

The Thogomelo Project

PRACTICAL 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

Practical tasks and assignments are a very important part of the evidence to be provided by you, the learner. They form part of the Summative Assessment for Unit Standards. They are also done to build your skills as a learner. You have 6 weeks to complete all the practical tasks listed in this Practical Workbook – your facilitator will supply you with the date of submission. Please start with these tasks as soon as you get back from the training. You can use your Learner Manual to help you with your tasks when and where necessary.

The tasks do not have to be done in the order that they appear in this Practical Workbook, as you may have different opportunities on different days. You have to complete all the tasks and make sure that all the spaces are signed as indicated! The Practical Workbook has to be completed in your own handwriting **using an ink pen**.

Once you have completed the Practical Workbook, ask your supervisor or health professional with whom you have worked most of the time to complete the general learner conduct report on page 29. This will give an indication of your general conduct and progress. If you experience problems, your facilitator will give you learner support by means of corrective action.

When completing this Practical Workbook, you should refer to the manual that you received at the beginning of this training. Your facilitator will explain to you how to complete the Practical Workbook.

During all practical work, you are expected to fill in a logbook documenting the work you have done and the time you spent doing the work. This logbook is on page 32. Remember to fill in the reflection section as well.

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List of tasks

US ID	Unit Standard title	Tasks	Tick when completed
Section 1 US 254183	Apply personal development strategies and skills to enhance effective service delivery in child- and youth-care work	Task 1: Monitoring your own stress levels	
		Task 2: Resources for self-development	
		Task 3: Self-care plan	
Section 2 US 264260 and 244584	Facilitate a peer-education intervention Investigate ways to contribute towards community development	Task 1: Organisational psychosocial support situational analysis	
		Task 2: Developing an implementation plan	
		Task 3: Monitoring implementation	
Section 3	The supportive supervision skills development programme workplace logbook		

Date when this Practical Workbook 1 must be submitted:

(This information will be provided by the facilitator on the last day of training)

.....

Declaration of authenticity

I, ID number
(full names and surname)

declare that the contents of this Practical Workbook 1 are my own original work.
Some tasks allow for group participation and are indicated as such.

Learner's signature:

.....

Date:

.....



Apply personal development strategies and skills to enhance effective service delivery in child- and youth-care work

TASK 1

Monitoring your own stress levels

The task below is evidence for the following:

Specific Outcome 1

US 254183

Reflect critically on own practice

Assessment Criteria covered

AC 1: Encounters and interactions are analysed and described with examples drawn from own experience in terms of reference to the degree of their own presence, and responses they made during interactions.

AC 3: Areas for improvement in own practice are identified. Suggestions for change are appropriate to the identified development area and consistent with best practice in child- and youth-care work.

At the end of the task, you should be able to:

- reflect on your own practice of self care;
- refer to practical examples in your own life; and
- identify areas for improvement in your own practice.

Activity 1.1

During the training, you reflected on Activity 1.3 in Module 1. Now you need to put that activity into practice during the next month. You need to think about the table on the following page once a week and answer the critical questions that follow. In that way you will be able to reflect and monitor your own stress. You can continue to use the same exercise after you have finished the training.

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 backaches?

If you have ticked “yes” to several of these boxes, it means that your stress levels may be high. The more boxes you have ticked, the higher your stress levels are likely to be. You can use this quick checkbox to monitor your stress levels throughout the year. For the next 6 weeks, decide on a day in the week that you will spend about 20 minutes to think about your own practice and monitor your own stress levels. Each week fill in the table and answer the questions in each block.

Activity 1.2**Reflecting on own practice**

Fill in the following table:

	What caused my stress this week?	How did I handle it?	What can I do better next week?
Week 1			

Section 1

	What caused my stress this week?	How did I handle it?	What can I do better next week?
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			

It is important that you do the same exercise with your CCGs during one of your supervision meetings. Encourage them to use the psychosocial support diary to monitor their stress levels.

TASK 2

Resources for self-development

The task below is evidence for the following:

Specific Outcome 1

US 254183

Reflect critically on own practice

Assessment Criteria covered

AC 2: Intuitive and/or planned responses are evaluated for their appropriateness for the particular context, and in terms of own skills and strength.

Specific Outcome 2

Identify and access resources for self-development

Assessment Criteria covered

AC 4: The importance of taking responsibility for own development is explained with reference to types of support to promote personal, mental and emotional wellbeing.

