Skill Gap Analysis in Nursing

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ABSTRACT

Nursing jobs are increasing at an accelerated rate. Career Builder's investigation of the labor market displays the number of nursing jobs grew 6 percent from 2012 to 2016 to 3.5 million and is probable to grow additional 7 percent from 3.6 million in 2017 to 3.9 million in 2021. A skill gap analysis is a used to determine whether employees can accomplish their assigned tasks accurately and without difficulty. During a skill gap analysis, we identify the various skills that an employee needs to fulfill his duties. To remain competitive, nursing profession typically need to maintain a skilled work force. A good skill gap analysis requires a multi-step approach to recognize training requirements and propose solutions. Evolving a skill gap analysis characteristically includes defining the services and data essential to entire a task and then connecting a person's present equivalent to that condition. After finding the gap between the two, management can work with personnel to create a plan to remedy the situation. According to the American Society for Training and Development, the unique explanations of skills gaps characteristically comprise varying jobs and absence of education and training.

Keywords: Research, countries, theory

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INTRODUCTION

Research in numerous countries offers reliable sign of the reality of a theory - practice gap in nursing. Clear disparities have been demonstrated between the best practice ideals and values that are taught and those actually encountered in everyday practice [1]. Gap Analysis associates our current situation with the future state that we need to accomplish. By conducting a Gap Analysis, we can identify what we need to do to "bridge the gap" and to analyze your progress, but it is most useful at the beginning [2].

Definition

A gap analysis can be well-defined as the purpose of the difference between present information/performs (what we are doing) and present Evidence Based Practices (what we should be doing) [3]. Gaps can occur in knowledge, skills or practice [4].
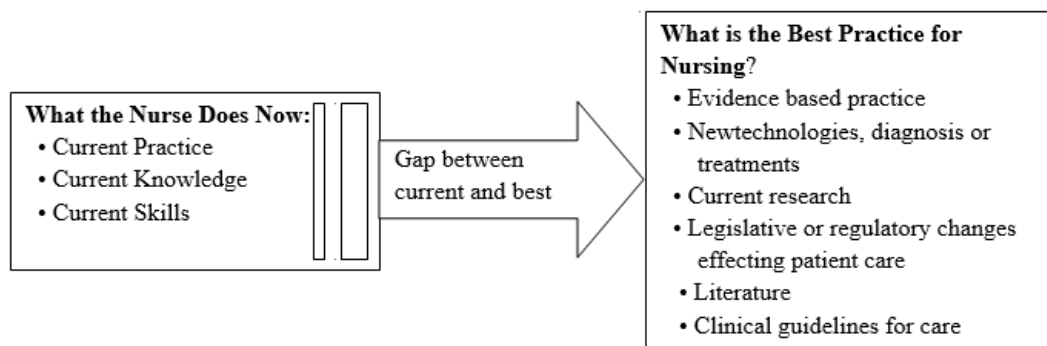

Need of Skill Gap Analysis

- Currently in India integration of nursing faculty in clinical area is seldom practiced.
- The nursing schools are separated from the hospital and a myth that faculty members are no more practicing nurses [5].
- On the other side hospitals want to get all the accreditation like JCI, NABH, etc. but not equipping the nursing service with graduate, post graduate nurses [6].
- On the other hand, colleges of nursing are particular about increasing the admission not about the student's clinical learning. And failed to utilize clinical experts [7].
- The feedback from students reveals that they don't practice what they learned in the lab. They expressed that they experience confusion.

