



FUTURE OF NURSING™

Campaign for Action

AT THE CENTER TO CHAMPION NURSING IN AMERICA

The Gap Analysis Process

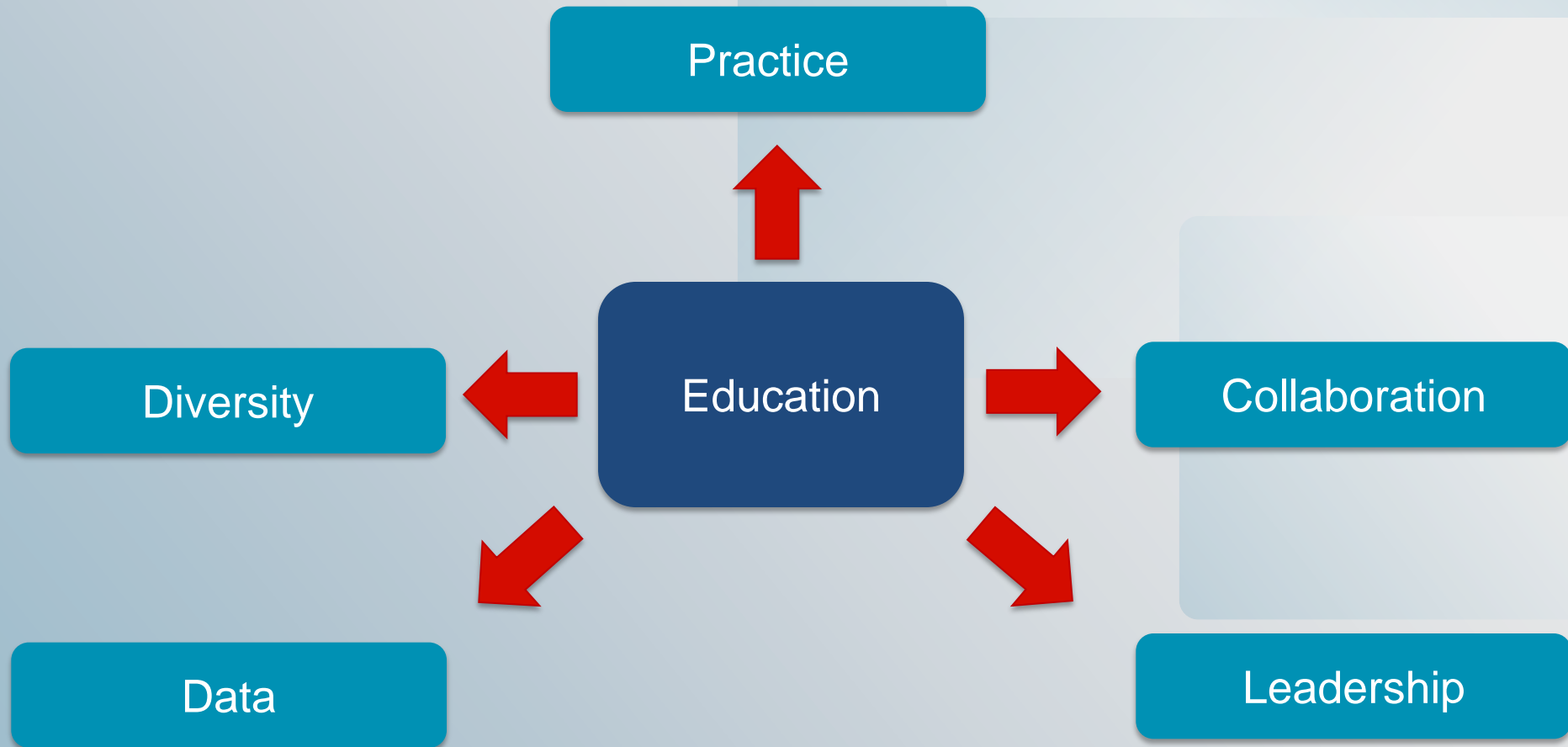
A major component of the Competency Model