Specific Outcome 3

US 244584

Reflect on own expertise to inform a personal contribution plan

Assessment Criteria covered

AC 1: Own interest, skills, strengths and limitations are analysed and matched to the identified possible areas of involvement.

AC 2: Ways to overcome personal limitations are identified in order to acquire the necessary skills.

AC 3: A project is selected for individual contribution to the specific community.

At the end of the task, you should be able to:

- know the importance of own development
- identify resources including but not limited to:
 - reflection
 - supervision
 - counselling
 - therapy
 - peer support
 - continuing professional development opportunities (conferences, workshops, structured reading programmes)
 - networking with others in the field
 - wilderness programmes
 - opportunities that promote reflection

Activity 2.1**Identification of own development needs**

Reflect back to Activity 1.4 in Module 1 and Task 1 in this Practical Workbook. You identified things that cause you stress. You also reflected on how you could reduce that stress. In this task you are requested to identify resources within your family, organisation and community that would contribute to your own development.

Answer the following questions:

1. As a supervisor what are your strengths?

2. As a supervisor what do you think your weaknesses are?

3. What would you like to improve on?

4. Where can you access the assistance that you need?

Now fill in the table below based on the example shown (fill in at least 3 development needs).

Development need	Opportunity (what can I do to address my need?)	Name of the organisation / place for the training	Name of person / organisation / contact details
<i>Example:</i> Writing skills	Training course	Writing institute	Tel: 011 484 8217

Assessor's comments

Met

Not yet met

Moderator's comments

Met

Not yet met

Signature of learner

Date

TASK 3

Self-care plan

The task below is evidence for the following:

Specific Outcome 4

US 254183

Develop and implement a self-development plan

Assessment Criteria covered

AC 1: Development needs identified are based on structured reflection on own practice, as well as consultation with supervisors and/or peers.

AC 2: Resources and/or support identified to assist in self-development are appropriate and accessible.

AC 3: Development objectives are clearly stated in measurable terms, and timeframes allowed for development are realistic in terms of current stage of development.

AC 4: The plan is reviewed at agreed intervals with appropriate support persons.

At the end of the task, you should have:

- identified your needs for self-development;
- identified practical self-care activities that can be implemented in your organisation;
- identified all resources needed and should have consulted with your own supervisor; and
- discussed your proposed plan and agreed on timeframes for implementation.

Activity 3.1

US 254183

Personal self-care plan

There were many ideas presented in Module 1 on how to assess your stress levels and on how to take better care of yourself as a supervisor. You are already practising some of them. You will have other ideas too, based on methods you already use in your personal life.

(Continued on following page)

Think about these and have a look at our summary list below. Use the list to identify your needs and reflect on the strategies that would best apply to you in your current life and work situation as a supervisor. Talk to your own supervisor or peers to get their reflections on which of these needs and strategies you should prioritise:

- Increasing healthy lifestyle (nutrition, exercise);
- Practising relaxation exercises;
- Increasing constructive rest;
- Increasing expressive strategies (for example, going for your own supervision or counselling); and
- Learning from cultural traditions around stress management and psychosocial support.

Use these and any of your own ideas to write up a personal psychosocial wellbeing plan.

- In your plan you should describe clearly what you would like to change and how you will go about achieving this change.
- Identify the resources and support you would like to draw on to support your personal change.
- You may wish to use the following template to organise your plan, or you can structure your own plan.

My personal self-care plan (caring more for yourself)

Give at least 3 new practices that you will do to take care of yourself	1. 2. 3.
Name 2 behaviours you will change to reduce stress	1. 2.

My personal self-care plan (caring more for yourself)

Name at least 2 things that you enjoy and feel passionate about at work	1. 2.
Name at least 2 things that you would like to do less of at work (things that you would like to delegate to others / ask others to do)	1. 2.
Name at least 3 things that you need to do to set boundaries in your work	1. 2. 3.
Name at least 2 people who you will speak to about the changes you are making in your life	1. 2.
Give a set timeframe for having implemented your self-care practices	

Make a pledge

Make this pledge to yourself and others to keep to your self-care plan for 2 months until the next time the group meets. Review your plan regularly and we will review it together in our first follow-up meeting.

My self-care pledge

I, promise to take care of myself, improve my wellbeing and follow my self-care plan. I have also discussed my plan with my supervisor.

