

The Thogomelo Project

LEARNER WORKBOOK 1

Thogomelo Supportive Supervision Skills Development Programme for supervisors of community caregivers

Surname of learner (as on ID document)

Name of learner (as on ID document)

ID number of learner

Address of learner

Telephone of learner (cell, home or work)

Dates of training attended

Name of training provider

Address

**Training provider
accreditation number**

Telephone

E-mail address

Fax

Name of assessor

Assessor registration number

Signature of the assessor

Date of assessment

Name of moderator

Moderator registration number

Signature of the moderator

Date of moderation



social development
Department:
Social Development
REPUBLIC OF SOUTH AFRICA



Introduction

Dear Learner

This **Learner Workbook 1** is part of your Portfolio of Evidence for this skills development programme. You will be asked to refer to your Learner Manual every now and again. This Learner Workbook addresses Unit Standards **254183** and **264260**. You will be expected to complete this Learner Workbook during classroom training. You can, however, finish most of the activities in your own time.

US ID	Title	NQF level	Credit points
254183	Apply personal development strategies and skills to enhance effective service delivery in child- and youth-care work	4	7
264260	Facilitate a peer education intervention	4	10
120308	Apply knowledge of self in order to make a personal decision	2	3

PLEASE NOTE: The activities in this Learner Workbook 1 are not numbered in order. They refer to the activities in the Learner Manual.



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Declaration of Authenticity

I, _____ ID number _____
(full names and surname)

declare that the contents of this Learner Workbook are my own original work.
The tasks that allow for group participation are indicated as such.

Learner's signature:

Date:

Psychosocial wellbeing and self care

ACTIVITY 1.3

How stressed are you?

US 254183; SO 1: AC 1.1, 1.2

Aim:

- To monitor your own stress level

Tick the boxes that apply to you:

- ☐ Do small problems and disappointments upset you?
- ☐ Do the little pleasures of life no longer make you happy?
- ☐ Is it difficult to stop thinking about your worries?
- ☐ Do you feel like you are not strong enough to cope with life?
- ☐ Are you always tired?
- ☐ Do you get angry over small problems?
- ☐ Have you noticed a change in your sleeping or eating patterns?
- ☐ Do you suffer from pain, headaches or back aches?

If you have ticked several boxes above, it means that you are probably stressed. Name 3 practical things that you could do to reduce your stress.

1.

2.

3.

Assessor's comments

Met

Not yet met

Moderator's comments

Met

Not yet met

ACTIVITY 1.4

What stresses you out?

US 254183

Aims:

SO 1: AC 1.3, 1.4, 1.5

- To explore the stressors in your life
- To think about ways in which you can cope with stress

Draw a picture of your own pot of water being heated on a fire. Around your picture, write or draw your responses to the questions below, which result from your own experience.

Answer the following questions:

Fire and wood

1. What aspects of your **work** as a supervisor contribute towards your stress levels?

2. What parts of your **personality** contribute towards your stress levels? (for example, wanting things to be done well, or feeling impatient when others are struggling to do something)

3. What parts of your **personal life** contribute towards your stress levels? (for example, things at home that you find yourself worrying about while you are trying to supervise someone)

4. What parts of your own **personal history** create stress and are sometimes triggered in your work?

The steam

5. What or who helps you to release stress? Explain how they help you release stress.

6. What personal values and beliefs help you to cope with this stress?

7. How does this self-awareness about your own levels of stress help you in your work as a supervisor?

Assessor's comments

Met

Not yet met

Moderator's comments

Met

Not yet met

Module 2

Supportive supervision

ACTIVITY 2.1

Your own experiences of supervision

US 254183

Aim:

S03: AC 3.1, 3.2

- To understand our individual experiences of supervision

Answer the following questions:

1. What kind of supervision have you received?

2. Which 3 things worked well for you when you were supervised?

1.

2.

3.

3. Name 2 things that you think you should do when you supervise your caregivers.

1.

2.

4. Name 2 areas that you feel you need to develop as a supervisor.

1.

2.

5. What qualities of your supervisor/s do you appreciate? (mention at least 1 quality)

6. What qualities of your supervisor/s do you find challenging? (mention at least 1 quality)

7. Name/describe 2 ways that you feel work when you are supervising your caregivers.

1.

2.

8. Which 3 supervisory qualities do you have that you think others appreciate?

1.

2.

3.

Assessor's comments

Met

Not yet met

Moderator's comments

Met

Not yet met



ACTIVITY 2.3

Understanding resistance to supervision

US 254183

Aim:

SO 2: AC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

- To understand resistance to supervision and identify resources for self

Think back to the first time you experienced supervision.


1. Describe how you felt.



2. What things made you nervous? (describe at least 2)

1.

2.



3. Do you ever feel like not going for supervision (resisting)? (explain your answer)

4. Why is it important to overcome our resistance to supervision?

5. What helped you overcome your resistance?

6. How have you dealt with resistance in someone coming for supervision? (name at least 2 strategies)

1.

2.

Assessor's comments _____

Met	Not yet met

Moderator's comments _____

Met	Not yet met

ACTIVITY 2.6

How can you set limits on your workload?