Steps to Performing a Gap Analysis

Knowledge, skill, practice (KSP) is the important domain in the nursing profession as these three areas are interrelated [8]. Assessing the skill without considering knowledge and practice and vice versa will not provide a valid assessment [9].
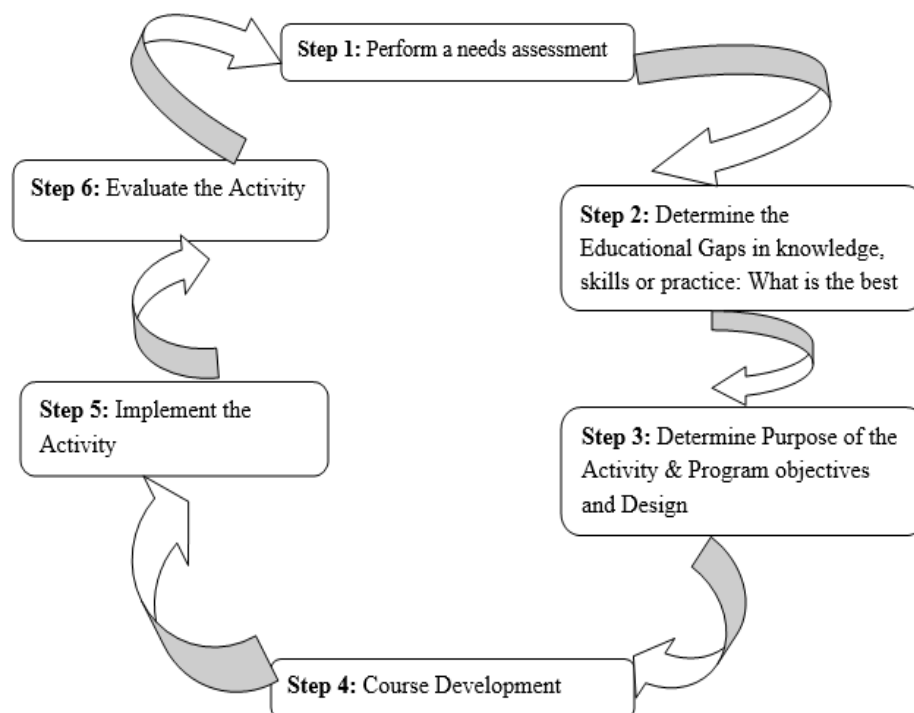
Need Assessments

The process of collecting and analyzing information that can influence the decision to initiate a new program or revise an existing one [10]. Methods that are frequently used for determining a needs assessment include the following:

- Membership learning needs survey
- Patient care requirements
- Request from sample of potential audience (focus groups) [11]
- Changes in legislation or reimbursement
- Review of current professional literature
- Evaluation from prior learning activity
- Recent trends in patient population
- Annual event
- Others including: QI data, morbidity and mortality data, new methods of diagnosis or treatment, new technologies [12].

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 (does not know)
- Skill (does not 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) [13]
- Practice: the leaner translates knowledge and skills into clinical practice (does)

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

Gap analysis examples				
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	*Knowledge – have not had exposure to new monitor; do not know basic features of monitor system *Skill – do not know how to use the new monitor *Practice – have not used the new monitor in patient care	The majority of nurses in the ICU have no experience with the new monitors; new technology
Pediatric patients in respiratory distress are placed on a nonrebreather 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 nonrebreather facemask applied correctly 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
40% of patients 65 and older in our	100% of patients 65 and older in our	60% of patients 65 and older in our	Knowledge – unaware of	Chart audit of patient files; interviews with

community health clinic are receiving the pneumococcal vaccine consistent with national guidelines	community health clinic receive the pneumococcal vaccine consistent with national guidelines	community health clinic are not receiving the pneumococcal vaccine consistent with national guidelines	updated guidelines	nurses; 75% of nurses report they are not familiar with updated national guidelines and therefore were not providing information about the vaccine
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

CONCLUSION

Rapid change and increased complexity of health care environments demands that health care professionals are adequately prepared to provide high quality, safe care. Research findings from the gap analysis suggest significant strengths in numerous competency domains, deficiencies in knowledge and skill competency domains. Gap analysis provides valuable data to improve quality nursing care. Opportunities for competency development to be identified, and strategies to be created jointly with the practice partner, thereby enhancing relevant knowledge, attitudes, and skills nurses need for clinical practice currently and in the future.

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