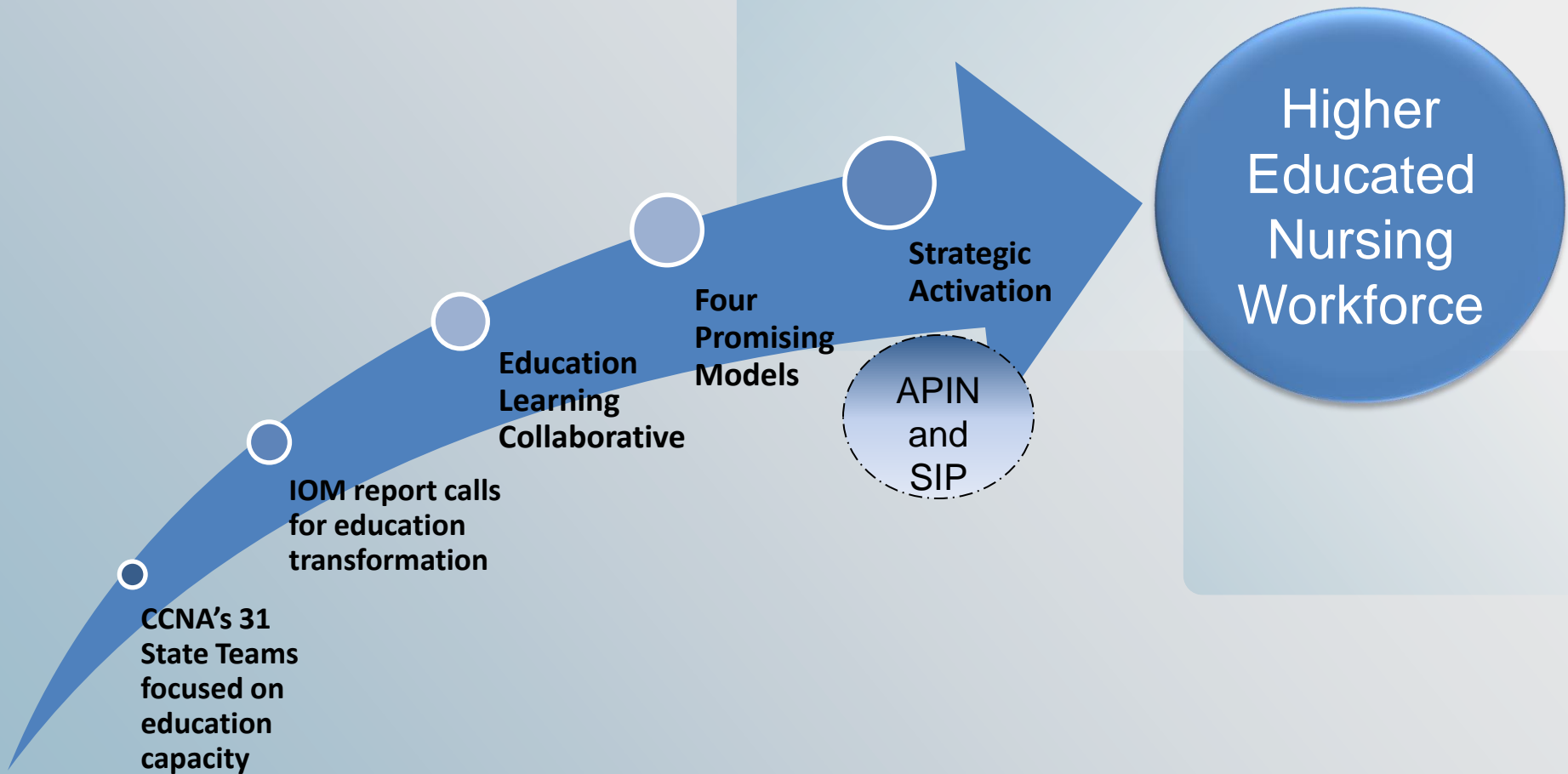
Mary Sue Gorski, RN, PhD
Consultant, Center to Champion
Nursing in America



Need Education for Campaign to Succeed!



