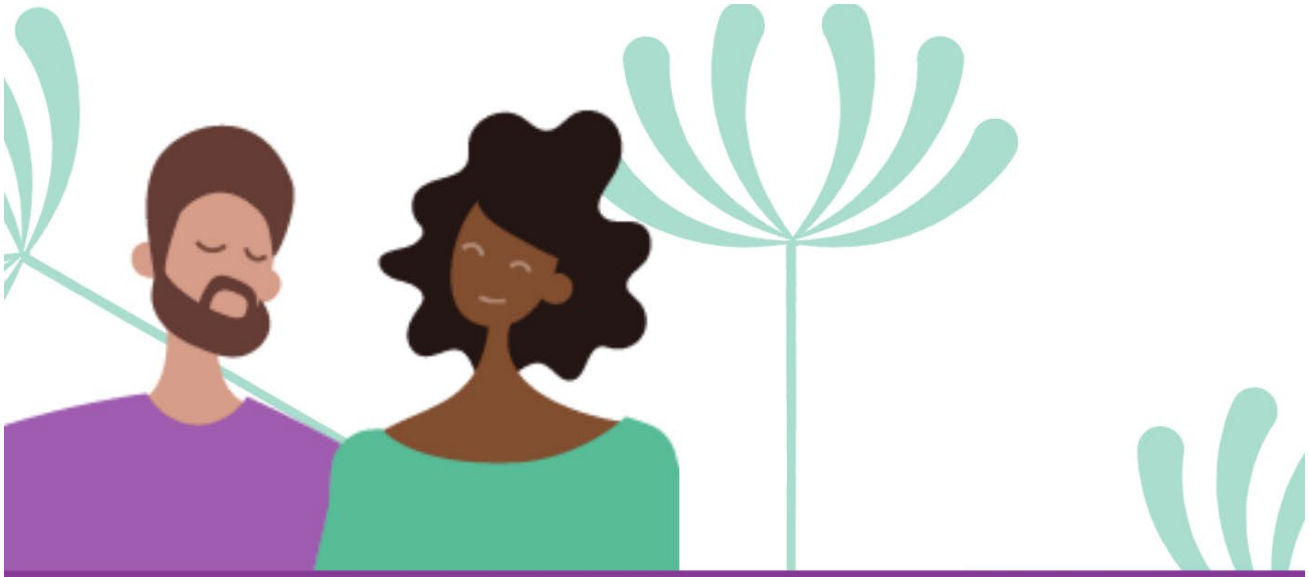

PEPA Aged Care

Reverse placement guidelines for participating organisations

PEPA Program of Experience in the Palliative Approach

PEPA Indigenous Program of Experience in the Palliative Approach

Funded by the Australian Government Department of Health, Disability and Ageing

Version Number	Date	Changes
V1	20 July 2020	Developed for PEPA 2020-2023
V2	25 February 2022	Developed for Aged Care PEPA 2021 - 2024
V3	18 March 2025	Updated for Aged Care PEPA 2025 – 2026
V4	14 May 2025	Amended to incorporate online application form
V5	7 August 2026	Updated for PEPA Aged Care extension

Resource Development

This *Reverse Placement Information Guidelines for Participating Organisations* was adapted from resources developed in previous phases of PEPA by the National Coordination Team at QUT, in consultation with PEPA Managers and representatives from the Australian Government Department of Health, Disability and Ageing. This current version was updated in March 2025 for use in the PEPA Aged Care Program 2025-2027 phase.

This project is funded by the Australian Government Department of Health, Disability and Ageing.

PEPA Aged Care Program 2025-2027 Reverse Placement Guidelines for Participating Organisations

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This Reverse Placement Guidelines for Participating Organisations may be downloaded from the PEPA web site at: www.pepaeducation.com.

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1.0 Application Process

This *Reverse Placement Information Guidelines for Participating Organisations* provides important information about the management of the Program of Experience in the Palliative Approach (PEPA) Aged Care Program.

All organisational representatives should read this guide in its entirety and agree to the conditions before applying for entry into the program.

Application forms for PEPA Aged care Reverse placements are available online at: https://pepaeducation.com/pepa-aged-care/.

Applications are discussed and allocated to a Nurse Educator at the PEPA Aged Care weekly allocations meetings. Your allocated Nurse Educator will then be in touch to discuss.