Name:

Signature:

Date:

It is important that you do the same exercise with your CCGs during one of your supervision meetings. Encourage them to develop their own self-care plans and discuss the plans with them.

Assessor's comments

Met Not yet met

Moderator's comments

Met Not yet met

.....
Signature of learner

.....
Date

Facilitate a peer-education intervention

TASK 1

Organisational psychosocial support situational analysis

The task below is evidence for the following:

Specific Outcome 2

US 264260

Identify and explain the roles and responsibilities of a peer educator within various contexts

Assessment Criteria covered

AC 5: Influences on the effectiveness on the role of a peer educator are identified and described in terms of internal and external aspects.

Specific Outcome 3

Plan a peer-education intervention in a group setting

Assessment Criteria covered:

AC 1: A situational analysis is conducted to determine the relevant strategies for a peer-education intervention.

AC 2: Allocation of individual roles and responsibilities are negotiated and agreed to enhance effectiveness of the intervention.

AC 3: The intervention plan is logical, well-structured, flexible and encourages an inter-active approach.

AC 4: Various linked peer-education intervention strategies are defined that enhance the achievement of desired outcomes of a peer-education programme.

AC 5: A support network with well-established resources is identified and described for referral purposes.

At the end of the task, you should be able to:

- conduct an independent situational analysis;
- conduct basic interviews with supervisors;
- facilitate effective focus group discussions with CCGs;
- analyse basic information and write simple reports;
- identify the key issues in the organisation;
- discuss key self-care strategies for the organisation;
- demonstrate effective communication skills through the interviews conducted;
- develop implementation plans to show management skills; and
- allocate roles and responsibilities to tasks for effective implementation.

This task requires you to develop a psychosocial support plan that can be implemented in your organisation with your CCGs.

1. You need to conduct a situational analysis. This is an analysis of your organisation, which will help you to find out what your management and CCGs know about psychosocial support. You will also discover your supervision style and make plans to improve it. You will do this by:
 - conducting individual interviews with your supervisor;
 - conducting a focus group discussion with your CCGs; and
 - keeping all notes for your Portfolio of Evidence.
2. You will develop a plan of how you can introduce PSS in your organisation.
3. You will develop your implementation plan for supportive supervision.
4. You will develop indicators on how you will monitor the implementation of your plans.
5. You will identify the methodologies you can use during implementation of your plan.



Activity 1.1**Psychosocial support situational analysis****Interview with your supervisor**

Ask the following questions and document the responses:

1. In your own words, what is psychosocial support?



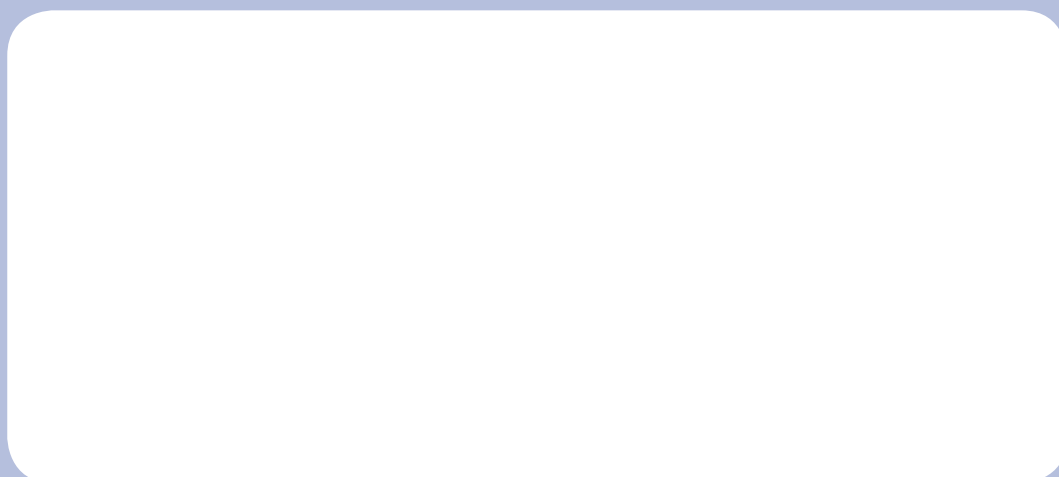
2. Do you know that the Department of Social Development has norms and standards on psychosocial support?



