PEPA Program of Experience in the Palliative Approach

PEPA Indigenous Program of Experience in the Palliative Approach

Reverse PEPA Host Site - Learning Needs Analysis

Step 1: Review Learning Outcomes

The stated learning outcomes for a Reverse PEPA Placement are listed here.

On completion of the placement, you will be able to:
- *Demonstrate an enhanced understanding of the application of the principles of palliative care in the clinical setting*
- *Identify the needs of individuals with a life-limiting illness and their family / carers, including care preferences, spiritual requirements and bereavement expression*
- *Appreciate the benefits of timely and appropriate access to palliative care services*
- *Identify the role of your profession / work role in managing issues faced by individuals with a life-limiting illness*
- *Demonstrate an enhanced understanding of culturally-responsive palliative care provision*
- *Identify services and resources to support individuals with a life-limiting illness and their families*
- *Recognise your own knowledge base and scope of practice regarding palliative care provision*
- *Identify personal coping and self-care strategies to effectively manage the issues related to working in this field.*

Step 2: Identify Learner Needs

Ask Reverse PEPA Participants to rate the following statements on a scale of 1-10 (with 1 being 'not confident at all' and 10 being 'completely confident'): [Form template available for use with MS Forms]
- I understand the principles of the palliative approach to care
- I can identify the needs of people in my care who have a life-limiting illness
- I can identify the interventions required by people in my care who have a life-limiting illness
- I can implement interventions required for people who have a life-limiting illness
- I can discuss end-of-life issues, including advance care planning, with people affected by life-limiting illness
- I can apply principles of culturally-responsive care when caring for people affected by life-limiting illness
- I can assess the ongoing needs of people affected by a life-limiting illness
- I can provide care for a person who is dying
- I understand the role of my profession / work role in supporting people affected by life-limiting illness
- I can identify self-care strategies to effectively manage the stress associated with caring for people affected by life-limiting illness.

Step 3: Identify Organisational Priorities

Reverse PEPA Host Site Manager / Team Leader to consider the following questions as a way of identifying organisational priorities. It can be helpful to also ask other senior staff, visiting GPs and/or specialist medical staff, consumer representatives, and other members of the healthcare team for their responses to these questions.

1. What have you observed about the way we care for people affected by life-limiting illness? What are the strengths and what could be improved?
2. What 'pain points' (eg, errors, complaints, problems) exist in our organisation in relation to the care of people affected by life-limiting illness?
3. What prior training or experience have staff in our organisation had in relation to caring for people affected by life-limiting illness?

Step 4: Identify Gaps and Prioritise Key Learning Outcomes

- Collate and compare the information gained in Steps 1-3 to identify areas of knowledge and/or skill gaps.
- Prioritise the key learning outcomes that you would like the PEPA Palliative Care Specialist Mentor to focus on during the Reverse PEPA placement.