

The Thogomelo Project

LEARNER WORKBOOK 1

Thogomelo Psychosocial Support Skills Development Programme for 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 the Thogomelo Psychosocial Support Skills Development Programme for Community Caregivers and contains activities that will be done in the classroom. A Learner Manual accompanies this Learner Workbook.

The activities in this Learner Workbook form part of your Portfolio of Evidence for the assessment of the following unit standards:

US ID	US Title
14659	Demonstrate an understanding of factors that contribute towards healthy living
119565	Assist with palliative care
120308	Apply knowledge of self in order to make a personal decision
244564	Identify causes of stress in own life and indicate techniques to manage it
244584	Investigate ways of contributing towards community development

You will be fully informed at the start of the training about the assessment plan and process. You will be expected to complete the activities and hand in this Learner Workbook at the end of the first week's training. All the work in this Learner Workbook has to be your own. You have to complete all the sections in your handwriting **using an ink pen**.

There are no right or wrong answers to many of the questions. The marks allocated are for your contribution and the insight that you have demonstrated. You must simply think about what applies to your community and your own life experience. Please share only information that you feel comfortable sharing in class and in the Learner Workbook. It will only be the assessor and the moderator who will be looking at your Learner Workbook. It is a confidential document and will be handled as such.

PLEASE NOTE: The activities in the workbook are not numbered in order – they refer to the activities in the 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.
(Some tasks allow for group participation and are indicated as such).

Learner's signature:

Date:



Module 1

Being a community caregiver

ASSESSMENT CRITERIA

In order to meet the assessment criteria of the unit standards, the learner has to:

- Explore the relationships between the individual and selected environments with reference to actions and reactions.
- Discuss the reasons why a community caregiver works in selected environments. Indicate the community caregiver's role and responsibilities within each environment.
- Identify the beliefs, values and attitudes that distinguish a specific environment. Indicate how these affect personal choices.
- Explore the community caregiver's options or choices and potential consequences in a specific environment (community caregiving).

ACTIVITY 1.3

US 120308; SO 1: AC 1.1; SO 2: AC 2.1, 2.2, 2.3, 2.4

What motivates me to be a community caregiver?

Aim: To understand your personal motivation to become a community caregiver

In this activity we are looking at YOUR decision to become a community caregiver. Answer the following questions.

1. What motivated you to become a community caregiver? (Why did you become a community caregiver?)

2. What are your personal values (principles or ideals) that affected your decision to become a community caregiver?

3. What are your personal beliefs (conviction or principles) that affected your decision to become a community caregiver?

4. What are your personal attitudes (approach or outlook) that affected your decision to become a community caregiver?

5. Did you have a choice in becoming a community caregiver? If you did, why did you choose community caregiving instead of the other options you had?

6. What are your roles and responsibilities in:

a. Your home?

b. Your work?

c. Your community life (such as at church or a stokvel)?

7. How has community caregiving affected (influenced or changed) your life? This could be a positive or negative effect.

Assessor's comment _____

Met

Not yet met



Module 2

My psychosocial wellbeing

ASSESSMENT CRITERIA

In order to meet the assessment criteria of the unit standards, the learner has to:

- Demonstrate basic knowledge of the concept of psychosocial wellbeing within various contexts.
- Demonstrate an understanding of self in relation to psychosocial wellbeing.
- Demonstrate how psychosocial factors impact on and influence your personal and professional life. Give examples.

ACTIVITY 2.3

US 120308; SO 1: AC 1.1, 1.2; SO 2: AC 2.3

My Tree of Life

Aim: To understand yourself better in different ways. To build knowledge and awareness of self in relation to life experience.

After drawing your Tree of Life, complete the following statements.

These statements relate to your unique and special qualities as a person and as a community caregiver. These should be clearer to you after having worked on your Tree of Life.

1. My most important beliefs about community caregiving are...

2. My most important personal values are...

3. My personal values affect my caregiving in the following ways...

4. My special abilities are...

5. My particular interest in community caregiving is...

6. What I like about caregiving is...

7. What I dislike about community caregiving is...

8. My strengths as a community caregiver are...

9. Areas in which I can improve and grow as a community caregiver are...

Assessor's comment _____

Met

Not yet met

Module 3

Dealing with stress

ASSESSMENT CRITERIA

In order to meet the assessment criteria of the unit standards, the learner has to:

