The Thogomelo Project

PRACTICAL WORKBOOK 2
Thogomelo Supportive Supervision Skills Development Programme for supervisors of community caregivers

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<th>Address of learner</th>
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<tr>
<th>Telephone of learner (cell, home or work)</th>
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<th>Name of assessor</th>
<th>Assessor registration number</th>
<th>Signature of the assessor</th>
<th>Date of assessment</th>
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<th>Date of moderation</th>
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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 will have 6 weeks to complete all the practical tasks listed in this Practical Workbook 2. 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 the 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 2, you will ask your supervisor or health professional with whom you have worked most of the time to complete the general learner conduct report on page 49. 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 actions.

Please use the tick list on page 2 to tick off tasks as they are completed to make sure that they are done.

Learner Practical Workbook 2 is divided into 3 sections addressing the 3 Unit Standards.

• When completing these sections, you should refer to the Learner Manuals 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 50. Remember to fill in the reflection section as well.
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## List of tasks

<table>
<thead>
<tr>
<th>US ID</th>
<th>Unit Standard title</th>
<th>Tasks</th>
<th>Tick when completed</th>
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</thead>
</table>
| Section 1  
US 264260 | Facilitate a peer-education intervention                                             | Task 1: Encouraging a culture of care in the organisation             |                     |
| Section 2  
US 244584 | Investigate ways of contributing towards community development                     | Task 1: Develop a community map                                       |                     |
|          |                                                                                     | Task 2: Organisations that deliver psychosocial support services     |                     |
|          |                                                                                     | Task 3: An analysis of psychosocial support activities in my community|                     |
| US 254183 | Apply personal development strategies and skills to enhance effective service delivery in child- and youth-care work | Task 4: Development plan                                             |                     |
| Section 3  
US 264260 | Facilitate a peer-education intervention (continued)                                 | Task 1: Implementing a psychosocial support intervention              |                     |
| Section 4 | The supportive supervision skills development programme workplace logbook          |                                                                      |                     |

**Date when this Practical Workbook 2 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 are my own original work
(some tasks allow for group participation and are indicated as such).

Learner’s signature: ____________________________

Date: ________________________________

About this Practical Workbook

In the past two months you have:
• developed a self-care plan;
• developed a personal development plan;
• developed an implementation plan; and
• been monitoring your supervision.

You also reflected and monitored your stress. The following tasks are about
working towards a caring workplace where everyone is supported to do the best
they can. It is going to involve you:
• reflecting back on all the plans you have developed;
• developing indicators for success; and
• putting all those plans in place.

The main aim will be to create a psychosocially supportive work environment as
you learnt in Module 3. Therefore for the next 6 weeks, you are expected to reflect
on all modules with special emphasis on Module 3.
Section 1

Facilitate a peer-education intervention

Encouraging a culture of care in the organisation

Do you remember the metaphor of the pot on the fire heating up because of stress? You know that an organisation is made up of many individuals, and each individual may have different levels of stress and exhaustion. You may ask yourself:

“How stressed or emotionally exhausted are the people in my organisation?”

and

“What is the level of psychosocial support in my organisation?”

Stress and exhaustion can be seen in both the appearance of an individual and in the way they behave.

The task below is evidence for the following:

Specific Outcome 1

Explore peer-education group within various contexts

Assessment Criteria covered

AC 1: Peer membership group explained in terms of its concepts in different contexts.

AC 2: Group processes are described in terms of how learning happens.

AC 3: The benefits of peer education are identified and described for the peer-membership group.
At the end of the task, you should be able to:

- explain the culture in your organisation;
- show group processes, both formal and informal, with your CCGs;
- discuss your supervision style with your supervisor to show task management, roles and norms and group dynamics;
- give practical examples on how to show improvement; and
- show shared experiences, peer support and leadership development.

**Activity 1.1**

**The culture of your organisation**

Go back to Module 3, page 115, and think about “a caring organisational culture”. Write 2 paragraphs, in the space below, reflecting on the culture of your organisation. Include the following:

- Relationships between people;
- Relationships with management; and
- Needs of beneficiaries.