3. Who is responsible for psychosocial support your organisation?



4. What self-care activities are there for your community caregivers?



5. Does your organisation have a self-care policy?

6. What self-care activities would you recommend that you do in your organisation?

7. Please add 2 of your own questions. Keep all notes and attach as evidence for your Portfolio of Evidence.

1.

2.

Activity 1.2**Focus group discussion with your CCGs**

Ask the following questions and document the responses you receive for your Portfolio of Evidence. Please write these on a separate piece of paper.

- What is psychosocial support?
- What activities do we do as an organisation to take care of ourselves?
- What activities would you recommend that we do in the organisation?
- Would you like the organisation to have a self-care policy?
- What should be in that policy?
- Who do you think should be responsible for coming up with the policy?
- Please add two of your own questions. Keep all notes and attach as evidence for your Portfolio of Evidence.

Activity 1.3**Analysis report on psychosocial support in my organisation**

Refer to the 2 situational analyses you have just done. Tick “yes” or “no” in the table below.

Component	Yes	No
My supervisor understands what psychosocial support is.		
My organisation knows that the Department of Social Development has norms and standards on psychosocial support.		
My CCGs understand what psychosocial support is.		
My organisation has more than 3 self-care activities that they do for CCGs.		
I would like my organisation to do more self-care activities for CCGs.		
My organisation has a self-care policy that is known by everybody.		

If you have answered “no” to more than 3 questions, then perhaps your organisation needs to implement a psychosocial support plan. Fill in the table on page 21 and discuss the plan with your supervisor and your CCGs. You will refer to the same plan in Block 2 of your learning.

TASK 2**Developing an implementation plan**

The task below is evidence for the following:

Specific Outcome 4**US 264260****Demonstrate skills required for implementation of a peer-education intervention****Assessment Criteria covered**

AC 1: Facilitation methodologies and techniques to implement a peer-education intervention are identified and applied in different contexts.

AC 2: Effective communication skills are applied in order to promote interaction between peers in terms of reference to the degree of their own presence and responses they made during interactions.

AC 3: Management skills are applied to implement a peer-education intervention effectively.

AC 4: Teamwork and leadership skills are demonstrated to enhance quality of peer-education intervention using at least 2 methodologies and/or techniques.

Specific Outcome 3**US 244584****Reflect on own expertise to inform a personal contribution plan****Assessment Criteria covered**

AC 3: A project is selected for individual contribution to the specific community.

AC 4: Design a plan for personal involvement in a specific community project.

Assessment Criteria covered

AC 1: A proposal for individual involvement in a selected community is presented to the stakeholders to obtain buy-in.

AC 2: The details of the proposed community project and personal involvement in the programme are outlined.

At the end of the task, you should be able to:

- design a simple peer-education programme for your organisation.

Activity 2.1**Implementation plan**

Activity	Responsibility (who will complete this activity)	Timeframe (when should the activity be completed)	Resources (what do I need to complete this activity)
I need to discuss with my caregivers a list of self-care activities the organisation can do (name at least 4 activities).			
I need to have a discussion with my manager on developing a self-care plan.			
I need to discuss with my CCGs at least 6 things that need to be in the self-care plan (name 3 of the things).			

(Continued on following page)

Section 2

Activity	Responsibility (who will complete this activity)	Timeframe (when should the activity be completed)	Resources (what do I need to complete this activity)
I need to develop a draft self-care plan and discuss it with my manager.			
I need to meet with my CCGs to discuss the draft self-care plan.			

I have discussed this plan with my supervisor.

Supervisor's name: _____

Supervisor's signature: _____

Date: _____

I have discussed this plan with my CCGs.

(attach a list of names of all your CCGs who discussed the plan with you)

Assessor's comments _____ _____ _____	Met	Not yet met
Moderator's comments _____ _____ _____	Met	Not yet met

Signature of learner

Date

TASK 3

Monitoring implementation

The task below is evidence for the following:

Specific Outcome 5

US 264260

Review the implementation of a peer-education intervention

Assessment Criteria covered

AC 1: The criteria to review a peer-education intervention are developed to determine the desired outcomes realised.

AC 2: Self-assessment is conducted to reflect on own activities in relation to a peer-education intervention with respect to improvement and/or refinements for future practices.

AC 3: A review of peer-group responses to the intervention is carried out in order to improve and/or refine on possible future peer-education sessions.