- Explain the concept of stress, giving examples from daily life.
- Identify physiological changes in the body associated with stress. Identify the effect of prolonged stress on health.
- Identify positive and negative stress. Indicate the impact of too much, too little or just enough stress in a person's life.
- Identify negative stressors in your own life and categorise them in terms of physical and emotional stress.
- Identify positive stressors in your own life and indicate how positive stress influences your behaviour.
- Identify stress in interpersonal relationships and indicate why certain situations and behaviours cause stress.
- Identify instances when your own behaviour creates stressful responses in others. Indicate when a community caregiver can cause a situation to become stressful.
- Identify physiological, emotional and behavioural symptoms of stress in your own life.
- Healthy lifestyle is explained as a way of managing stress. An indication is also given of changes needed in your own lifestyle to manage stress.
- Find ways for managing your own stress in relation to specific personal issues.
- Identify stress that a community caregiver can manage in his or her life. Indicate when it is necessary to get help.
- Set goals appropriate to the learner's life situation in order to guide a life decision.
- Develop a plan of action to achieve personal goals.

ACTIVITY 3.1

US 244564; SO 1: AC 1.1; SO 2: AC 2.5; SO 3: AC 3.1

Good day, bad day

Aim: To become aware of the sources of stress in daily life

Read the two case studies: “A good day” and “A bad day” in the Learner Manual. The purpose of these case studies is for you to identify with another community caregiver (Gugu) who has good and bad days in her caregiving work.

You are invited to think about what makes you feel good and what makes you feel stressed or worried in your daily work.

Answer the following questions in your groups. There are no right or wrong answers to these questions. Just think about what they mean for your own life experience.

1. What is stress?

2. What does Gugu find stressful about her work?

3. What do you find stressful about your daily work?

4. What does Gugu enjoy about her work?

5. What do you enjoy about your work?

6. How does the stress in Gugu's work affect how she behaves?

7. How does the stress in your work affect how you behave?

Assessor's comment _____

Met

Not yet met

ACTIVITY 3.2

US 244564; SO 1: AC 1.3; SO 2: AC 2.1, 2.2, 2.3, 2.5;
SO 3: AC 3.1, 3.2, 3.3

How do we experience stress?

Aim: To understand the physical, emotional and mental indicators (signs) of stress.

A. Get into small groups and discuss the following statements. You will then write your own answers below.

1. Stress can be both positive and negative. Gugu experienced negative and positive stress. Give at least one positive and one negative example.

Examples of positive stress experienced by Gugu	Examples of negative stress experienced by Gugu

2. I have experienced positive stress (give examples).

3. I have experienced negative stress (give examples).

4. Gugu's behaviour caused a situation at home to become stressful when she...

5. The situation becomes stressful with my interpersonal relationships (for example my family, friends and colleagues) when I...

B. Complete the following activity on your own

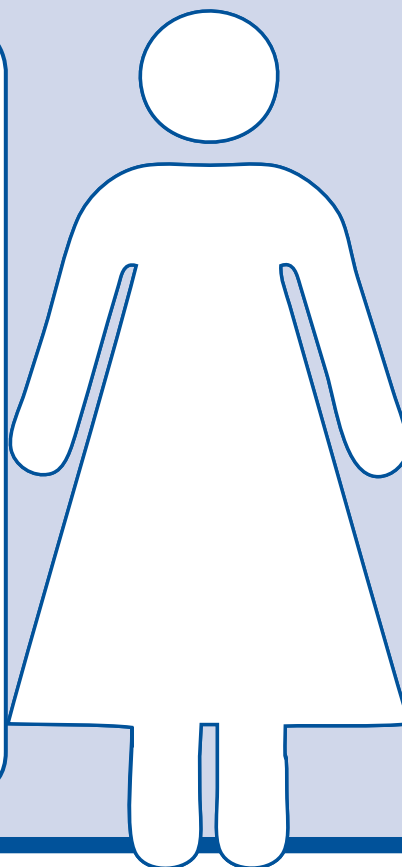
See yourself as the person drawn below.

- In the body of the person, write down at least three effects that stress has on your body.
- To the left of the person, write down at least three ways how stress affects your emotions (feelings).
- To the right of the person, write down three ways how stress affects your behaviour.

**How stress affects
my body (physical)**

**How stress affects
my emotions (feelings)**

**How stress affects
my behaviour (actions)**



Assessor's comment _____

Met

Not yet met

ACTIVITY 3.3

US 244564; SO 1: AC 1.2, 1.3

The possible effects of a high stress load

Aim: To understand the signs and indications of stress, depression, anxiety, burnout and compassion fatigue

We are now going to explore some of the signs and indications that you may experience when your emotional load is too heavy and you feel overwhelmed or unable to cope.