Advancing Education Transformation at CCNA



Learning Collaborative



Four models emerged as most successful....

- RN to BSN awarded by the community college
- Shared state or regional curriculum
- RN to MSN
- Competency-based state or regional programs



The Gap Analysis Process

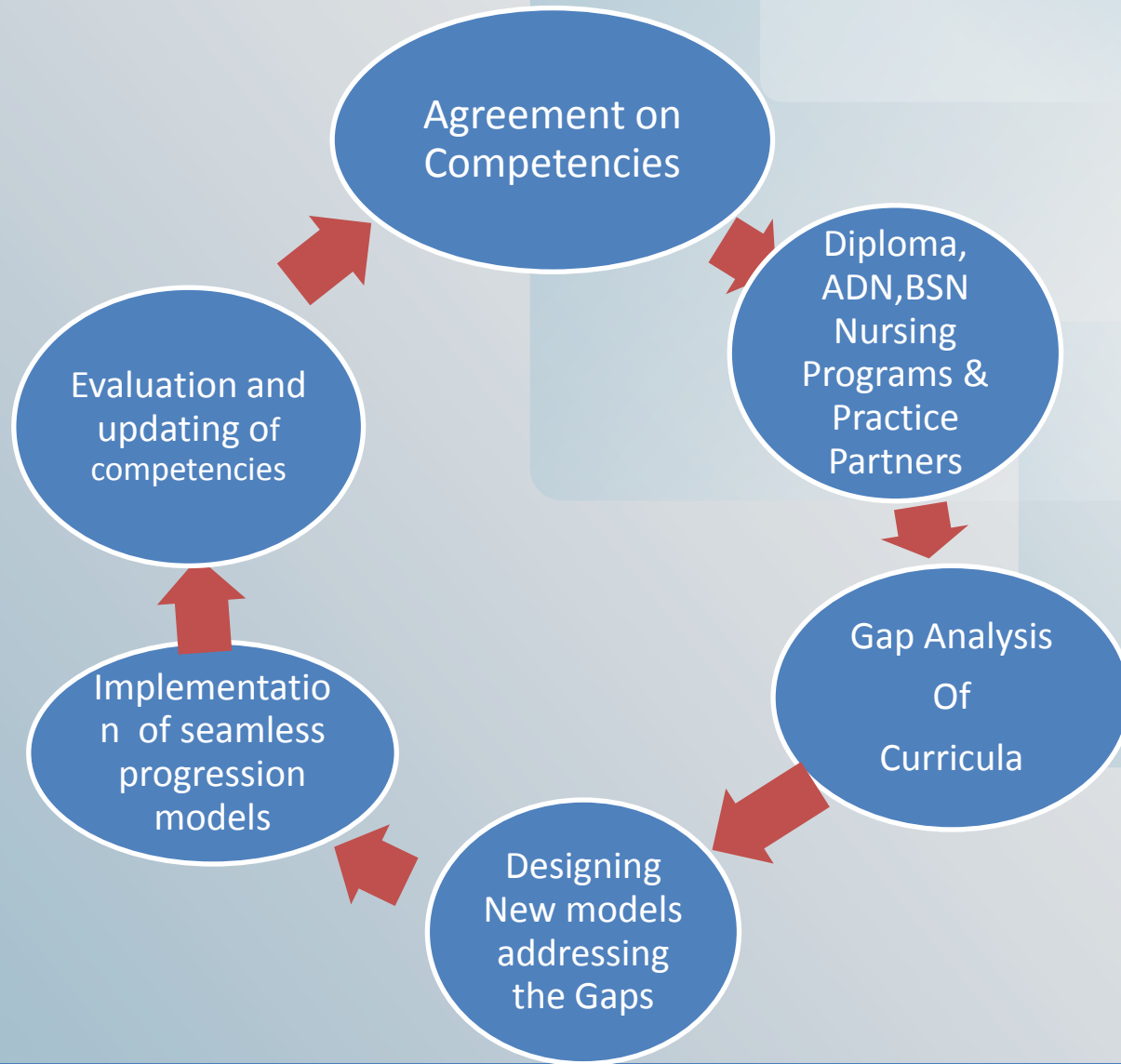


Dr. Maureen Sroczynski,
President/CEO Farley Associates, Inc



Competency Model Process

Outcome Focused, Individualized by State or Region



Competency Model Process



Gap Analysis Process



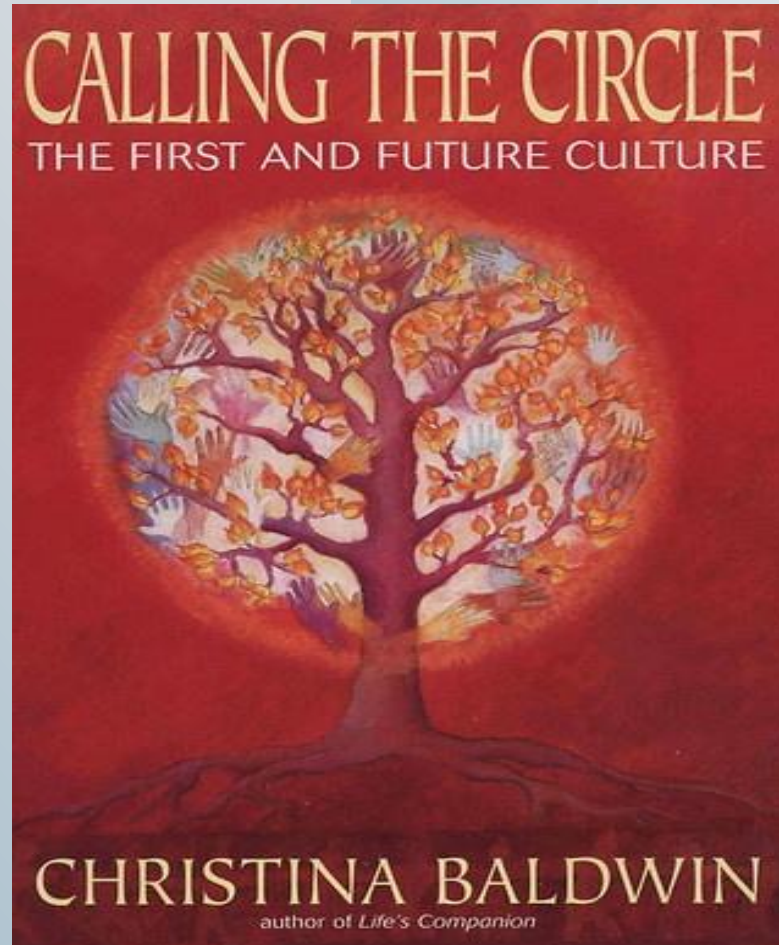
- Technique for determining the steps to be taken in moving from a current state to a desired future state.
- It begins with the present situation (“what is”), (2) cross-lists factors required to achieve the future objectives (“what could be”), and then (3) highlights the ‘gaps’ that exist and need to 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

Purpose of the Gap Analysis



- Provides an approach to identify areas for improvement in curriculum needed to fully capture the identified competencies. (NOF) 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

Ways of Being Together



Practices of Circle



- Listen with attention
- Speak with intention
- Contribute to the well-being of the group
- Everyone should feel listened to, respected and valued