US 254183

Aim:

SO 4: AC 4.1, 4.2, 4.3, 4.4

- To explore why it is difficult in community caregiving to set limits to workload

Reflect on your workload: Draw a picture of a train pulling containers/carriages. In each container, write down the tasks you do in your work.

1. What type of work feels heavy in your work as a supervisor? (Name at least 2 types of work)

1.

2.

2. What type of work feels light and enjoyable? (Name at least 2 types of work)

1.

2.

3. Name 3 strategies that you can use to set limits on your workload (your strategies should be measurable and realistic).

1.

2.

3.

4. Name 2 colleagues that you can consult who will help you evaluate how you are doing in setting limits to your work.

1.

2.

Assessor's comments

Met

Not yet met

Moderator's comments

Met

Not yet met



Module 3

Creating a caring organisation

ACTIVITY 3.2

Your vision of a caring place to work

US 264260

Aim:

S01: AC 1.1, 1.2, 1.3

- To investigate and understand your organisation's wellbeing

1. Answer the following questions and tick the boxes that relate to your organisation.

Do you notice any of these signs or risks of compassion fatigue or burnout in your organisation?

- ☐ Working long hours (in the evenings and on weekends);
- ☐ Interrupting each other with work matters after hours or during your time off;
- ☐ Showing a lack of sympathy and even irritation when colleagues experience difficulties;
- ☐ Feeling like you are not making a real difference in the lives of the people you support;
- ☐ Working in a disorganised or untidy work environment;
- ☐ Showing a lack of care in your appearance;
- ☐ Feeling that it is too much effort to network with other organisations;
- ☐ Making uncaring jokes about the people you work with; and
- ☐ Not having fun or being creative in your work.

2. Have you noticed any other signs of compassion fatigue or burnout?



3. Describe at least 2 things that you think you are doing well in your organisation in terms of caring for each other.

1.

2.



4. Name at least 3 things that you can do to strengthen psychosocial support in your organisation.

1.

2.

3.



5. Name 2 things that your caregivers can do to strengthen their own psychosocial wellbeing.

1.

2.

6. Do you think your caregivers can be seen as peer educators?

7. Give 2 reasons for your answer above.

1.

2.

Assessor's comments

Met

Not yet met

Moderator's comments

Met

Not yet met

ACTIVITY 3.5

Recognising signs of success

US 264260

Aim:

SO 5: AC 5.1, 5.2, 5.3, 5.4

- To develop personal indicators of signs of success

Give your own indicators (signs of change) that will help you to review the implementation of your work. Here are some questions that may help to guide you:

1. When did a caregiver need your help (before you gave it)? (describe a situation)

2. What assistance did you give to the caregiver? (name at least 3 things)

1.

2.

3.

3. Name at least 3 things that showed that the assistance you gave them helped.

1.

2.

3.

4. What things or indicators can you use to measure your own success / progress as a supervisor? (name 4 indicators)

1.

2.

3.

4.

5. Is it important to discuss your indicators with your supervisor? (Give one reason for your answer)

Assessor's comments

Met

Not yet met

Moderator's comments

Met

Not yet met

ACTIVITY 3.6

Training of community caregivers

US 264260

Aim:

SO4: AC 4.1, 4.2, 4.3, 4.5

- To identify the types of training and capacity development initiatives that may benefit you as supervisor and community caregiver

Think about developing the capacity of the caregivers you supervise by asking yourself these questions:

1. What training do **you** think your CCGs need? (at least 2 trainings)

1.

2.

2. What training do **your CCGs** think they need? (name 2 training interests that your caregivers have shown)

1.

2.

3. How can you find a match between what caregivers would like to be trained in and what you feel they need training in? (describe)

4. Who would be the best person or institution to facilitate this training?

5. What steps would assist you to organise the training? (describe 3 steps, for example, internally or by people attending courses elsewhere)

1.

2.

3

Assessor's comments

Met

Not yet met

Moderator's comments

Met

Not yet met

ACTIVITY 3.7

Orientation and mentoring

US 264260

Aim:

S02: AC 2.1, 2.2, 2.3, 2.4, 2.5

- To discuss orientation and mentoring of peers as a way of developing the capacity of community caregivers

Answer the following questions:

1. Do you feel you were oriented when you joined your organisation? (explain the process)



2. What are the roles and responsibilities that you think you have towards a new CCG? (name at least 3)

1.

2.

3.

3. What things work well with regard to orientation and mentoring? (describe 4 things)

1.

2.

3.

4.

4. Which 2 peer-education support activities would you like to implement with new caregivers joining your organisation? (describe them)

1.

2.

5. What plan would you make to implement these ideas? (show at least 4 steps you would take)

1.

2.

3.

4.

6. Which 3 qualities and ethical behaviours are needed by the person who should implement this orientation programme in order for it to be successful? (explain your answer)

1.

2.

3.

7. How would you keep your boundaries and roles clear while supporting a peer during orientation?

Assessor's comments

Met

Not yet met

Moderator's comments

Met

Not yet met



Notes

Notes

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