Read the following case studies and then answer the questions:

CASE STUDY 1



PHINDI is a dedicated community caregiver who has served the community for years. She helps TB patients and their families in her community. She works closely with the Department of Health and Department of Social Development.

The community values the wonderful work that Phindi does in the community. But Phindi has not reported for work for weeks. As a result she has not visited her TB patients to DOT them. This began when Phindi saw her son being killed in the taxi violence in the area. She now fears leaving the house and using public transport to go and do her work or to go to any other place. Whenever she is in a crowd, whether in the shopping centre or attending a community meeting she

starts sweating and feels tense and panicky. She thinks or feels that something bad will happen to her. So to avoid these feelings she prefers to just stay at home. She has not been out for two months now. She has also started drinking.

CASE STUDY 2



SARAH is a community caregiver who loves her work. She is however saddened by the situation in the community. There are many things that worry Sarah about her work. Her beneficiaries do not have food and she feels helpless because she also can't help them. Some of her beneficiaries and people she knows die on a daily basis because of HIV and AIDS related illnesses. Each time she hears about death it reminds her of her own daughter who died a year ago and left three children in her care. Sarah blames herself for not doing enough to save her. This is the reason why she does community caregiving. She felt she had to help educate other girls about HIV and AIDS. Sarah does not see her friends as much as she used to. She lacks the energy to wake up in the morning and says that she would rather spend her day in bed. She sometimes wishes that she was dead to escape the sadness that she feels, but then who would look after the three children? Some days she cries herself to sleep.

CASE STUDY 3



In their support group at work, **CONNIE** mentions that she is tired of caregiving and finds nothing fulfilling about it anymore. For her, every day is just a bad day and she is always feeling tired when she has to do her work. She feels that she just can't go on, she has seen and done it all.

As Connie was sharing her story, some of the other community caregivers in the group mentioned that because of the sad stories that they have heard and seen in their work they feel "dead" inside. It is sad for them to listen to and see the painful experiences that their beneficiaries and families go through. They hear about death, illness and child abuse daily. Sometimes their beneficiaries go hungry and they cannot help them. They can no longer feel the pain of their beneficiaries and cannot empathise with their beneficiaries anymore, and they cannot listen to any more life situations. They are feeling emotionally and mentally tired of helping.

Answer these questions for each of the case studies:

1. What signs and symptoms of too much stress can you find in each of the women in the case studies? Give at least two examples.

i. Phindi

ii. Sarah

iii. Connie

2. What type of stress and emotional overload (such as compassion fatigue, burnout, depression or anxiety) do you think each of the community caregivers in the case studies is experiencing?

i. Phindi

ii. Sarah

iii. Connie

3. Why is each of the women in the case studies experiencing this type of stress and emotional overload?

i. Phindi

ii. Sarah

iii. Connie

4. What needs do you think are not being met for each of these community caregivers in the case studies (remember Module 2 and the Wheel of Psychosocial Support)?

i. Phindi

ii. Sarah

iii. Connie

5. Match the sign and the description with arrows:

Being stressed because children are not doing homework

Ongoing feelings of being down and unable to cope

A breaking point where you have difficulty coping

Fear that is out of the ordinary

Being emotionally drained because of doing work that demands compassion

Depression

Everyday stress

Anxiety that can become a disorder

Compassion fatigue

Burnout

Assessor's comment _____

Met

Not yet met



ACTIVITY 3.4

US 119565; SO 3: AC 3.4

Effective listening

Aim: To know how to communicate effectively

You have completed an activity in the classroom on talking and listening. After this activity, the questions below were discussed in the big group. Write down your answers to the questions:

1. How did it feel while you were telling your story? Give at least one **feeling** word.

2. Did you feel that your partner was really listening? What did they do well? How could they improve their listening skills?

3. How did you feel when you were listening? Give at least one **feeling** word.

4. Do you think you listened well? What could you have done better?

5. Why is it important for you as a community caregiver to develop effective listening skills?

Assessor's comment _____

Met

Not yet met

ACTIVITY 3.7

US 120308; SO 3: AC 3.3; SO 4: AC 4.2, 4.3

Exploring formal and informal psychosocial support services

Aim: To know where to go to for social and emotional support in your community

After the group discussion, answer the following questions:

1. What are some of your daily activities that make you feel supported and cared for? Give at least one example.

2. What specific activities happen in your culture that make people feel supported?

3. What words in your language do you use to offer emotional or social support to others?

4. Where do you go or what do you do for emotional and social support?

5. What role do you play as a community caregiver in providing emotional and social support to children, families and others in your community? Describe what you do.