2.0 Program Objectives – PEPA/IPEPA/PEPA Aged care

The Australian Government Department of Health, Disability and Ageing funds a range of national palliative care projects to enhance the quality of palliative care service delivery and increase support for people who are dying, their families and carers. In 2023-2027 the Department of Health, Disability and Ageing has continued funding a Palliative Care Education and Training Collaborative that incorporates the Program of Experience in the Palliative Approach (PEPA and IPEPA) and the Palliative Care Curriculum for Undergraduates (PCC4U) projects. This collaborative takes a whole-of-workforce approach to building the capability and capacity of the health workforce to provide quality palliative care to all Australians. The project takes a strategic approach to education and training of the health workforce, by aligning project activities to the Palliative Care Workforce Development Pathway developed as an outcome of the most recent phase of the Australian Government's PCC4U project.

IPEPA is an evolution within the PEPA program that has responded to feedback given to PEPA regarding barriers for Aboriginal and/or Torres Strait Islander people's palliative care within their communities across Australia. IPEPA is focussed on an Indigenous Program of Experience in the Palliative Approach which will work together with Aboriginal and/or Torres Strait Islander people in their communities to support and understand palliative care in the best way possible for their needs. IPEPA is supported by a National Indigenous PEPA Manager and a team of Aboriginal and Torres Strait Islander Project Officers and Consultants from communities across Australia.

PEPA Aged care has been refunded for the phase of 2025 – 2027 with the aim of improving the knowledge, skill and confidence of the aged care workforce to practice a palliative approach to care for all patients and families in aged care environments. The additional aim of this education and training program is to increase the knowledge/support networks of the aged care workforce to connect and interact with specialist palliative care environments to support patients and families palliative care needs in the aged care environments.

The development of this knowledge, skill, confidence and networking will be facilitated by experienced palliative and aged care Nurse Educators. These Educators will coordinate specific needs education directly within the aged care environment to practising aged care workforce team members to ensure the learning is what the specific organisation needs for their community.

PEPA Aged care aims to enhance the capacity of health professionals to deliver a palliative care approach to patient care through their participation in reverse PEPA education/placement at their workplace.

The aims include:

- Building workforce capacity by facilitating education, clinical experience and other experiential opportunities for aged care communities' health workforce across rural, remote and metropolitan settings in the palliative approach to care;
- Enhancing linkages between specialist and generalist palliative care providers.
- Creating opportunities for all health professionals to be more culturally inclusive when delivering care to Aboriginal and Torres Strait Islander people.
- Creating opportunities for all health professionals to be more culturally inclusive when delivering care to Culturally and Linguistically diverse peoples.
- Enabling Aboriginal and Torres Strait Islander health care professionals/providers to gain culturally sensitive experience in the palliative approach to care; and
- Providing professional skills development opportunities for clinicians.

Participant Outcomes

Participation in this program aims to enhance a participant's knowledge, skills and confidence in the palliative approach to care within aged care setting.

On completion of the program, participants should be able to demonstrate:

- An increased recognition of, dying and death as a normal part of the life continuum.
- An increased awareness of the scope and benefits of timely and appropriate access to, palliative care services.
- An increased awareness and understanding of culturally safe and responsive palliative care provision.
- A clear understanding of the principles of palliative care.
- An ability to identify the needs of individuals with a life-limiting illness and their family including care preferences, spiritual requirements and bereavement expression.
- An ability to identify the role of their discipline in managing issues faced by individuals with a life-limiting illness.
- An ability to identify and link with services for resources to support person-centered care for individuals with a life-limiting illness and their families.
- An increased ability to recognise their own knowledge base and scope of practice with regards to optimal palliative care provision; and
- An ability to identify personal coping strategies to effectively manage personal issues related to working in palliative care setting.

Please note: *Participation in this program aims to enhance knowledge and skills in the palliative approach to care. It does not constitute a formal qualification, nor does it aim to develop advanced skills in the field.*

Service and System Level Outcomes

At the service and system level, participation should result in:

- Improved skill and confidence of the aged care workforce to work with people with palliative care needs.
- Strengthened collaboration of palliative care linkages between aged care and specialist palliative care providers.
- Service can provide improved palliative care meeting quality standards.

3.0 Overview of Reverse PEPA Placements

PEPA Aged care Reverse placements entail a palliative care/ aged care Nurse educator travelling to the organisations/participant's workplace (reverse PEPA site) to mentor and facilitate learning.

PEPA Aged care Reverse placements are appropriate where the goal is to improve practice through tailored support in a specific practice setting (e.g. Residential/ Community Aged Care Facilities or Aboriginal and Torres Strait Islander community in both cities and regional areas).

PEPA Aged care Reverse placement:

- Requires a minimum of 8 confirmed participants per reverse PEPA site (*number of participants in negotiated between the organisation and the PEPA Aged Care Nurse Educator)*
- Requires that participants are free to learn (not doing their usual work) for a minimum 2 and maximum 4 days *(length of time is negotiated between the organisation and the PEPA Aged care Nurse Educator).*
- PEPA supports your facilities palliative care education by providing a free PEPA Aged care Nurse Educator/clinician to come into your healthcare environment to provide palliative care education and training.