**The culture of my organisation**
Answer the following questions:

1. Describe 3 things that you like about the culture of your organisation?

1. 

2. 

3. 

2. Name 3 things that your CCGs like about the culture of your organisation?

1. 

2. 

3. 

3. Name 3 things that can be improved in your organisation?

1. 

2. 

3.
Activity 1.2

Your current relationships

*Do a self-analysis of your current relationships so that you know what you want to focus on improving*

<table>
<thead>
<tr>
<th></th>
<th>Current status</th>
<th>What I need to improve on</th>
<th>By when</th>
</tr>
</thead>
<tbody>
<tr>
<td>My relationship with my supervisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My relationship with my CCGs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My relationship with my clients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My relationship with my family</td>
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</table>

Activity 1.3

How can I contribute to change in my organisation?

*Do the following exercises:*

1. Name 2 types of support that you give to your CCGs.

1.
2.
2. Name 3 types of support that other organisations in your community give to their CCGs (you will need to ask other supervisors in other organisations).

1. 
2. 
3. 

3. Describe 3 types of support that your CCGs need.

1. 
2. 
3. 
4. Now analyse the information that you gathered in Numbers 1–3. Describe 3 things that could make the work of your CCGs easier?

1. 

2. 

3. 

5. Still using the information you gathered above, describe 1 thing that the organisation can do to make the work of CCGs easier?
6. Discuss the activities with your supervisor and agree on what activities you would like to implement.

I have discussed the 3 activities that could make the work of my CCGs easier with my supervisor.

Name of supervisor:___________________________________________________________

Signature of supervisor:________________________________________________________

Date:_______________________________________________________________________

Activity 1.4

Developing practical indicators

Reflect back on Module 3, page 115, and read about indicators of success. You have discussed the information above. Now you need to implement some of the support you have identified. However, you need simple indicators to confirm the success of what you have implemented.

Write down 3 indicators for each of the issues you have identified that need improvement in order for you to create a psychosocially supportive work environment. Discuss these with your supervisors and CCGs:

<table>
<thead>
<tr>
<th>Issue raised</th>
<th>Suggested indicators to show improvement</th>
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</thead>
<tbody>
<tr>
<td>My relationship with my supervisor</td>
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</table>

<p>| My relationship with my CCGs          |                                         |</p>
<table>
<thead>
<tr>
<th>Issue raised</th>
<th>Suggested indicators to show improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>My relationship with my beneficiaries</td>
<td></td>
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<tr>
<td>My relationship with my family</td>
<td></td>
</tr>
<tr>
<td>Support to my CCGs</td>
<td></td>
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<tr>
<td>Networking with other caregiving organisations</td>
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</tbody>
</table>
Section 2

Investigate ways of contributing towards community development

The tasks below are evidence for the following:

Specific Outcome 2
Conduct a situational analysis in a specific community

Assessment Criteria covered

AC 1: A survey is conducted to establish the basic demographics of the community.
AC 2: The leaders and government structures in a community are identified and an indication is given of each in the specific community.
AC 3: A selection of community stakeholders is interviewed in order to determine the community dynamics.
AC 4: Existing community projects are identified and an indication is given on the level of community involvement in each.
AC 5: Resources and services in the community are identified.
AC 6: A community profile is developed that collates the information.

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

• identify the stakeholders in a community in terms of psychosocial support;
• identify resources and services in the community;
• conduct interviews and focus group discussions with stakeholders;
• identify existing community projects and develop a community profile; and
• give an indication of the needs of the community in terms of resources and services.
**Develop a community map**

Develop a community map to show community resources, support networks and organisations that contribute to the wellbeing of your community.

*Follow the instructions below.*

1. Do this activity in your organisation. You will need to involve as many people as possible from your organisation in drawing your map.
2. Plan a time when you are all going to be able to do the map. Plan how you are going to do the map in the time between these 2 training blocks.
3. Take a sheet of flipchart paper to draw your map on.
4. When you are together, first discuss what sort of places to show on the map. Think about what the important places are for each member of your group. List all the community assets, organisations and services.
5. Draw your map. See the example in Module 5 of the Learner Manual, psychosocial support programme for community caregivers, page 150.
6. Present this map to all in your organisation to share what you have found.
7. Point out and discuss with your organisation:
   - What resources your community has;
   - What the map tells you about the needs of the community;
   - How your organisation contributes to community development and community wellbeing;
   - What resources are available in the community that contribute to the psychosocial wellbeing of individuals in the community; and
   - What gaps you have found, particularly psychosocial care gaps and needs.