6. What do you do when you are not able to offer emotional and social support to the families or children you work with?

7. Go back to the case studies of Phindi, Sarah and Connie (Activity 3.3) and discuss where you think they can go for social and emotional support in their community.

i. Phindi

ii. Sarah

iii. Connie

Assessor's comment _____

Met

Not yet met

ACTIVITY 3.8

Healthy living

US 120308; SO 3: AC 3.1; SO 4: AC 4.1, 4.2;
US 14659; SO 1: AC 1.2; SO 2: AC 2.1; SO 4: AC 4.2

Aim: To understand and live healthily as a way of taking care of yourself

Complete the questions that follow on your own at home:

1. What is your average food intake over the course of any normal day? (List all the food you typically eat for breakfast, lunch and supper – don't forget the snacks in-between!)

2. Do I follow a balanced diet? (Explain your answer by using the basic elements of a healthy diet diagram on page 92 of the Learner Manual).

3. What do you need to do so that your meals are balanced?

4. What traditional food do you eat and which food groups do they fit into?

5. Discuss what you are doing now to live a healthy life.

6. What can you do to improve your health (living a clean and healthy lifestyle, having healthy eating habits, promoting the value of sport and recreation, taking medication according to prescriptions, not drinking too much, etc).

7. What can you do in your caregiving to improve the health of children and families you care for? (Health includes a clean lifestyle, healthy eating habits, sharing the dangers of habit-forming medication and promoting the value of sport and recreation, etc.)

8. How do you think improving your health will increase your psychosocial wellbeing?

9. Reflect on the following table and answer the questions on your own. Try to describe what you are doing under each section. This will be part of your Self-Care Plan.

How do I get to where I want to be?		
What am I doing now?	What should I do?	How do I do it?
Managing my stress		
Eating habits		
When taking medication		
When I feel ill		
When I exercise		

Assessor's comment _____

Met	Not yet met

ACTIVITY 3.9**US 120308; SO 3: AC 3.1****Setting my goals****Aim: To set your goals as a community caregiver**

1. Write down **four** of your personal goals (in column 1 below).
2. Now think about what you can do to achieve your personal goals. Write down how you can achieve them (in column 2 below).
3. Also indicate by when you think you could have achieved your goals (column 3 below).
4. Remember to think about what resources you need to achieve those goals, and write them down (column 4 below).

1. Goal	2. How will I achieve this goal?	3. By when should I have achieved my goal?	4. What resources do I need to achieve my goal?
1.			
2.			
3.			
4.			

Assessor's comment _____

Met

Not yet met

5. Now promise yourself, and one of your friends, that you will do everything that you can to achieve these personal goals, by signing this achievement pledge:

Achievement pledge

I (your name) make a promise to
 (your friend's name) that I will do everything
 that I can to achieve my personal goals.

6. Over the next few days, find pictures in magazines that show you what your goals are. Cut them out and keep them in the Learner Manual to help you to achieve your goals.



ACTIVITY 3.10**My Self-Care Plan****Aim: To develop a Self-Care Plan**

Developing a Self-Care Plan is part of your “homework”. It will also be in your Practical Workbook 1 with other work that you have to do in the time between the two blocks of training.

Reflect on your Self-Care Plan daily. Make sure that your plan is realistic and achievable with the time and resources that are available to you.

Go to your Thogomelo Community Caregiver Toolkit and read more about self-care.

Start using your daily reflections guide in the toolkit. Use the guide to reflect on your thoughts, and write something positive that has happened to you on a daily basis.

	Activity	I will need the following for this activity
Today I will...		
Over the weekend I will...		
In a few months I will...		

Assessor's comment _____

Met

Not yet met

Module 4

Dealing with death, grief, bereavement and frightening experiences

ASSESSMENT CRITERIA

In order to meet the assessment criteria of the unit standards, the learner has to:

- Explain the perceptions of death in terms of personal, cultural and religious beliefs.
- Explain the perceptions of the process of death and dying in terms of grief, loss and bereavement.
- Identify the needs of the client and social group in terms of ways of dealing with the feelings associated with death.
- Identify the resources within the team and community that could assist the client and social group in terms of the specific needs.
- Identify the personal feelings and experiences relating to loss and grief in terms of monitoring your own coping levels and potential actions that may be taken.
- Explain the concept of trauma debriefing. Indicate when debriefing is appropriate.
- Identify formal and informal psychosocial support services (range: psychologist, social worker, counsellor, vs. traditional leader, informal peer community groups etc).