Gap Analysis



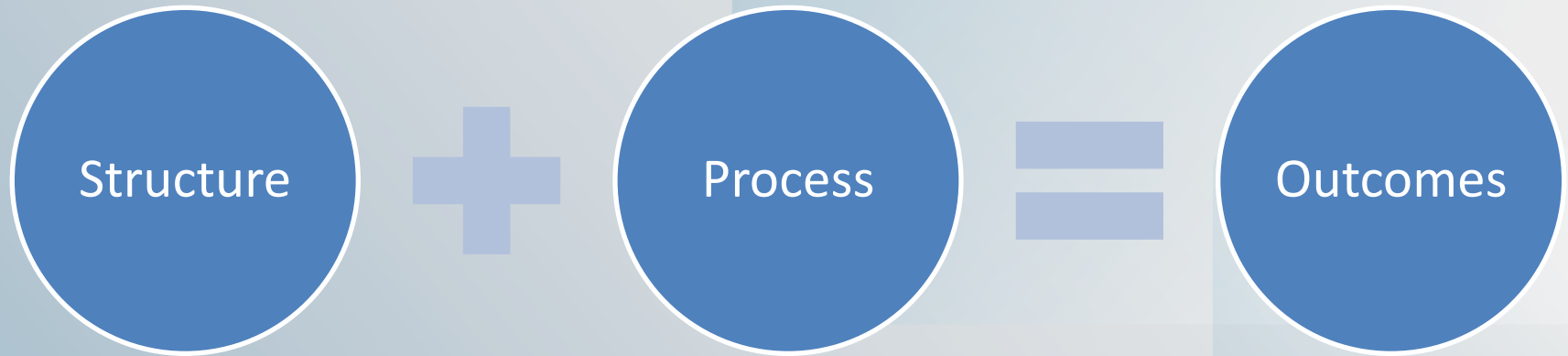
Definition

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

The Strategic Planning Methodology



Donabedian

Structure and Process Elements



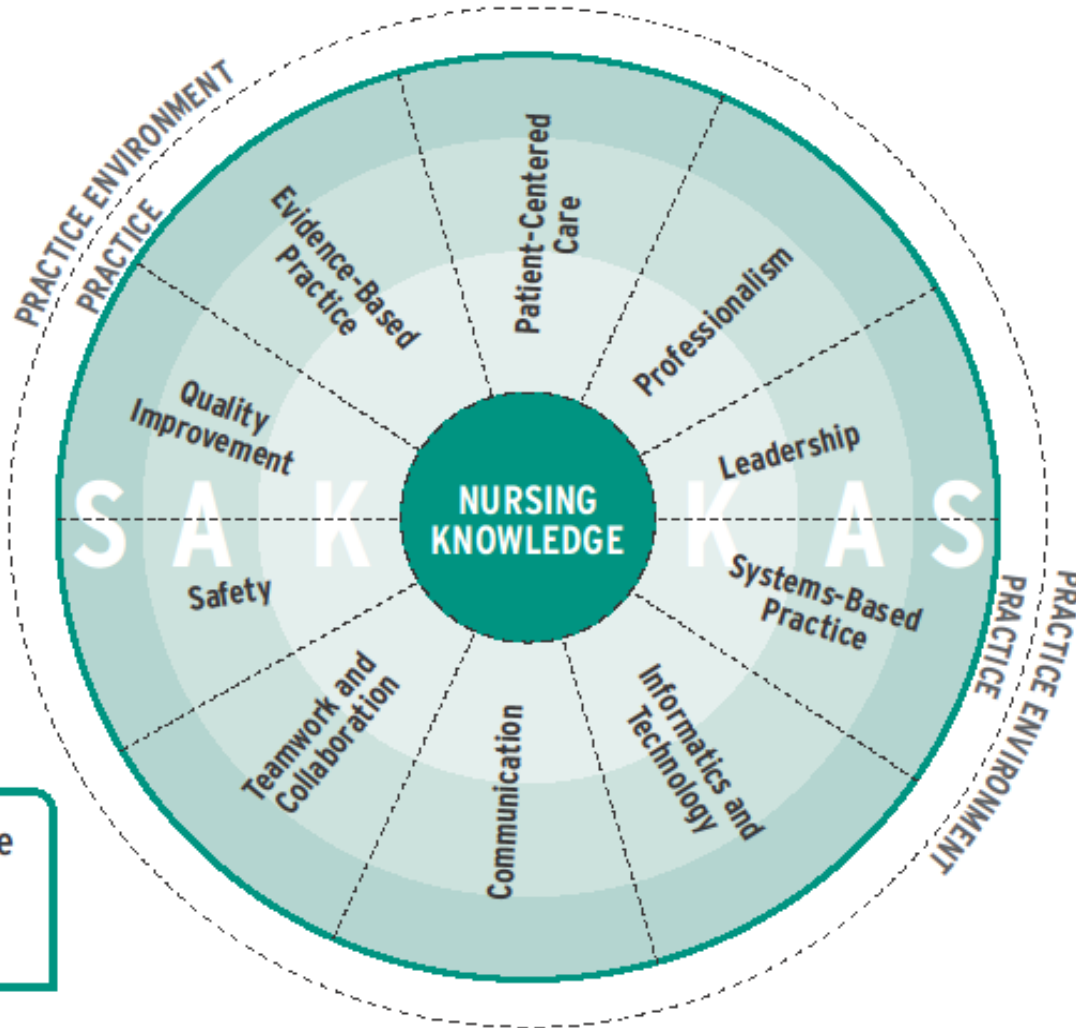
- Partners in the Gap Analysis Process
 - Was there a lead school?
 - Do you work together or separately?
 - Who are the practice partner or partners involved?
- Managing the process
 - How do you use the tools to look at the curriculum
 - Who should be involved at your school or schools?
- Results
 - 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

