

Note: This training material is continually being evaluated and updated to reflect current needs and best practices therefore it should be viewed as work in progress.

Any person, organization, or institution making use of these materials must acknowledge that they were developed by the Tanzania Institute of Social Work, Jane Addams College of Social Work, and the Midwest AIDS Training and Education Center with support from the US President's Emergency Plan for AIDS Relief (PEPFAR), USAID/Tanzania, and the American International Health Alliance's HIV/AIDS Twinning Center.

Day Five:

Developing and Implementing a Plan of Support and Working with System Roles for Para Social Workers

Recap — Review of previous day and overview of coming day

Review of Social Work Process Social Work Process for Working with Most Vulnerable Children and their Families and Location of this Day's Activities
(Slides 2-3)

1. Identifying Vulnerable Children and their Families
2. Engaging Vulnerable Children and Families
3. Assessing the Strengths and Needs of Vulnerable Children and their Families
4. Developing a Plan of Services for Vulnerable Children and their Families
5. Implementing the Plan of Services
 - Identifying and Referral to Other Resources
 - Providing Direct Services: Problem Solving, Support, and Coordination
 - Empowering and Supporting Caregivers
 - Addressing HIV-related Prevention and Care Concerns
6. Evaluating Progress, Revising Service Plan, and Following up through Ongoing Case Management, Family Support, and Advocacy

Learning Activity:

- Small Group Reports including community feedback on the process of assessment, emphasizing the strengths approach, and illustrating the process and approach to assessment will lead off the day.

Trainer Tip:

- Remind the group of the lessons learned from Engagement and Assessment through examples and reiteration throughout the day.

Purpose of Activity (Objectives):

This unit provides participants with information and skills relating to coordination of services and case management as well developing a service plan and conducting a case conference. At the end of this unit the participants should be able to:

- Explain the concepts of coordination of care and role of case manager with orphans and vulnerable children, particularly related to HIV
- Describe at least one model of case management including the steps in case management
- Demonstrate a service plan including several action steps with at least one case of an HIV affected orphan or vulnerable child and their support people
- Identify others who may be involved in service planning, such as teachers, MVCC members, healthcare providers and what is their role in service delivery
- Describe some ways to evaluate successful case management
- Demonstrate skills related to conducting a successful case conference

Learning Activities:

- Lecture and discussions, including presentations
- Interactive questions and answers
- Resource mapping exercise:
 - participants divide by wards
 - each group identifies related services in community
 - the group draws a geographic map depicting services in the community
 - each group hangs the map on the wall for all to see (poster session)
 - group reporter then describes the map during group debriefing
- Small group experiences on developing a service plan with a multi-professional team for a child needing help
 - Large group divides into groups of 4-6

Equipment Needed:

- Flip chart and stand, markers and pens, masking tape
- Notebooks
- LCD projector and computer or overhead projector and transparencies and screen

Resource Material:

- Participant manuals
- Maps and listings of services in areas if available

Topic Outline

- From Assessment to Plan of Support Exercise - Mapping Community Support Resources
- Definition of Case Management
- Developing the Service Plan
- Case Conferencing
- Self care and support and avoiding burnout
- Preparation of groups
- Skills Workshop
- Case Conference using group case

1. From Assessment to Plan of Support (Slide 5)

Learning Activity:

- Discussion of how the Para Social Worker uses the assessment findings to create a service plan.

2. Definition of Case Management (Slides 6 -9)
 - What is case management and how is it used?
 - Guidelines for effective Case Management
 - Making a Plan
 - Guidelines for Planning

Learning Activities:

- Presentation of slide content (interactive lecture)
- Discuss how case management focuses on the activities of the Para Social Worker to “manage” a case, but “manage” does not mean that the Para Social Worker can or should make decisions
- Ask group to identify an example in which the family decides not to test for HIV; what is the role of the Para Social Worker in that case?
- Generate other examples in which the family is not yet ready or able to move past a difficult spot
- Emphasize the fact that case management requires the Para Social Worker to be a supporter, to work from where the family is, and to help to educate the family, but not to make decisions for them
- Describe the coordination of several services
 - When the problem is that the family requires multiple resources, for instance food, transportation, and emergency support, case management means managing the resources so that the family can be stabilized and then can deal with problems once the emergency is taken care of
 - Ask what kinds of decisions people make if they are hungry or haven't slept or are in danger or in some kind of crisis, compared to the decision made when they can think and plan more clearly; use personal experiences to anchor this discussion in the experiences of the learning community