8. Write down your conclusions on the following points:

   - What does the map tell you about the needs of the community?
Section 2

1. What resources are available that contribute to the psychosocial wellbeing of individuals in the community? (name at least 2 resources)
   1.
   2.

2. What psychosocial support care needs and gaps did you identify in your community? (name at least 3 gaps / needs)
   1.
   2.
   3.
9. Insert the completed community map in your Portfolio of Evidence.

**NB:** No mark is given for completing the names below. This is important as evidence of the group work.

<table>
<thead>
<tr>
<th>Names of the CCGs (learners) that participated in this task (including the learner to which this POE belongs)</th>
<th>Signature</th>
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**Assessor’s comments**

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**Moderator’s comments**

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Signature of learner

Date
Organisations that deliver psychosocial support services

List the organisations that deliver psychosocial support services below. Complete the details required. Use the “Support Pyramid” in Module 3 of the Thogomelo Psychosocial Support for Community Caregivers Learner Manual, page 85. This will help to make sure that you have considered all the support services in your community.

At the end of this task, you should be able to:
• identify the leaders (or stakeholders and role players) and government structures in the community;
• give an indication of the role of each in the specific community; and
• identify leaders, stakeholders and/or role players and government structures that are dealing with children or offering psychosocial support and indicate the role of each (they should include community people as well).

Name of community

Name the organisations / institutions / services providing psychosocial support in the spaces below:

<table>
<thead>
<tr>
<th>1. Health sector (individuals involved in child health or communities)</th>
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<tbody>
<tr>
<td>Address of the organisation</td>
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<tr>
<td>Contact person</td>
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<tr>
<td>Telephone number</td>
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<tr>
<td>Describe the type of support services provided</td>
</tr>
<tr>
<td>Describe the referral process that has to be followed for referral</td>
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</tbody>
</table>
2. Social development  
(individuals involved in OVC care, child abuse, child rights, counselling of children, community caregivers)

<table>
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<tr>
<th>Address of the organisation</th>
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<tr>
<th>Contact person</th>
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<tr>
<th>Telephone number</th>
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Describe the type of support services provided

Describe the referral process that has to be followed for referral

3. Community organisation  
(individuals that deal with CCGs or psychosocial support)

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<th>Address of the organisation</th>
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<th>Contact person</th>
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<th>Telephone number</th>
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Describe the type of support services provided

Describe the referral process that has to be followed for referral
### Section 2

**4. Education**
(individuals involved in education like principals or teachers)

<table>
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<th>Address of the organisation</th>
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<td>Contact person</td>
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<td>Telephone number</td>
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<tr>
<td>Describe the type of support services provided</td>
</tr>
<tr>
<td>Describe the referral process that has to be followed for referral</td>
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</table>

**5. Youth organisation**
(organisations involved with youth programmes, for example: youth clubs, recreational programmes, wilderness camps, skills development, education and economic empowerment, volunteer programmes)

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<th>Address of the organisation</th>
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<tbody>
<tr>
<td>Contact person</td>
</tr>
<tr>
<td>Telephone number</td>
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<tr>
<td>Describe the type of support services provided</td>
</tr>
<tr>
<td>Describe the referral process that has to be followed for referral</td>
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</tbody>
</table>
Did you experience any difficulty in identifying organisations or services that provide psychosocial support? Please explain in the space provided below.

General remarks (write down any general remarks that you might have about this task):

Assessor’s comments __________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Met | Not yet met

Moderator’s comments _______________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Met | Not yet met

Signature of learner _________________________________________________________
Date ______________________________________________________________________
At the end of this task, you should be able to:

- conduct a survey to establish the basic demographic of the community with regard to psychosocial support:
  - the scope of this survey focuses on the needs and challenges of communities in terms of psychosocial support including vulnerable children, the organisations and institutions that provide services for them;
  - your survey will be conducted by means of interviewing role players and stakeholders.