Gap Analysis Process Sample



Competencies	Gap Analysis Process
1. Assessment of current status	How many opportunities are currently available for your students to learn the K/A/S by graduation?
2. Validation of current status	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
3. Desired outcomes Nursing Program	How many opportunities do you (the faculty) believe should be available for your students to learn the K/A/S by graduation
4. Desired Outcome Practice Partner(s)	How many opportunities does your practice partner believe should be available for your students to learn the K/A/S by graduation?
5. GAP between Desired Outcomes and Current Status	
6. GAP between Practice Partners Desired outcomes and Nursing Program Desired Outcomes	

MASSACHUSETTS DEPARTMENT OF HIGHER EDUCATION
Nurse of the Future Nursing Core Competencies[®]
The Art and Science of Nursing



Assessing the Competencies



- Course Objectives
- Lecture Content
- Clinical Objectives
- Clinical Assignments
- Written Assignments
- Case Studies
- Other teaching/learning opportunities

Some State Examples



- LeMoyne College and St. Joseph's College
- The City University of New York
- Maine: Added additional competency to MA Nurse of the Future Competencies
- Alabama, Arizona, Colorado and Maryland beginning the process

Some State Examples



- Mississippi Partnerships
- New Jersey Partnerships
- Springfield Technical Community College/University of Massachusetts, Amherst
- Franklin Pierce University/Manchester Community College
- St. Anslem College/Nashua Community College and other community colleges

Mississippi Process



- Eleven Nursing Programs
- All conducted Gap Analysis of Leadership Competency
- Two Tracks for using competencies
 - Align ADN curriculum- prerequisites/Gen. Ed
 - Partnerships of ADN/BSN/Practice partners to design seamless progression model
- Prioritizing competencies to do Gap Analysis

New Jersey Process



- Started with 3 partnerships of ADN and BSN programs and practice partners
- Includes acute, home care and long term care practice partners
- Moving through one competency at a time
- One partnership added additional column to Gap Analysis process to identify practice partners contributions



