Agreement on Competencies
Partnerships of Diploma, AD, BS Nursing Programs & Practice Partners

• Practice partners bring insight into current healthcare environment and clinical learning opportunities
• May begin with “coalition of the willing”
Gap Analysis Process

• Technique for determining the steps to be taken in moving from a current state to a desired future state.

• It begins with the present situation ("what is"), (2) cross-lists factors required to achieve the future objectives ("what could be"), and then (3) highlights the "gaps" that exist and need to be filled.

• Diploma, AD, and BS programs assess curriculum against competencies

• Must demonstrate evidence of the competency in curriculum or clinical experiences

• Practice partners may examine orientation programs
Testing the Model
Gap Analysis

Definition
Technique for determining the steps to be taken in moving from a current state to a desired future state.

It begins with (1) listing of characteristic factors (such as attributes, competencies, performance levels) of the present situation ("what is"), (2) cross-lists factors required to achieve the future objectives ("what could be"), and then (3) highlights the gaps that exist and need to be "filled." Also called need-gap analysis, needs analysis, and needs assessment.

Source
Business Dictionary Online
Purpose of the Gap Analysis

- Provides an approach to identify areas for improvement in curriculum needed to fully capture the competencies
- Provides an opportunity for ADN and BSN and clinical partners to share and learn about each others educational process
- Is a mechanism to link curricula in a seamless progression model building on the strengths of each program
Gap Analysis Process

- Involves practice and education partners
- Measures opportunities for students to be exposed to the competencies within curriculum
- Opportunity for practice to examine and align orientation programs
- Quantitative process that requires evidence
## Gap Analysis Process Sample

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Gap Analysis Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment of current status</td>
<td>How many opportunities are currently available for your students to learn the K/A/S by graduation?</td>
</tr>
<tr>
<td>2. Validation of current status</td>
<td>Where are these learning opportunities in your curriculum and how are they taught? Can include course objectives, lecture content, clinical objectives, clinical experiences, written assignments, case studies or other documented evidence and how evaluated</td>
</tr>
<tr>
<td>3. Desired outcomes Nursing Program</td>
<td>How many opportunities do you (the faculty) believe should be available for your students to learn the K/A/S by graduation</td>
</tr>
<tr>
<td>4. Desired Outcome Practice Partner(s)</td>
<td>How many opportunities does your practice partner believe should be available for your students to learn the K/A/S by graduation?</td>
</tr>
<tr>
<td>5. GAP between Desired Outcomes and Current Status</td>
<td></td>
</tr>
<tr>
<td>6. GAP between Practice Partners Desired outcomes and Nursing Program Desired Outcomes</td>
<td></td>
</tr>
</tbody>
</table>
Framework for the Discussions

- Partners in the Gap Analysis Process
  - Was there a lead school?
  - Do you work together or separately?
  - Who are the practice partner or partners involved?

- Managing the process
  - How do you use the tools to look at the curriculum?
  - Who should be involved at your school or schools?
  - What will the practice partners do

- Results
  - Knowledge, attitudes and skill scores
  - Areas where there were the greatest gaps
  - How do you use the information to link curriculum or develop new models
• May be designed at undergraduate level or within RN to BSN programs
• May involve dual or co-admission
• May involve assessment and/or alignment of prerequisites, general education requirements and credit transfer issues which will necessitate involvement of school administration
• What will clinical partners contribute?
Implementation of Seamless Progression Curriculum Models

• Competency based models provide seamless progression models
• Competency based models can also serve as foundation for shared or common curriculum models
• Some models based on 1 plus 2 plus 1 approach
• Some states have begun with a cohort approach that can be expanded within a system or across the state or region
Practice needs be involved early in the review and development of new curriculum models.

Diploma, AD and BS programs all have gaps in reviewing current competency models.

Divergence and convergence are part of the process.

Similar gaps in curriculum across states in both ADN and BSN programs:
  - System Based practice
  - Informatics
  - Quality Improvement
  - Evidenced based practice
  - Communication
  - Leadership
Managing Complex Change

Vision + Skills + Incentives + Resources + Action Plan = CHANGE

Skills + Incentives + Resources + Action Plan = CONFUSION

Vision + + Incentives + Resources + Action Plan = ANXIETY
Managing Complex Change

Vision + Skills + Incentives + Resources + Action Plan = CHANGE

Vision + Skills + X + Resources + Action Plan = GRADUAL CHANGE

Vision + Skills + Incentives + X + Action Plan = FRUSTRATION

Vision + Skills + Incentives + Resources + X = FALSE STARTS
Something in the differences teaches us the similarities

The Common Ground in our thinking
Grooves in Our Thinking

- Think of a color?
- Think of a piece of furniture?
- Think of a flower?
A Framework for Our Journey

If you want to go quickly, go alone
If you want to go far, go together

African proverb
The journey of one thousand miles begins with one step.
We have begun the journey and we all travel it together.
Appendix F
Interpersonal Collaboration as a Cycle of Inquiry
The "DDAE"

Next Steps

- Begin with the end in mind-How to build seamless progression models
- Work closely with your practice partners across the continuum of care
- Dream, Design and Deliver
- Start by building the work you have done
- Let your questions guide your work
- Shamelessly and build on the work of others
- Connect with others who are further into the journey
Creativity and Connections: Building the Framework for the Future of Nursing Education and Practice in Ohio

Strengthening relationships and building bridges to the future
“Tashi deley”
I honor the greatness in you!