- interview some of the above individuals identified to find out about the community dynamics and how they understand psychosocial support for individuals and organisations.

Activity 3.1
Interviews
For this task, you have to interview some of the individuals that you have identified on pages 16–18. Let us first look at how you will go about doing this. There are 3 steps to be taken when an interview is done.

STEP 1
Prepare for the interview
It is important here to decide who the best person will be to interview. The person is then contacted telephonically and an appointment is made.

In the telephone conversation the interviewer should:

- Introduce herself: “I am Gladys Moleke and I work as a community caregiver in the Bushbuck Ridge area.”

- Say what the reason for the call is: “I am calling to ask for an appointment with you. I would like to talk about health problems in the area because I want to start a health promotion.”
Conducting the interview

- On the day of the interview you need to introduce yourself again as the person may not remember what your call was about.
- Then give the person time to sit down and be relaxed before starting the interview. Thank the person for making time to see you. Explain what the purpose of the interview is.
- Then give an overview of the topics that will be covered.
- Now the person who will be interviewed knows what to expect and is reminded of the time you need. He or she may at this point say that something came up and it is not possible to have an hour’s appointment anymore. Ask how long they have and if it will be possible to have a follow-up interview if necessary.
- Before the first question, ask permission to write down answers and explain about the scribe: “Do you mind if we write down the answers?”
Remember that an interview is normal communication where 2 people talk to each other:
- a question is asked, and the other person is given a chance to respond;
- if the response is unclear, the interviewer can ask more questions until there is understanding;
- give the person enough time to explain, but don’t get stuck on the topic;
- you can say: “I see that you still have a lot to say about this. Can we come back to it again later?”
- never make the person feel that you are not interested in what they have to say.

Keep track of time. Don’t use more time than the person gave you.

At the end of the interview, thank the person for their time.

Capturing the information

Although information was written down during the interview, it is still necessary to look at the answers as soon as possible. Sit down with the scribe and work through each answer to make sure that there is a common understanding. The information that was gathered is then put into your Practical Workbook as a report.

Now that you know how to conduct interviews, plan and arrange them with the individuals identified in each sector (look at Section 2, Task 1: health, welfare, education, community organisations and youth organisations). We have included some questions that you can ask individuals to provide you with the information to complete the assignment in this task.

Important information

Use the questionnaires provided on pages 23–37. In your interviews you will ask the interviewees (the people that you are going to interview) about their knowledge on psychosocial support, related programmes and activities.
Questionnaire to interview the identified individual in the HEALTH SECTOR

Name of the person that is doing the interview

Date

1. What do you understand by psychosocial support?

2. What types of psychosocial support activities do you do?
Section 2

3. Do you give any psychosocial support to the children?

4. What type of psychosocial support is given?

5. Do you refer any of the children for psychosocial support? (name the places if you refer them)
6. What challenges have you encountered in offering psychosocial support?

Name and surname of the person interviewed

Signature of the person interviewed

Designation / position

Organisation / institution
Questionnaire to interview the identified individual in the SOCIAL DEVELOPMENT SECTOR

Name of the person that is doing the interview

Date

1. What do you understand by psychosocial support?

2. Do you know of any organisations that offer psychosocial support to beneficiaries or CCGs?
3. Do these organisations have internal psychosocial support programmes?

4. Do you monitor psychosocial support programmes in those organisations?
   Please explain how you do it.
5. Do you have any indicators to monitor psychosocial support? (name at least 3)

1. 

2. 

3. 

6. What challenges have you found in monitoring psychosocial support in organisations?

1. 

2. 

Name and surname of the person interviewed

Signature of the person interviewed

Designation / position

Organisation / institution
Questionnaire to interview the identified individual in a COMMUNITY ORGANISATION

Name of the person that is doing the interview

Date

1. Do you have a psychosocial support programme in your organisation?

2. If the answer was “no” to Question 1, ask the following question: Do you think your organisation needs a psychosocial support programme? Explain why.
3. If the answer was “yes” to Question 1, ask the following question: What type of psychosocial support activities do you do in your organisation?