STCC Associate Degree in Nursing – UMass Amherst RN-BS Online Nursing Degree

1 + 2 + 1 program Program of Study

STCC: Pre-Associate Degree	STCC: Associate Degree – Year One	STCC: Associate Degree – Year Two	UMASS: RN-BS Online Degree
FALL: PSYC 100 Gen Psych (3) (SB) CHEM 101 Survey Chem (4) (PS) CHEM 101 Survey Chem Lab General Education course (3) * General Education course (3) * Elective course (3) ** <p style="text-align: right;">16</p>	FALL: NURS 102 Nursing 1 (8) NURS 104 Nursing Seminar (1) PSYC 400 Normal/Abnormal (3) # ENGL 100 English Comp 1 (3) (CW) BIOL 132 Anatomy & Physiology 1 (4) (BS) # BIOL 132 Anatomy & Physiology 1 Lab <p style="text-align: right;">19</p>	FALL: NURS 302 Nursing 3 (9) BIOL 121 Microbiology (4) (BS) # BIOL 121 Microbiology Lab SOCL 100 Sociology (3) (SBU) <p style="text-align: right;">16</p>	FALL: N397A Writing in Nursing (3) N312 Cultural Diversity in Health and Illness (3) N XXX Community Health Nursing Theory and Intervention (Gerontology focus) (4) <p style="text-align: right;">10</p>
			WINTER: N 290 Introduction to Healthcare Informatics (3) <p style="text-align: right;">3</p>
SPRING: BIOL 142 Nutrition (3) (BS) # STAT 142 Statistics (3) (R1/R2) # Elective course (3) ** Elective course (3) ** Elective course (3) ** <p style="text-align: right;">15</p>	SPRING: NURS 202 Nursing 2 (9) BIOL 232 Anatomy & Physiology 2 (4) (BS) # BIOL 232 Anatomy & Physiology 2 Lab PSYC 325 Lifespan (3) (SB) NURS XXX Pharmacology (3) <p style="text-align: right;">19</p>	SPRING: NURS 402 Nursing 4 (9) NURS 404 Nursing Seminar (1) ENGL 200 English Comp 2 (3) (AL) Elective course (3) ** <p style="text-align: right;">16</p>	SPRING: N420 Intro to Research in Nursing (3) N438 Professional Role (3) N XXX Family Nursing Across the Lifespan (includes genetics, assessment) 4) <p style="text-align: right;">10</p>
		NCLEX Licensure	
		SUMMER DEU / Immersion experience (3) N315 Health & Physical Assessment (3) NXXX Elders Theory Prep Course (1) <p style="text-align: right;">7</p>	
31	38	39	23

Key:

Total STCC credits – 70

Total UMASS credits – 61

Total credits – 131

The STCC/UMass Model



- Gap Analysis of both Community college and University curricula
- All community college prerequisites aligned with University
 - Total STCC credits – 70
 - Total UMASS credits – 61
 - Total credits – 131
 - Generic BSN UMass credits- 120
- NCLEX pass meets University residency requirement
- Cost Difference
 - Traditional 4 year UMA BS program- \$52,608
 - Seamless AD-BS Curriculum- \$27,432
 - Savings \$25,176



Franklin Pierce/Manchester Community College/Elliot Health System



- Dual Admission Model
- MCC credits automatically transfer to FPU
- Begin FPU credits towards BSN in Year 3 at MCC
- 192 hour preceptorship at Elliot Health system to finish ADN



- Integrated competencies into both generic and RN to BSN curriculum
- Started with one community college now extending to other community colleges