ACTIVITY 4.1

US 119565; SO 1: AC 1.3, 1.5; SO 3: AC 3.1

Exploring the different ways our cultures view death and dying**Aim: To understand the meaning of death in different cultural and religious contexts and the emotional reaction to death**

Complete the sentences listed below by discussing the issues around death and dying. Remember that each person, family or culture is entitled to their own beliefs. It is important that we respect this as we share our views.

1. In my culture or religion when someone dies, we have the following...

a. Beliefs around death...

b. Rituals and ceremonies that take place before, during and after the death...

c. Roles that people play include the following...

2. People have different beliefs about death. Given one example of a different culture or religion from yours. What do they believe? What are the main ceremonies when someone dies?

3. What are the **six** emotional stages of grief a person (adult or child) normally goes through after the death of a loved one? Explain each stage with an example.

4. Why is it important for a community caregiver to understand different cultural beliefs and responses to death?

Assessor's comment

Met

Not yet met

ACTIVITY 4.2

US 120308; SO 3: AC 3.3;
US 119565; SO 3: AC 3.2, 3.3

How can Gugu help the bereaved and care for herself?

Aim: To be able to deal with bereavement. To be aware of the support that could be provided during bereavement.

Read the case study from Gugu's journal in the Learner Manual.

Discuss and answer the questions:

6. How do you feel when you support bereaved beneficiaries, especially children who are grieving?

7. How can you take care of your own mental, emotional and physical health as a community caregiver during times of death and bereavement of a beneficiary?



8. Where would you be able to go for help and support to maintain your own psychosocial wellbeing during these times? (Look back to the Pyramid of Psychosocial Support)

9. What advice would you have given Gugu as a community caregiver on how to deal with the death of Mathembu?

10. What services are available in your organisation and community that could assist a beneficiary to meet their needs (emotional, spiritual and financial) in times of death, dying and bereavement?

Assessor's comment _____

Met	Not yet met

Module 5

Creating a caring community

ASSESSMENT CRITERIA

In order to meet the assessment criteria of the unit standards, the learner has to:

- Explain the concept of community development with examples.
- Name the factors that can improve or inhibit community development using examples.
- Discuss the advantages for the community where community caregivers actively contribute to community development. Indicate the consequences of not getting involved.
- Discuss the personal benefits of involvement in community development with reference to personal growth and development.

ACTIVITY 5.1

US 244584; SO 1: AC 1.1, 1.2, 1.3

A window on my community

Aim: To explore your own understanding of community development and the dynamics (relationships and structures) of your community

1. Using your own words, describe what “community development” and “community wellbeing” mean for you.

2. How does community development contribute to wellbeing in your community? Give examples.

3. Think about a community project or programme that you know about that has worked successfully. What made the project successful? Give at least two reasons.

4. Think about a community project or programme that did not benefit the community or did not work well. Why did it not work well? Give at least two reasons.

5. Who in YOUR community and which community projects contribute most to creating a caring and supportive community? Please explain your answer.



Assessor's comment _____

Met	Not yet met

ACTIVITY 5.2

US 244584; SO 1: AC 1.3, 1.4

A window on my own participation in community development

Aim: To explore your own participation in community development and community wellbeing

Answer the following questions.

1. How does my community caregiving work promote community development and wellbeing?

2. What other activities, structures or organisations do I participate in that contribute to community development and wellbeing?

3. What would the consequences (result) for my community be if I was not involved in caregiving and other organisational activities?

4. How has my psychosocial wellbeing and self-growth improved from being involved in community wellbeing?

Assessor's comment _____

Met

Not yet met

ACTIVITY 5.3

US 244584; SO 2: AC 2.4, 2.5

Our organisation's social support network map

Aim: To explore your relationships within a community and to understand the importance of the different relationships

A social support network map is a diagram that shows relationships that are important to a person (such as a community caregiver) or an organisation (such as your CBO, FBO or NGO). The social network map you will draw here is to show the relationships you have with people who provide services in your community and who contribute to community wellbeing (such as the clinic sister, the traditional healer, the police station commander, the head of the local school, the local government official and others).

Assessor's comment _____

Met

Not yet met

NOTES

Notes

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