4. Do you think your surrounding community needs psychosocial support? (give at least 2 reasons for your answer)
5. What can you do as an organisation do to provide psychosocial support for your surrounding community?

Name and surname of the person interviewed

Signature of the person interviewed

Designation / position

Organisation / institution
Questionnaire to interview the identified individual in the EDUCATIONAL SECTOR

Name of the person that is doing the interview

Date

1. What do you understand by the term psychosocial support?

2. Do you think children need psychosocial support? Why?
3. What type of psychosocial support do you think they need?

4. What are the biggest challenges that are facing children and youth in your community?

5. In your opinion what is the role of educators in providing psychosocial support to children?
6. What would you recommend schools do to provide comprehensive psychosocial support to vulnerable children and youth?

Name and surname of the person interviewed

Signature of the person interviewed

Designation / position

Organisation / institution
Questionnaire to interview the identified individual in a YOUTH ORGANISATION

Name of the person that is doing the interview

Date

1. What do you understand by the term psychosocial support?

2. What are the recreational, educational or cultural activities that your organisation offers to children and youth?
3. What needs exist in the community for recreation, education or cultural activities?

4. What psychosocial support programmes are offered for the youth in your community?
5. What are the challenges in implementing psychosocial support programmes in your communities?

Name and surname of the person interviewed

Signature of the person interviewed

Designation / position

Organisation / institution
Share and discuss (analyse) the information that you and your colleagues gathered during your interviews (survey). Now put together the following situational analysis on psychosocial support issues and programmes in your community:

**Activity 3.2**

**Challenges faced in terms of psychosocial support**

What are the biggest challenges / issues facing the sector you interviewed in terms of psychosocial support?

<table>
<thead>
<tr>
<th>Sector</th>
<th>Challenge Description</th>
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</thead>
<tbody>
<tr>
<td>Health</td>
<td></td>
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<tr>
<td>Welfare</td>
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<tr>
<td>Education</td>
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<tr>
<td>Community organisation</td>
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<tr>
<td>Youth organisation</td>
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</table>

**Answer the following questions:**

1. In your opinion (after analysing the information above) is there a need for psychosocial support in your community? (give at least 2 reasons for your answer)

   1. 
   2. 
2. Who needs the most psychosocial support? (explain your answer)

3. What were the psychosocial support programmes that were mentioned by the individuals you interviewed? (give 3 examples)

1.

2.

3.

Assessor’s comments

Met Not yet met

Moderator’s comments

Met Not yet met

Signature of learner Date
Development 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 supervisor.

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. 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:

- developed at least 3 objectives associated with psychosocial support in your organisation;
- identified practical self-care activities that can be linked to the identified objectives;
- identified resources needed to ensure successful implementation of your plan; and
- discussed the proposed plan and agreed on timeframes for implementation with supervisors and caregivers.

Reflect on the information you provided for Task 1 Activity 1.3 on page 7 and decide on which 3 objectives you would like to focus. You have already developed some indicators. You should develop an implementation plan on how you will implement some of the needs identified. Below are examples of objectives that you could focus on. However you can also develop your own.

Examples of objectives:

- to implement a self-care plan;
- to create an inspiring work environment (Module 3, pages 116–118);
- to implement at least 3 self-care strategies; and
- to implement a network referral system with other organisations.
Different ideas about self care and psychosocial support

There were many different ideas about self care and psychosocial support presented in the course. These ideas will work better if you are involved in carefully choosing them depending on what is appropriate to your work context. Go through this list carefully. Try to think about what would work well for you as an individual, for you as a supervisor and for your organisation.

1. Facilitating activities that strengthen a caring organisational culture:
   - Positive acknowledgement sessions, events or general feedback;
   - Team-building events;
   - Training and capacity-building policies or processes (staff development); and
   - Organising social and relaxation events.

2. Updating organisational psychosocial support policies and systems:
   - Developing a staff care policy (in consultation with colleagues);
   - Developing a code of conduct for your CCGs;
   - Contributing to the updating of general organisational policies; and
   - Setting limits on workloads (for example, the number of families visited weekly).