Learning From the Redesign Process



The Gap Analysis process is time intensive/outcome focused process

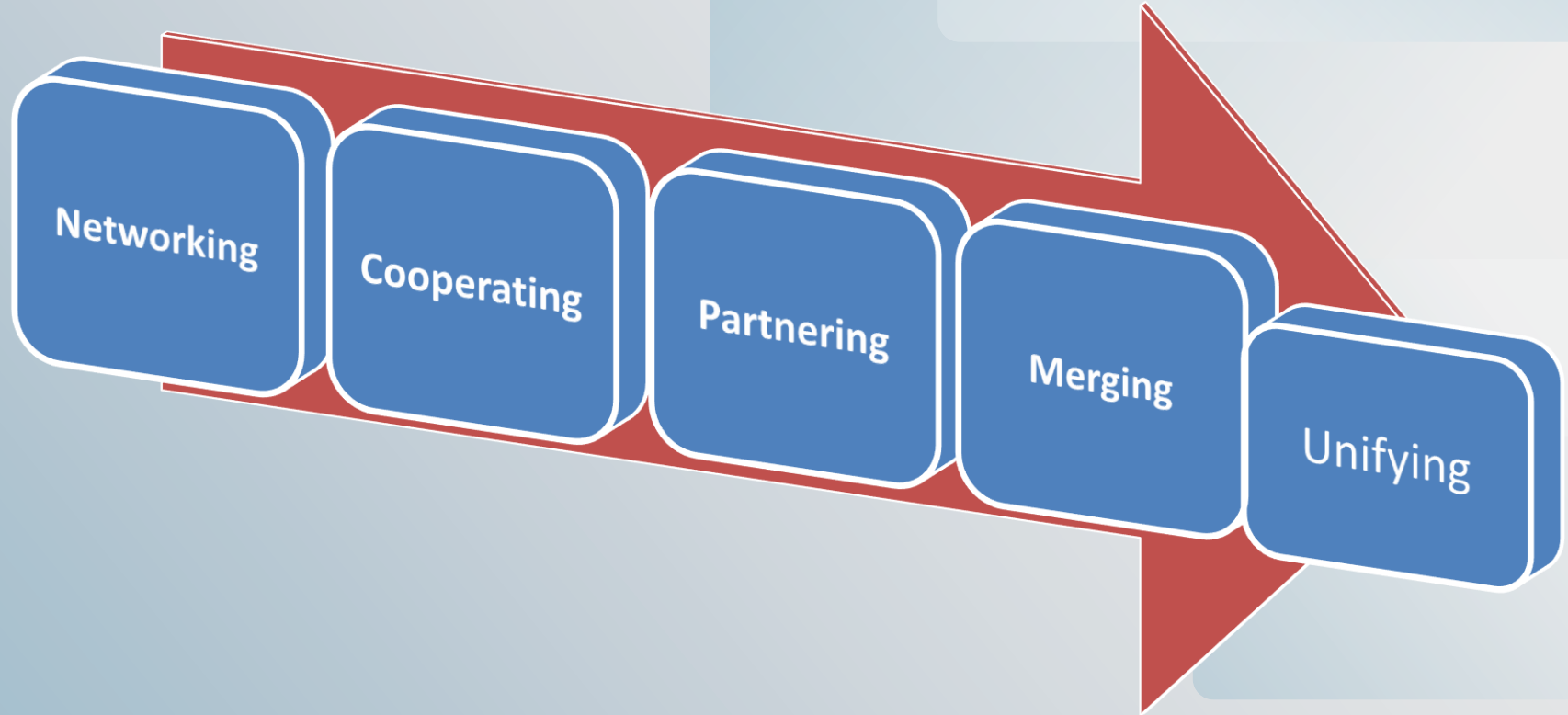
- Similar gaps in curriculum across states in both ADN and BSN programs
 - System Based practice
 - Informatics
 - Quality Improvement
 - Evidenced based practice
 - Communication
 - Leadership
- Practice needs to be involved early in the education process
- There is tremendous energy in collaboration and the dialogue that occurs between education and practice in the process

Questions to Continue the Dialogue



- Where do you want to begin?
- Who will be the partners?
- How will you use the Gap Analysis?

Living the Dream Moving to Strategic Alliances



Shared Beliefs
Shared Learning

Interpersonal Collaboration as a Cycle of Inquiry The “DDAE”



Gajda, R. & Koliba, C. (2007). Evaluating the Imperative of Interorganizational Collaboration. *American Journal of Evaluation*, (28)1,26-44

Managing Complex Change

Source: American Productivity and Quality Center, 1993

Vision	Skills	Incentives	Resources	Action Plan	= Change
X	Skills	Incentives	Resources	Action Plan	= Confusion
Vision	X	Incentives	Resources	Action Plan	= Anxiety
Vision	Skills	X	Resources	Action Plan	= Gradual Change
Vision	Skills	Incentives	X	Action Plan	= Frustration
Vision	Skills	Incentives	Resources	X	= False Starts

A Framework for The Journey



If you want to go quickly, go alone

If you want to go far, go together

African proverb



Education Transformation



- We are all focused on the same goal: Increasing the supply of BSN and doctorally prepared nurses
- Each state is moving at its own pace
- CCNA wants to provide support as states continue progress toward education transformation

“This is a marathon, not a sprint”



CCNA Nurse Expert



For more information on the Competency Model
contact:

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Campaign Resources



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