

**Para Social Work II:**

*Practice Skills to Intervene with Most Vulnerable Children and Families in Special Circumstances*

**Day 5**

Empowering Communities,  
Documenting and Recording

**Objectives**

- Explain the importance of record keeping and reporting.
- Develop skills for preparing records.
- Develop skills in maintaining case records that meet client and agency/institution needs and professional standards.
- Define and describe advocacy and empowerment.
- Demonstrate the skills of advocacy and empowerment.
- Share information and experience about available resources and skills for working with Most Vulnerable Children

*Documenting and Recording*

**Forms of Documenting**

- Ongoing information on individual cases (to supervisor)
- Case records for the institution such as village government.
- Personal notes and records

**Why keep records of client contacts?**

Brainstorm

**Why keep records of client contacts?**

- To remember what happened with the client
- To note progress or problems with the client and family
- To help complete needed forms
- To document our work, especially in child protection cases
- To use in consulting with supervisors or other service programs

**Characteristics of Good Case Recording**

Brainstorm

**Characteristics of Good Case Recording**

- Factual
- Truthful
- Facts should be separated from opinion
  - Clearly label worker assessments and opinions
  - Give bases for worker assessments and opinions
- Assessments record strengths as well as needs

### **Characteristics...**

- No jargon or slang
- No pejorative or profane language
- Self check – imagine client reading your case entry when you write

### **Privacy of Case Records**

- Confidentiality of personal information is a fundamental right of clients of social service agencies
- Confidentiality of personal information is ethical, and in many places legal responsibility of the worker and the institution.

### **Privacy...**

- Anonymity: permitting the use of client information for specific and ethically permitted purposes if identifying information is deleted or obscured

Kagle, D.J. (1991). *Social work records, 2<sup>nd</sup> edition*. Prospect Heights, IL: Waveland

### **4 Principles of Client Privacy**

- Confidentiality: safeguarding personal information of client from disclosure
- Abridgement: limiting information included in case records to that necessary for the provision of services
- Access: allowing client to know what information is being collected, and how it is being interpreted and used

## Sharing Client Information

- Information can be shared within the Agency/Institution when necessary to provide services.
- However, information should not be shared within the Agency/Institution unless necessary for service provision
- Sharing information outside the Agency/Institution requires informed consent of the client or, in the case of children, the guardian

Kagle, D.J. (1991). *Social work records, 2<sup>nd</sup> edition*. Prospect Heights, IL: Waveland

## Sharing ...

- ***In order to give "informed consent" client's decision must be:***

- Free from coercion
- Based upon full knowledge of what information is to be disclosed, to whom, and for what purpose
- Time-limited
- Able to be revoked

Kagle, D.J. (1991). *Social work records, 2<sup>nd</sup> edition*. Prospect Heights, IL: Waveland

## Criteria for entries into the case record

*(from Introduction to Para-Social Work)*

- Every contact made by the Para Social Worker and other representatives of her/his agency/institution should be recorded as soon as possible.
- **Entry should include:**
  - Name of the person contacted.
  - Date of contact
  - Where contact occurred
  - Who was present
  - Purpose of contact
  - Summary of what occurred during contact
  - If relevant, worker's assessment of contact
  - Outcomes of contact including agreed upon next steps
  - Entry should be signed and dated by person making the contact

## Mini-Group Discussion on How Para Social Work Recording is conducted (15 minutes)

- Break into groups of 4 to discuss how recording is conducted.
- Identify issues and what you need to learn
- Practice recording for a case session

*Developing Advocacy and  
Empowerment Skills*

**What is advocacy?**

- Brainstorm concept
- Types of advocacy
- Principles

**What is Advocacy?**

- Advocacy activities provide support for an individual that address how he or she can utilize the resources of an organization
- Advocacy also means working with others to change programs or policies at organizational or community levels

**Advocacy for Para Social  
Workers**

- *Direct advocacy on behalf of a family*
  - Securing long term resources required for family stability from public and private sources in the community
- *Educational advocacy*
  - Providing information to family, neighbors, peers and local providers about family circumstances
- *Helping the people we work with to advocate for themselves*

## What is advocacy?

### **Types of advocacy**

- citizen;
- class or group
- peer
- Media
- research based
- legal

### **Principles**

- *act in user's best interests*
- *act in accordance with user's wishes/instructions*
- *keep the user fully informed,*
- *offer frank advice;*
- *advocates should know their limits – act only in those areas where they have competence; maintain confidentiality*

## Developing Advocacy and Empowerment Skills

- In the context of this training we speak of **advocacy for a comprehensive family policy** that would deliver a variety of preventive treatment, care and support services to families

## Empowerment?

- Conveys an idea of people becoming the agents of their own socio-psychological and economic development
- A process where individuals are able to shape their own lives through acquiring key abilities, psychological traits such as self confidence and when they acquire the capacity to gain needed resources up to the level of enhanced decision making and influence over strategic life choices and barriers to agency.