3. Changing the work environment:
   - Cleaning, organising, securing or adding relaxing things to the physical environment; and
   - Creating an inspiring workplace where caregivers look forward to being.

4. Increase in networking and referrals:
   - Links made to other organisations and government departments;
   - Developing community links through community leadership consultations; and
   - Conducting a community mobilisation activity / event.

You can use the template on the following page to develop your plan.
### Activity 4.1
**Setting up organisational psychosocial support objectives**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities to be done</th>
<th>Resources needed</th>
<th>Responsibility (show who will be doing each activity)</th>
<th>Timeframe (when these activities will be done)</th>
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</table>
It is important that you discuss your objectives with your CCGs and your supervisor.

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 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
Implementing a psychosocial support intervention

The task below is evidence for the following:

Specific Outcome 5

Review the implementation of a peer-education intervention

Assessment Criteria covered

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 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.

At the end of the task, you should:

• have a staff-care plan in place;
• demonstrate effective communication skills through the presentation that you will give the organisation;
• show practical management skills through discussion and the development of your plan;
• develop implementation plans to show management skills; and
• be able to allocate roles and responsibilities to tasks for effective implementation.
Activity 1.1
Staff-care plan
Use some of these ideas, and any new ideas of your own, to explore, plan, implement
and review your own staff-care plan for your organisation. Be creative but also thoughtful
and realistic about what will really work in your organisation. Remember to talk to your
colleagues about what they would find helpful in promoting a more caring organisation.

Staff-care plan report
Write a report on your staff-care plan and how this was implemented. Make use of the
plan that you have developed in the section above (pages 40–41).
• The report should not be more than 5 pages long.
• Use black ink.
• Discuss it with your supervisor.
• Present the report to your caregivers for input.
• The report will form part of your Portfolio of Evidence.
• You will also be asked to present your implementation plan in class.

Follow the template below when writing your report:
1. Introduction
2. Objectives of the staff-care plan
3. Proposed staff-care plan
4. The advantages and disadvantages of the staff-care plan
5. Proposed activities, indicators of success, resources and timeframes
6. Monitoring the implementation of the self-care plan

Remember to ask your supervisor to sign your report.
Attach a list of the CCGs who attended your presentation.

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 supervisors and community caregivers who
discussed the plan with you.
Activity 1.2
Staff-care plan

Answer the following questions:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Indicate complete or not complete</th>
<th>Give reasons for your response</th>
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</thead>
<tbody>
<tr>
<td>We have a staff-care plan in my organisation</td>
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<tr>
<td>I have implemented a psychosocial support programme in my organisation</td>
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</table>

Activity 1.3

Proposed 6-month programme for psychosocial support activities

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<thead>
<tr>
<th>Month (specify)</th>
<th>Proposed psychosocial support activities</th>
<th>Place / venue</th>
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<td>Month (specify)</td>
<td>Proposed psychosocial support activities</td>
<td>Place / venue</td>
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</table>
I have discussed this plan with my supervisor:

Supervisor’s name

Supervisor’s signature

Date

Assessor’s comments

Met Not yet met

Moderator’s comments

Met Not yet met

Signature of learner

Date

Evidence of implementation

- Attach your staff-care plan report in your Portfolio of Evidence.
- You will present your plan (what you have implemented during practical field work) in class during the last block of the training.
- Insert your psychosocial support programme presentation into your POE.
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

Learner’s signature

Date

Assessor’s signature

Date

Moderator’s 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 or 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)
Section 4
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?

This is a logsheet where you can record your 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.
- It should be attached to your Practical Workbooks 1 and 2.
- You should spend about 14 hours a week on this programme.
- 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 5 to 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. Attach the logsheets together with your Practical Workbook.
### Section 4

<table>
<thead>
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<th>Insert dates</th>
<th>Work completed</th>
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<td>(list all activities including meetings and time spent filling in the workbooks)</td>
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<td>Time spent (record your time in number of hours spent for the week)</td>
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Overall reflection of fieldwork

Answer the following questions:

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

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