Identified Problem
The transition and retention of graduate nurses and nurses from other backgrounds into a position of administering safe care to pediatric critical care patients continues to be a challenge. Utilizing the Nationally recognized elearning program from the American Association of Critical Care Nurses, Essentials of Pediatric Critical Care Orientation (EPCCO) and expert lectures, simulation, gaming, discussion board, and hands-on psychomotor component, a successful balance of instructional methods was achieved.

Problem
1. Decreased retention of Pediatric Intensive Care Nurses
2. Concern for patient safety issues (Infections, Medication Errors, Pressure Ulcers)
3. Lack of Critical Reasoning Skills

Sample Population
Pilot Group = Pediatric Critical Care Interns
4 graduate nurses
1 experienced RN requiring additional education support to strengthen the transference of knowledge and skills.

Methods
The Critical Care Interns enrolled into EPCCO’s 12 week, computer-based, elearning program. AACN’s EPCCO is combined with a blend of multiple methodologies from lecture, interactive case studies, simulations, gaming, and discussion board involvement. The interns are matched with expert clinical preceptors. The goal for the preceptor is to facilitate opportunities for experiential learning to identify clinical experiences to practice and/or validate skills. Observation during clinical allows knowledge and performance gaps to be identified. Appropriate interventions to support desired outcomes can be discussed to close the learning gap.

Performance Improvement Outcomes
Assessment of knowledge gained upon completion of the program is determined by:
1. Comparing Pre and Post BKAT scores of nurses who participated in the Essentials of Critical Care Orientation 2.0© (ECCO) to nurses participating with EPCCO.
2. Identify unit-specific indicators for Performance Improvement.
3. Identify PICU Retention Rate

Future Nursing Implications
1. Continue to target workshops based upon unit indicators for Performance Improvement.
2. Modify curriculum to address the needs of the learner.
3. Implement a 6-month Post Orientation Assessment for continued monitoring of learner performance improvement outcomes.

Comparison

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PICU Retention Rate

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Indicators for Performance Improvement

- Catheter Related UTI
- Central Line Infections
- Pressure Ulcers

**PICU Retention Rate**

- 2007: 3%
- 2008: 7.84%
- 2009: 10.32%
- 2010: 17.85%