AC 4: The results of the review of a peer-educator intervention are reported to the supervisor for action in accordance with organisational procedures.

Specific Outcome 3

US 254183

Use supervision as a means of self-development

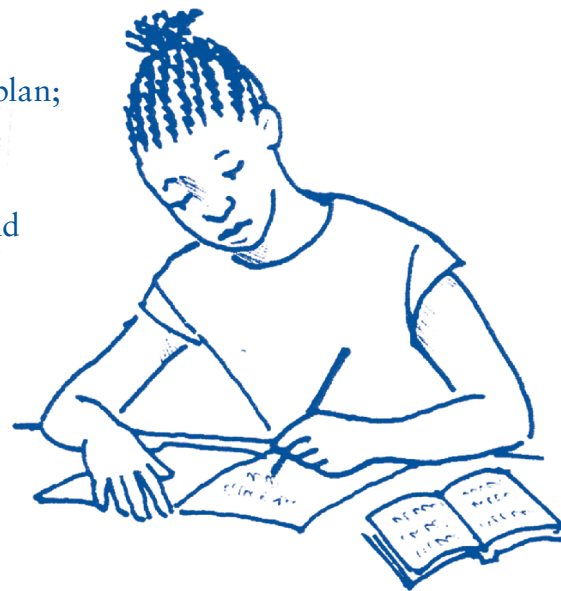
Assessment Criteria covered

AC 1: The role of online supervision and consultancy is explained in terms of own development and the delivery of effective service in a child- and youth-care context.

AC 2: Supervision and peer support is intentionally used to facilitate reflection on own practice, identify development areas and support self-development.

At the end of the task, you should be able to:

- develop simple indicators to monitor your plan;
- consult with your CCGs with regard to the implementation plan;
- reflect on your own style of supervision; and
- recommend improvements on your style of supervision.



Activity 3.1**Reflection on my supervision and implementation style**

Answer the following questions:

1. What form of supervision did you use when you were conducting activities in this section? This could be either individual, group or peer supervision. Please give reasons for your choice.

2. How did you involve your CCGs in the work you were doing? (mention at least 2 ways)

1.

2.

3. Did you assign any responsibilities to any of the CCGs? (name 2 activities you asked your CCGs to do)

1.

2.

4. Did you notice any stress in any your CCGs? (explain your answer)

5. What did you do about the stress that they had? (name 3 things you did)

1.

2.

3.

6. What self-care activities did you do with them during this period? (mention at least 2 activities)

1.

2.

Activity 3.2

Develop your own model of supervision

Use some of the ideas presented in Module 2 to develop your own model of supervision.

1. Outline at least 3 aspects of supervision that you feel are important in order to make your supervision more effective.

1.

2.

3.

2. Describe at least 3 steps that you followed during supervision.

1.

2.

3.

Make a pledge

Make this pledge to yourself and to one another to practise your model of supervision. Record your experiences at the end of this workbook and report back on them in the follow-up meeting in 2 months' time.

My supervision pledge

I, promise to offer supportive supervision to my community caregivers. I will continuously review my way of supervising and ask for feedback from my community caregivers.

Name:

Signature:

Date:

Activity 3.3**Design your own preferred model of monitoring your supervision**

(individual, group, internal or external)

Individual supervision

Do a plan for 4 of your CCGs – below is an example.

Name of the caregiver	Area of work	Number of families looked after	Individual supervision times	Areas of concern from the CCG	Action steps
Nothando Mbiri	Mathabe area	4 families	Mondays at 14h00	The families she looks after do not have food most of the time.	Arrange meeting with my supervisor to discuss Nothando's situation.

Section 2

Name of the caregiver	Area of work	Number of families looked after	Individual supervision times	Areas of concern from the CCG	Action steps

Assessor's comments _____ _____ _____	Met	Not yet met
Moderator's comments _____ _____ _____	Met	Not yet met

Signature of learner

Date

General learner conduct report

The learner's supervisor or the manager of the organisation that the learner is attached to must please complete this report.