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## Relevance of advocacy and empowerment in Para Social Work process

### Brainstorm

- Why advocacy and empowerment is important?

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## Relevance...

- Has to occur within the social, cultural, and familial context of people's lives
- There are social, cultural, economical, and political barriers that deny People Living With HIV/AIDS and affected families rights/opportunities/possibilities in achieving their full potential.
- There is a need for professionals to provide services to Most Vulnerable groups in the context of HIV.

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## Elements of empowerment

- Access to information
- Inclusion and participation
- Accountability
- Local organizational capacity

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## Public Advocacy

*Para Social Workers should advocate for services and support in a variety of public forums:*

- Advocating with Village level committees and authorities
- Advocating for representation at state and national meetings and leaders who have influence on support and resources for Orphans and Vulnerable Children
- Advocating against harmful cultural practices such child trafficking, sexual violence, family physical and sexual abuse

### ***THE POWER OF TEN:***

*What we cannot do alone we can achieve by joining with others*

## How is Community Advocacy Different from Individual/Family Advocacy?

*The tools of public advocacy :*

*Are there problems and opportunities?*

- Education
  - Model behavior
  - Open discussion of stigma
  - Stigma training
  - HIV education
- Setting an Example
  - Do the job of taking care of Most Vulnerable Children and hope the example inspires others

## The Tools of Public Advocacy

- Reaching out to opinion leaders
  - Pastors
  - NGO leaders
  - Traditional and local leaders
  - Doctors and Nurses and Social Workers
- Peer Advocacy and Peer Support
  - HIV infected and affected families make the best public advocates
  - How do you mobilize peers groups to speak publicly?

## HIV Specific Advocacy

- *HIV advocacy involves working to educate the community about HIV*
  - HIV is not a death sentence
  - HIV is not a punishment
  - HIV can be treated and prevented like any other disease
- Community support for HIV prevention and treatment requires **open discussion of sexual attitudes and behaviors** as they affect men, women, adolescents and children.
- Community support is required for all realms of **HIV treatment including related sexually transmitted infections** such as syphilis and gonorrhea

## HIV Specific Advocacy

- Community support is required to understand the **connections between HIV, poverty, family dislocation,** substance abuse, sex work and other topics which might otherwise be considered forbidden or uncomfortable to discuss (taboo)
- Family and community support may be required to change **attitudes about child bearing and breast feeding**
- Family and community advocacy may be required to **support the social and economic status of orphans and vulnerable children**
- Para Social Workers should **help people infected and affected with HIV to serve as PUBLIC advocates for themselves**

## HIV related Advocacy Works Best within Groups

- Women to Women
- Men to Men
  - Where do you find them? What is the most common denominator?
    - Bars and clubs
    - Sports
    - Church and family
- Youth to Youth
  - Young men and young women together?
  - Young men and young boys together?
  - Young women and young girls together?



### Discussion question

- Discuss in groups a workable empowerment approach in the context of Most Vulnerable Children and families in Tanzania

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### Group task

Talk about some of your experiences with cases that involve human rights, ethical or policy implications

Perform a role play based on one of the cases to develop an advocacy approach for the case or cases

- Record key issues (advocacy, rights, policies)
- Develop at least two steps of an advocacy plan
- Discuss how would implement it

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*Framework for promotion and protection of children's rights in Tanzania*

*National Framework as stipulated in the Constitution of the United Republic of Tanzania (URT)*

### Family and Community Arrangements

- Whereas the children convention and constitution view the child as a subject of rights and require the country/Government to regard the child as such in practice, this view is not shared by most families. A considerable number of families and communities in the country consider the child merely as an object of protection, a resource both for their labor and their role in ensuring lineage continuity.