3. Developing the Service Plan (Slides 10-13)

- Eco-Framework - how will this fit into the service plan?
- The Service Planning Form
- Needs and Domain
- Goals
- Planned Interventions
- Referrals
- Name and Contact Information for Referral
- Time Frame (Dates)
- Follow up
- Comments

**SERVICE PLAN FOR
PARA SOCIAL WORKERS**

Child/Family Name: _____
 Contact info _____
 PSW _____ Date: _____

Needs and Domain*	Goals	Planned Interventions	Referrals Name and Contact Information for Referral	Time Frame (Dates)	Followup	Comments
Child is lonely, depressed (2. Psychosocial)	Increase contact with peers	*Help child develop a list of favorite activities and people likes to be with *Involve child in group activities at community center	Refer to director of community center ADD CONTACT INFO	2 weeks		
School problems (3. Education and Skills)	Regular attendance	*Provide school fees and supplies *Meet with school to determine problems and solutions	Case Conference with School	3 weeks		
Health Problems (4. Health)	* Address skin problems * Assess HIV risk * Provide needed health exam, tests	*Initial health center visit *Counseling regarding health problems and promotion	Health Center	First visit within 1 week. Followup as needed		
*Note CSI domain: 1. Shelter, 2. Psychosocial, 3. Education and Skills Training, 4. Health; 5. Food and Nutrition; 6. Economic Strengthening; 7. Protection						

a. Example of Service Plan (Slide 12)

Learning Activities:

- Lecture discussion
- Brainstorm the content of the service plan
- Review the blank service plan
- Review example of a completed service plan
- Utilize a specific case to use to service planning (Mwakaila is designed to help do this, or the group may identify a case) for a group discussion of what a service plan is, how the resources for it are generated, and how it is filled out and then used as a planning document with both service providers and the family
- Note that the Service Plan also is integrated with the CSI as introduced in Day Four

Trainer Tip: Emphasize these connections so that the group begins to understand how important the domains of assessment are to the development of a coordinated service plan.

4. Case Conference (Slides 13-17)

- a. Developing a Service Plan defines the further actions required by the Para Social Worker and the family
- b. Multiple kinds of services needed by the family: medical care, psychosocial care, other material or spiritual support, emergency resource stabilization etc.
- c. Case conferences include all the providers of those kind of resources

Learning Activities:

- Present Overview of Case Conferencing (Slides 13-17)
- Illustrate the case conference with a large group demonstration including all facilitators and trainers
- Each person has a title pinned on their shirts in very large letters: teacher, doctor, pastor, village chief, etc.
- Para Social Worker tries to get everybody to agree on a course of action and the family often looks confused and frightened.
- Group works together to develop a service plan.
- Group discusses what goes well and what might need improvement.
- Ask and discuss “What are the skills required of a Para Social Worker who is leading a successful case conference?”

Training Tips:

- Having a lecture discussion about a conference that the learning community may be completely unfamiliar with is often not productive. Demonstrating how a case conference might work requires thorough planning in advance and the case, the actors in the conference, and the outcome of the conference must be planned by the trainer.
- One trainer should be designated as the “Director” who does the stop motion. One trainer is designated as the “Producer,” and keeps track of questions that arise during the case conference for discussion, noting issues on flip chart paper or the computer.
- Implementing a plan can be incorporated into the group demonstration and discussion.
- Developing Resources for a plan can also be incorporated in the group demonstration during a stop motion technique — facilitator calls “Freeze” — and the entire group discusses the activity followed by resumption of the demonstration.
- Discussion may include aspects of evaluation. If you use the stop motion animation technique referred to above, you might want the group to discuss exactly how the Para Social Worker is conducting the conference. Does s/he require organizational skills? What kinds of planning need to be done in advance? How does the Para Social Worker get through to people who are not used to dealing with the role of social work in the community?

5. Identifying and Referring to Other Resources (Slides 18-34)

Learning Activities:

- Brainstorming
- Group Discussion of Examples

Topic Outline:

- a. What are Possible Sources for Help for Vulnerable Children and their Families?
- b. What are the Roles of a Para Social Worker in Working with the Service Delivery System
 - Service Coordination

- Mobilizing family, friends, community groups
 - Service Delivery
 - Building resources
 - Community Networking
 - c. Resources and Referrals:
 - d. How Does a Para Social Worker Work with Other Service Providers?
 - e. Accessing Referrals and Referral Guidelines
 - f. Crisis Situations
 - g. Resource Tips
 - h. Create a resource guide for the area that lists:
 - i. Do You Know Your Resources?
6. Resource Mapping - how to create a resource network and conference planning (Slides 36-37)

Trainer Tips:

- The resource mapping exercise is designed for the community to teach the trainers and facilitators (and themselves, of course) that they already are experts in community resource identification and that they have experience with and know about many of the resources required for successful, ongoing, practical case management.
- The resource mapping project is a large group demonstration for which trainers must be prepared in advance.
- This is usually a noisy and physical activity.