PEPA Aged care will provide up to $2,000 one-off contribution towards your organisation's professional development – payable to your facility. For more information on how that payment will be made to you, please contact your PEPA Nurse Educator

- Can be completed as one block of time (2 – 4 days) or divided blocks (*negotiated between the organisation and the PEPA Aged Care Nurse Educator)*
- A cultural mentor may be appropriate where any of the participants are Aboriginal or Torres Strait Islander persons, or culturally and linguistically diverse (CALD); and should work in conjunction with the other PEPA mentor.
- Participants complete '***pre' and 'post' evaluations***

4.0 Purpose of this Document

The purpose of this document is to assist the organisation that wants to engage in an aged care Reverse PEPA placement to understand what a Reverse PEPA placement is and the process of participating in the placement.

This document aims to assist an aged care organisation to:

- Understand the principles and benefits of reverse PEPA placements.
- Clarify to organisation's/participants what their facility/organisations responsibilities are during reverse PEPA placements.
- Prepare and support organisations/participants to understand their responsibilities when undertaking a reverse PEPA placement.

5.0 General Flow Summary of Reverse PEPA Process

Before Placement

- The PEPA Aged care Nurse Educator will send your Manager/Team Leader their contact details so as a meeting can occur to understand the learning needs for palliative care within your organisation.
- The nominated Manager/Educator/Team Leader from your site will be the main contact person for the PEPA Aged care Nurse Educator.
- The Manager/Educator/Team leader will be responsible for meeting, planning, orientating and follow up communication with the PEPA Aged care Nurse Educator.
- You will receive PEPA/IPEPA resources for your aged care site and staff to keep, read and engage with for learning. The Manager/Educator/Team leader will be responsible for ensuring all participants are registered in the PEPA Learning Management System (LMS). Following registration, participants will be provided access to all materials required to complete the training, as well as PEPAs suite of learning resources.
- The Manager/Educator/Team leader will be responsible for ensuring all participants are free from their usual workload and available for the duration of the training.
- The Manager/Educator/Team leader will be responsible for encouraging your team/placement participants to work through the required activities in the PEPA Learning Management System (LMS).

During placement

- On first day, orientate PEPA Aged care Nurse Educator to your work site.
- Invite PEPA Aged care Nurse Educator to have meal/breaks with staff.
- Nurse Educator will work through site specific learning /activities identified in learning needs analysis.
- Nurse Educator will provide advice and direction for post placement activities.

Post placement

- Using the PEPA Online Learning Management System (LMS), each participant is to complete:
    - Reflection of Learning
    - Workplace activity
    - Post-placement evaluation
- Participants can choose whether they do **individual workplace activity or joint activity**, however ***each*** participant must complete a '***Workplace Activity Plan'*** which will include how they will integrate their learning into practice and/or share their learning.
- Suggestions for joint activity
    - Reviewing policies/procedures
    - Providing information to residents/staff about palliative care
    - Establishing a palliative club
    - Reviewing care of palliative patients
    - Similar activities to standard placement
    - Establishing a palliative care clinical care group
- The Aged care organisations Manager/Educator/Team leader will be responsible for follow up communication with the PEPA Aged care Nurse Educator.

PEPA Suggested Learning Activities

- Assessments and interventions (medical, physical, psychosocial, spiritual etc)
- Medication management for symptoms, syringe drive, ACP, Communicating deterioration, goals of care, changes of care
- System assessments
- Cultural considerations
- Procedures and policy documentation reviews
- Referral processes
- Training/in-services
    - Symptom management
    - Family support/family meetings
    - Loss and grief
- Teamwork /team meetings

Host site specific learning activity

As an Aged care organisation consider any specific activities or information that you would like the PEPA Aged care Nurse Educator to cover during the aged care Reverse PEPA placement (*considering this now before your first meeting with the educator will support the learning needs analysis the educator will work with you during the first meeting)*

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6.0 Benefits of Reverse PEPA Placements

Additional benefits of PEPA Aged care reverse placements include:

- Support to learn how to provide palliative care in your aged care workplace.
- Education and training provided for more than one participant in a single workplace.
- Provision of learning opportunity for facility/organisation/staff, other than participants.
- Cost efficiency – this program may contribute additional funds to the placement to support this professional development experience – these funds are additional to the free specialist education you are receiving – have a discussion with the PEPA Aged care Educator you are in contact with to discuss this further.
- Identification of facility/organisation specific issues in relation to palliative care.
- Strengthening of networks between palliative care service and facility staff.
- Confidence building for staff.