### **Six Principles:**

#### *A POSSIBLE AGENDA FOR CARE AND SAFETY OF CHILDRENS RIGHTS*

1. Identify the extent to which the international community can be involved as a partner in this effort and try to encourage collaboration
2. Recognize the importance of sharing significant experiences at national and community level

### **Six principles, continued**

3. Start with a realistic perspective as to what is achievable and in what time frame. Such perspective seeks to design policies and programs that focus on time frame i.e. on short term, medium term and long term objectives
4. Establish a system of monitoring and follow up in order to facilitate feedback and further planning.

### **Six principles, continued**

5. In designing programs, adopt multi-sector approach whereby appropriate recognition is given to the role that various institutions can play in furthering the interests of children and implementation of these programs in order to assure their individual input (i.e. their expertise and participation)

### **Six principles, continued**

6. Involve families, the community and district level leadership in planning and implementation of these programs in order to assure their individual input (i.e. their expertise and participation) and their support. In other words, this principle recognizes that since families and communities are part of the child social world, it is necessary to gain their confidence and support in order to move forward.

### **Creating Greater Rights Awareness in the Community**

- The importance of sensitization is recognized by the children convention (Article 42: State Parties have the duty to “make the principles and provisions of the convention widely known, by appropriate and active means, to adults and children alike” On the other hand, many public officials such as judicial officials, police officers, social welfare officers, doctors and school teachers are either totally unaware or have vague notion about children’s rights.

### **Creating Greater Rights Awareness in the Community**

- Empowering Families and Communities
- The process must begin by looking at the family structure to identify the distribution of decision-making power and how family resources and family responsibilities are allocated.
- Provide watchdog services against child abuse and neglect at community level.

### **Creating Greater Rights Awareness in the Community**

- Forge social and legal institutions at community level to cater for the underprivileged, poor and disadvantaged children. Community Awareness about child protection, rights, addressing abuse—how to help
- Giving knowledge about the roles and responsibilities of the basic social institutions e.g. family, neighborhood about child protection
- Families and basic institutions to retain the extended traditional ways of protecting the child

### **Creating Greater Rights Awareness in the Community**

- Families and other basic social institutions for care and support of children should be able to identify the child rights in their own context
- Some types of child up-bringing methods in many African societies.
- Drawing awareness to identify such methods and developing alternative methods of abuse free child rearing in families.

*Working with groups, community events,  
media, peer education*

**What kind of groups exist in your village communities that may be useful to the children and families we work with?**

Brainstorm

**What kind of groups exist in your village communities that may be useful to the children and families we work with?**

- Care and support groups which help children
- Development committees from local government
  - Most Vulnerable Children Committees (MVCCs)
  - Others?
- Are there HIV related groups?
  - Support groups
  - Community AIDS Mobilization Groups
  - Parent Groups, religious groups, youth groups etc.
- Women groups, Parents groups
- Religious Groups and others

**Working with groups, community events, media, peer education**

***The use of peer groupings:***

- Groups of similar sex
- Groups of different sex
- Leadership training in peer groups:  
Teaching life skills.

### Working with community events,

- Traditional community events can be used as forums for running campaigns against child abuse e.g. Initiation ceremonies for boys, female sexual socialization ceremonies for girl child, New Year celebrations, annual crop harvest celebrations, religious celebrations, etc.
- Can you think of other examples or how these may be useful to spread the message of protecting children?

### Working with media

**What are examples of local media?**

Brainstorm

### Working with media

- **Examples of local media:**
  - Local radio stations, news papers, local journalist, television?
  - Might also work with singers, dancers, others who can share information
- Develop prevention messages; jingles, slogans, spots and village meetings.
- Develop messages on how to report Most Vulnerable Children issues and link them to services.
- Share information on available supportive resources on matters regarding child rights and protection.
- Techniques for reporting child abuse events in the village community.

### Working with Village Community: Sharing Session

- Ask group to share what they have done in working with Village Community
- Are there specific activities they have been successful with?
- What are the success stories?
- What are the issues we need to address?

*Resource Fair*

**Case Management  
Resource Sharing**

*Discuss:*

- What are resources that might help families?
- How can families be involved in helping each other?
- How can we obtain economic help for needy families?
- What resources may help with the needs for social development and child protection?

**Creating a Para Social Work  
Resource List**

- Remember the service maps we did in the Para Social Work introduction?

Discuss

- Can we make a list of the resources we have found that could be used to help the children?
  - Take one minute to make your own short list of resources
  - Resource Sharing Catch (Use a ball—throw to participants who share a resource and throw to the next participant).

*Program Evaluation (complete post-forms)*

*Closing Ceremony and Celebration*

We are now full  
Para Social Workers!