Needs Assessment and Identifying a Gap in Knowledge, Skills and/or Practices

Innovate. Involve. Inspire.

Needs Assessment and Identifying a Gap

Needs assessment:

• Systematic process of gathering data

• “Gap analysis”

• Pre-planning stages of an activity

• Establishes the “need” for the educational activity
Needs Assessment and Identifying a Gap

Current State  →  GAP  →  Desired State

NEEDS ASSESSMENT (identifying a gap)

• May be an iterative process

PROBLEM

- How can I best address the problem?
- Why is there a problem?
- Is the problem amenable to an educational intervention?
- Lack of knowledge, skills and/or practices OR other issue
Methods of conducting a needs assessment (collecting data):

- Survey stakeholders (representative of target audience, subject matter experts)
- Solicit input from stakeholders
- Collect Quality Improvement/Performance Improvement data
- Collect summative evaluation data from previous activities
- Research trends in literature, law, healthcare

Findings from conducting a needs assessment:

- Analyze survey data
- Evaluate input from stakeholders
- Analyze QI/PI data
- Analyze summative evaluation data from previous activity
- Analyze trends in literature, law or healthcare

What do the data suggest? What seems to be the underlying reason for the problem (gap)?
Educational Design Process

• Using data to identify/validate a gap:
  • Gap is the difference between the current state of “what is” and the desirable or achievable state “what should be or desired”
    ➢ Gap due to knowledge – doesn’t know
    ➢ Gap due to skills – doesn’t know how
    ➢ Gap due to practices – not able to show or do in practice

Educational Design Process

Miller’s Model of Clinical Competence

Knows: learner has knowledge about the topic/subject

Knows how: learner is capable of applying the knowledge

Shows how/does: learner is able to apply knowledge and skills in a simulated setting (shows how) or the practice environment (does)
Educational Design Process

- Assess knowledge (knows):
  - Simple knowledge tests (multiple choice or similar)
- Assess skill (knows how):  
  - Case studies/extended matching multiple choice
  - Case presentations
  - Essay questions
- Assess practice (shows/does):
  - Simulation (Objective Structured Clinical Examination)
  - Observation in the practice setting

Gap analysis worksheet

<table>
<thead>
<tr>
<th>Desired State</th>
<th>Current State</th>
<th>Identified Gap</th>
<th>Gap due to Knowledge, Skills or Practice</th>
<th>Purpose</th>
<th>Outcome Measure</th>
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### Let's practice

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<tr>
<td>Registered nurse compliance with the Virginia Nurse Practice Act 2012</td>
<td>Registered nurse compliance with the Virginia Nurse Practice Act 2010</td>
<td>Registered nurses may be out of compliance with new 2012 requirements if unaware of new requirements</td>
<td>Lack of knowledge related to new requirements in Virginia Nurse Practice Act 2012</td>
<td>Registered nurses will comply with requirements in the Virginia Nurse Practice Act 2012</td>
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### Let's practice

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<td>Pediatric patients in respiratory distress are placed on a non-rebreather facemask support that is applied appropriately within 5 minutes of presentation to the Emergency Department 100% of the time</td>
<td>Pediatric patients in respiratory distress are placed on a non-rebreather facemask support within 5 minutes of presentation to the Emergency Department 100% of the time, but frequently the facemask is not applied appropriately</td>
<td>Skill in applying non-rebreather facemask support for pediatric patients in respiratory distress</td>
<td>Lack of skill in applying a non-rebreather facemask support for pediatric patients in respiratory distress</td>
<td>Registered nurses in the emergency department will apply a non-rebreather facemask support correctly to all pediatric patients in respiratory distress</td>
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Successful return demonstration of application of a non-rebreather facemask for pediatric patients in respiratory distress; participants must correctly assess the signs/symptoms of respiratory distress and apply the non-rebreather facemask correctly.
Let’s practice

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<td>100% of patients discharged from the hospital will have discharge instructions provided by a registered nurse</td>
<td>70% of patients discharged from the hospital have discharge instructions provided by a registered nurse</td>
<td>30% of patients discharged from the hospital do not have discharge instructions provided by a registered nurse</td>
<td>Gap may be due to (planning committee should assess): Knowledge – Registered nurses do not know that they are responsible for discharge instructions? Skills – Registered nurses do not know how to deliver discharge instructions? Practices – Registered nurses are not delivering discharge instructions to all patients (why)</td>
<td>Ensure that all patients are given discharge instructions by a registered nurse</td>
<td>Number of patients given discharge instructions by a registered nurse/number of all patients discharged from the surgical floor during the first week in April (by chart audit)</td>
</tr>
</tbody>
</table>

Other examples

- Nurse Educators
  - Knowledge
    - Components of high quality evidence
  - Skill
    - How to evaluate evidence
  - Practice
    - Using/applying evidence in practice
Other examples

- Nurse Administrators
  - Knowledge
    - Components of a business case proposal
  - Skill
    - How to calculate return on investment
  - Practice
    - Creating, tracking and revising a budget

GET STARTED!