7.0 Target Groups for Reverse PEPA Placements

PEPA Aged care reverse placements specifically target aged care providers where there are multiple participants from a single Residential Aged Care Facility, Community service where aged care occurs, Aboriginal and Torres Strait Islander community or regional area requiring a placement. It may also be useful in other health care settings.

Reverse PEPA placements are especially beneficial for the following groups:

- **Residential and Community Aged Care Organisations / Facilities:**
  - Residential aged care workers
  - Community aged care workers
  - Assistants in nursing and personal carers
  - Registered nurses
  - Enrolled (Division 2) nurses
  - Allied health professionals
  - General Practitioners
- **Regional/remote settings:**
  - Where there are four or more health professionals from one regional or remote community that would benefit from a PEPA placement.
- **Aboriginal Health Workers and Aboriginal Medical Services:**
  - Aboriginal and Torres Strait Islander health practitioners
  - Aboriginal and Torres Strait Islander health workers
  - Aboriginal and Torres Strait Islander hospital liaison officers
  - Aboriginal and Torres Strait Islander community workers.

8.0 Responsibilities: PEPA Aged care Nurse Educator

The PEPA Aged care Nurse Educator is required to support the aged care organisations manager/educator/team leader and participants by:

- Providing the contact details and some information about the PEPA Aged care nurse educator(s) who will be attending, as soon as practical.
- Providing (or recommending to) facilities with relevant palliative care resources, such as:
  - Therapeutic Guidelines Palliative Care 2016.
  - Link to ELDAC Facilitator for their area and ELDAC website https://www.eldac.com.au/
  - CareSearch https://www.caresearch.com.au/tabid/6129/Default.aspx
  - Caring at home https://www.caringathomeproject.com.au/
  - Advance Care Planning Australia https://www.advancecareplanning.org.au/
  - The Australian Pain Society's Pain in Residential Aged Care Facilities – Management Strategies; and The Australian Pain Society's The PMG Kit for Aged Care. Both available online at http://www.apsoc.org.au/resources.php
  - Relevant PEPA Communication Guides and General Resources
  - Access to the PEPA Learning Management System (LMS)

Additionally, the aged care PEPA Nurse Educator will:

- Have completed the Online PEPA mentoring Training modules inclusive of the Cultural Safety mentoring Training module.
- Plan time and working arrangements for the placement period.
- Develop a program of planned activities in collaboration with the Reverse PEPA site manager and participants.
- Ensure orientation to reverse PEPA facility is conducted on initial arrival by identified team leader from the facility.
- Where possible, take a folder with clinical documentation used in palliative care to show facility / staff.
- If required, explore existing documentation of the host facility and incorporate this in the learning activities and/or introduce alternative documentation if necessary.
- Work through suggested learning activities such as:
    - Assessments and interventions (medical, physical, psychosocial, spiritual etc)
    - Medication management for symptoms, syringe drivers, ACP, Communicating deterioration, goals of care, changes of care
    - System assessments
    - Cultural considerations
    - reviews
    - Procedures and policy documentation reviews
    - Referral processes
    - Training/in-services for symptom management; family support / family meetings; loss and grief; teamwork / team meetings.
- Sign off on *each* participant's post-placement activity at 3 months post placement.
- Provide feedback as appropriate to Reverse PEPA site facility / agency manager and participants in relation to resources, documentation and practices relating to palliative care.

9.0 Responsibilities: Organisation /Participants

- Participants can choose whether they do an individual workplace activity or joint activity, however *each* participant must complete the workplace activity submission form via the Learning Management System (LMS), which will include how they will integrate their learning into practice and/or share their learning.
- Suggestions for joint activity include:
    - Reviewing policies/procedures
    - Providing information to residents/staff about palliative care
    - Establishing a palliative care journal club
    - Reviewing care of palliative patients
    - Similar activities to standard placement.
- Each participant to register for the placement via the PEPA Learning Management System (LMS)
- Each participant to complete a pre and post placement online evaluation survey.
- Each participant to complete a report of their workplace activity within 3 months of completing the Reverse PEPA placement.

10.0 Evaluation: Survey and Feedback

Prior to commencement of the aged care reverse PEPA placement, each participant (employee) is required to complete a pre-evaluation survey via the PEPA Learning Management System (LMS).

Within three months of a placement, each aged care reverse PEPA participant/s (employee) is required to complete the post-evaluation survey via the PEPA Learning Management System (LMS)

11.0 Further Information

For further clarification on PEPA Aged care reverse placements please direct questions to the PEPA Aged care Nurse Educator you are engaged with.

List your questions below in preparation for the first meeting you will have.