Name of supervisor or manager

ID number

Position in organisation

Telephone number

Signature

Date

	Yes	No
Did the learner report for duty every day during the completion of the Practical Workbook?		
Did the learner manage to complete the Practical Workbook alongside his/her other normal tasks?		
Did the learner keep the supervisor / manager informed of the tasks in this Practical Workbook?		
Are you satisfied with the learner's progress in terms of this learning programme?		
General comments (if needed)		

.....
Signature of learner

.....
Date

.....
Signature of assessor

.....
Date

.....
Signature of moderator

.....
Date



Section 3

The supportive supervision skills development programme workplace logbook

Introduction

The supportive supervision skills development programme for supervisors of community caregivers is a practical and participatory skills development programme. This programme is designed for supervisors in caregiver organisations who wish to improve their way of supervising community caregivers.

What is a workplace logbook?

A workplace logbook is a logsheet where a learner can record his or her learner-structured duties performed in the workplace (in line with the outcomes of the project's skills development programme).

What is the purpose of the logbook?

- This workplace logbook is directly aligned to the skills development programme workplace guide.
- The purpose of this logbook is to provide the management and assessor with evidence of time you as a learner spent working on this programme.
- The time spent in the workplace amounts to 70% of the total time required for this programme.
- This logbook forms part of your Portfolio of Evidence.
- During practical fieldwork (5 to 6 weeks), you are expected to spend at least 14 hours a week completing the tasks in this workbook and practising your supervision skills.

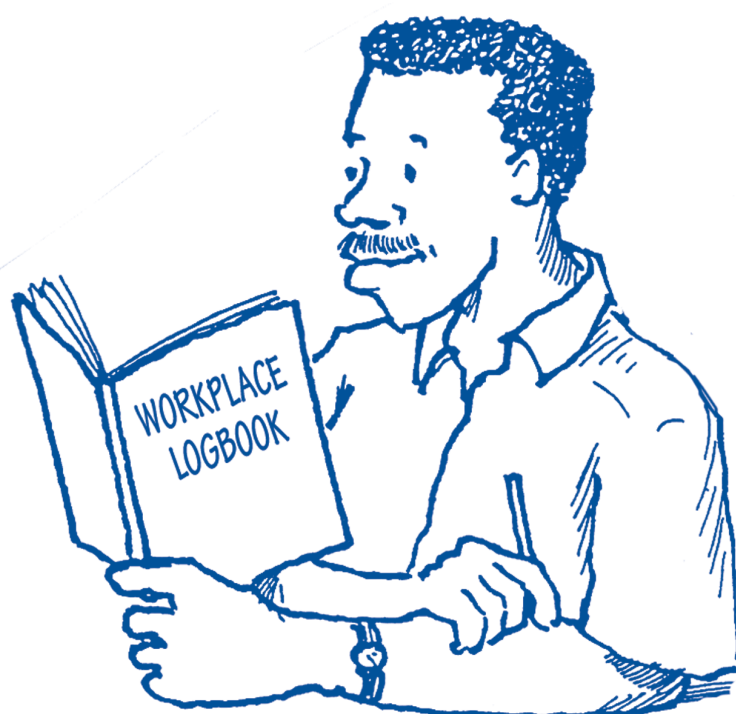
How to use the workplace logbook

You have 6 weeks of practical work in your organisation. You are expected to log in your work and time into this logbook. Every time you work on any of your activities in your workbooks, record it in your logbook. You can add extra paper if you have done a lot of work.

The following are examples of work that you can add as contributing towards the skills development programme:

- Filling in of all work in the Practical Workbooks;
- Supervisory meetings with your supervisor when you are discussing anything to do with the skills development programme;
- Supervisory meetings that you will have with your CCGs;
- All interviews and focus group discussions;
- Presentations to your management and CCGs;
- All activities that are outlined in the Practical Workbooks; and
- Time spent with the assessor.

At the end of each week, sign the logbook and ask your supervisor to do the same.



Period / date of practical work

Name of learner

ID number

Insert dates	Work completed <i>(list all activities including meetings and time spent filling in the workbooks)</i>
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	

.....
Assessor's name

.....
Date

.....
Signature

.....
Moderator's name

.....
Date

.....
Signature

	Time spent <i>(record your time in number of hours spent for the week)</i>	Learner's signature	Supervisor's signature

Section 3

Overall reflection of fieldwork

Answer the following questions at the end of fieldwork:

1. What activities did you find enjoyable to perform when you were in the field?

2. What activities did you find challenging?

3. What life skills have you shared with your CCGs?

4. What type of support did you receive from your supervisor?

Signature of learner

Date

Signature of assessor

Date

Signature of moderator

Date



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Task Order: GHH-1-01-07-00061-00-PATH

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