Children's Hospital Boston

Mentoring Staff in the Development of Evidence Based Practice (EBP) Projects on a Transplant Unit

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EBP Curriculum

- Introduction to EBP
- Literature Search and Review
- PICO,Collect and Appraise Evidence
- Identify Stakeholders, Barriers, and Limitations
- Dissemination Plan

Knowles Andragogy Theory of Adult Learning

On a pediatric transplant unit, does the use of reverse precautions, versus standard precautions, reduce the risk of transmissible infections?

→ The elimination of reverse precautions for transplant patients.

In pediatric transplant patients, how do dietary restrictions, compared to no restrictions, affect rates of food borne illness in transplant recipients?

→ The decision by transplant dieticians to use the same family education sheet for food safety throughout all transplant programs.

On a pediatric transplant unit, does the use of a primary nurse model, compared to a continuity of care model, provide better patient/family and staff satisfaction?

→ The adoption of a continuity care model, replacing the primary nursing model on the transplant unit

- **The need to know**

  Adults need to know why they are learning something, before they commit to learning

  - Identified interests leading to EBP projects

- **Learner self-concept**

  Adults are self directed in their learning

  - Mutually planned & coordinated meetings

- **Role of learners' experience**

  Adult learners have a variety of experiences that should be incorporated

  - Incorporate expert opinion from nursing experience

- **Readiness to learn**
- Learning situation should be organized around the learner's readiness to learn

  -Nurses volunteered participate in EBP projects

- **Orientation to learning**

  Adults must understand the benefits of learning for themselves

  - Projects were chosen that impacted their role as bedside nurse