Additional Equipment:

- Large quantities of flip chart paper, tape, and marker pens

Learning Activities:

- The room will need to be completely rearranged; the groups are formed around people who live and work in the same geographic neighborhood; and they need to understand what a resource map looks like
- The facilitators must prepare the trainers for this activity the night before the resource mapping exercise
- Mapping Exercise
 - Work in groups of about 8 from same area if possible; appoint a recorder to present summary
 - What are possible sources of help for orphans and vulnerable children in the community?
 - Using large paper and marker pens make a map or picture of your community
 - Put the possible resources on the map
 - How do these relate to each other? Draw arrows (→)
 - Display your community map on the wall
 - Go back into large group and each group presents their map
 - Discuss the community resources
- At the end of the activity each group presents their map to the entire rest of the community, pointing out resources

- The group can comment on resources that might have been missed, or ask questions about unique resources

7. Skills Building Group Exercise: Case Conference to Develop a Service Plan (Slides 37-40)

a. Overview

- a. Skills Building exercise allows each group to work with their ongoing case to convene a case conference to develop a service plan for that case.
- b. Allows each participant to work in familiar group to apply all of the activities covered earlier in the day

b. *Learning Activities*

- Appoint a recorder to present at recap
- Work in mini-groups of 4-5 people
- Take roles of client, family members, Para Social Worker/case manager, community people, schools, NGOs, etc.
- Conduct a case conference to develop a service plan
 - Present relevant background and assessment information
 - Develop a plan of care for the case using community resources (case management service plan)
- Group Exercise: Case Conference to Develop a Service Plan
- In large group, each group to present
 - A brief description of the client system presenting problem
 - At least 2 parts of the case management plan
- Discuss main points we've learned about using assessment to develop service plan

8. Self Care, Support and Avoiding Burnout (Slides 41-66)

a. Developing Your Support Plan

b. Brainstorm: How Can a Para Social Worker Gain Fuel and Support?

c. Why Do Para Social Workers Burn Out?

Exercise: Who Is Our Support?

- i. Who provides basic support? - Food, home, and other necessary things
- ii. Who helps if you need to borrow something?
- iii. Who helps if you are sick and need care?
- iv. Who do we tell personal information to?
- v. Who do we tell how we feel?
- vi. Who helps us relax or play?

d. Where Do We Find Support?

e. Burnout

- i. Multiple losses - family or work or both
- ii. No time to use coping strategies
- iii. Increased stress may lead to physical, emotional symptoms

f. Preventing and Addressing Burnout

g. Creating Boundaries

h. Limits of caring

i. A Personal Support Plan

- j. *Self Care* --Caring for yourself so you can care for others
- k. Celebrating Success

Learning Activities:

- *Discuss how working with vulnerable children and families affects the para-social worker*
- *Introduce the concept of para social worker needs (fuel for the fire) and support*
- *Discuss concept of burnout and burnout prevention*
- *Conduct an exercise where each participant indicates where they get support in various areas*

Trainer Tips:

- This general area of discussion usually occurs late in the afternoon when in fact the entire group is feeling tired and the discussion has been both physically active and intense. Use these feelings to demonstrate burnout and then develop group activities, especially discussion and physical activities which might counteract physical and emotional fatigue
- Discuss the need for the Para Social Worker to recognize and to support: (1) the caregiver and to come up with techniques can help the caregiver; and (2) to understand that one of the main aspects of the Para Social Work is that they now have support for the care giving process that they did not have before
- Discuss how what the participants learned applied to the caregiving situation especially given the sadness, loss, and grief that often occur in families of vulnerability
 - concepts of "hope": Discuss/brainstorm - for a family at great risk, what are the elements of hope?
 - recognition of a hard and good job
 - celebrating success: Discuss/Brainstorm how does a Para Social Worker organize a celebration of success in a community of poverty
- Ending the Burnout session with a large group very active pasha (group energizer) is an ideal way to demonstrate counteracting burnout

Additional Resource:

The script for the Multi-Agency Case Conference and the Case Planning Conference are available in Chapter 7. These may be useful for the Tanzanian curriculum, as it provides a framework for the trainers to develop the large group demonstration. The names of the actors are specifically Nigerian, but these could be easily adapted.

Recap of Day 5 & Preview of Day 6