

Date	14/03/2026
Mode (in-person or online)	In-person
PE present	No
OSS present	Yes
Person responsible for the notes	OSS

Key discussion points <i>Briefly record the main topics discussed, key learning points, and any significant reflections. Consider:</i> ○ Student Well-being ▪ <i>Work-life balance, managing academic and placement work.</i> ▪ <i>Mental and physical health factors affecting practice.</i> ▪ <i>Managing professional boundaries.</i> ○ Review of Student's Work ▪ <i>Progress and key responsibilities.</i> ▪ <i>Evaluating learning and development needs.</i> ○ Anti-Discriminatory and Anti-Oppressive Practice ▪ <i>Ethical considerations and reflections.</i> ▪ <i>Social work values and principles within the Welsh context.</i> ○ Application of Theory and Knowledge to Practice ▪ <i>Using theoretical frameworks and models in practice.</i> ▪ <i>Reflecting on research, policy, and best practices.</i> ▪ <i>Reflecting on the views and experiences of people with care and support needs and carers.</i> ○ Reflective Supervision and Decision-Making ▪ <i>Discussing ethical dilemmas, personal values, and biases.</i> ▪ <i>Evaluating professional judgment and evidence-based decision-making.</i> ○ Feedback from Direct Observations ▪ <i>Using insights from observed practice to improve.</i>

- *Incorporating feedback from people with care and support needs, carers and professionals where appropriate.*

The agenda for today was:

- To reflect on a recent challenging visit
- Identify ways to develop both empathy and confidence in practice
- To explore ADP and AOP in relation to the Welsh context of substance misuse services and people with care and support needs related to substance misuse.

The student began by reflecting on a recent challenging home visit to *Sarah*, a carer supporting her brother *Bryn*, who has complex health needs linked to long-term alcohol dependency. During the visit, Sarah became visibly distressed and accused the student of “*not doing enough*” and “*leaving my brother to die at this rate.*” The student described feeling caught off-guard and questioned whether they were making any real difference. They acknowledged feeling emotionally affected and unsure how to respond without becoming defensive.

We explored the emotional impact of the encounter and the importance of processing those feelings. The student showed insight into their initial reaction and openness to learning from the situation. Using Egan’s Skilled Helper model, we worked through the session in three stages:

- Understanding the current situation – acknowledging both their own emotional response and Sarah’s distress as real and valid.
- Exploring what might be going on beneath the surface – seeing Sarah’s anger as rooted in fear, frustration, and possibly a sense of powerlessness.
- Identifying strategies for future action – including active listening, naming emotion, and responding with calm empathy while maintaining professional boundaries.

This helped the student reframe the experience - not as a personal failure, but as an important moment for practice learning and professional growth. They were able to reflect that Sarah’s anger was not aimed at them as a person, but at a system that Sarah felt had let her and Bryn down. They appreciated the need to offer empathy even when it’s difficult, recognising this as a marker of professional maturity.

We then explored how this situation connects to wider social justice issues and the Welsh policy context. The student has recently read the *Substance Misuse Delivery Plan for Wales (2019–22)* and identified clear links with the *Social Services and Well-being (Wales) Act 2014*, particularly around promoting well-being and co-producing solutions with people. They are beginning to see how these frameworks provide not just legal obligations but also a values base for their practice.

The student also identified how Bryn's life is shaped by stigma and structural exclusion. They gave an example of him being refused service at a mobile bank due to assumptions about his appearance and capacity, which we discussed as a reflection of wider societal prejudice against people with substance use histories. We explored how visible difference — including signs of poverty or long-term alcohol use — can result in everyday barriers, shame, and social judgement.

We also reflected on the specific context of rural Wales. Bryn has lived in the same small community his whole life, and while this can bring a sense of belonging, it also raises challenges. The student recognised that in close-knit communities, privacy can be limited — “everyone knows your business” — and this can intensify stigma and reduce help-seeking.

In terms of language and cultural identity, the student noted that although the Active Offer was made, Sarah and Bryn chose to receive services in English. We discussed how this decision might reflect not just their preference, but also a pragmatic understanding that most social workers in the team don't speak Welsh. While the legal duty has been met, the student insightfully reflected that we may still be falling short in fully respecting their language rights and Welsh identity. This prompted further discussion about what it means to practise in a culturally sensitive and rights-based way, beyond compliance with policy.

Throughout the session, the student demonstrated maturity and thoughtfulness, and a growing ability to hold multiple perspectives. They showed a clear willingness to use supervision as a reflective and developmental space.

Decisions and Action

List any key decisions made and actions to be taken, including who is responsible and the timescale.

- The student and OSS will work together to plan the next visit to Sarah and Bryn using Egan's Skilled Helper model as a structure for preparation, with particular focus on empathy, boundaries, and managing emotion. *To be completed before the next visit, currently scheduled for 03/04/2026.*
- OSS to arrange for the student to shadow a future home visit with another carer who is also going through a very difficult time at the moment, to observe and reflect on de-escalation and boundary-setting in practice. *To take place within the next two weeks.*

- Student to explore research on the experience of stigma and substance misuse and bring a summary of at least one article to a future supervision session for discussion. *Due by 15/05/2026.*
- PE to be updated in the next supervision meeting on how the student is progressing in relation to emotional resilience and confidence in practice. *Scheduled for 21/03/2026.*

Any Additional Notes

For optional use – this could include any outstanding matters, follow-up points for next time, or anything else relevant to the session.

Key Roles, National Occupational Standards and Code of Professional Practice

Add some brief notes here to indicate how this record provides evidence in relation to the relevant key roles, NOS and / or CoPP.

NOS:

- **SW2 – Develop social work practice through supervision and reflection**
The student used supervision to reflect on a challenging interaction, identified learning needs, and engaged in planning to improve future practice.
- **SW4 – Exercise professional judgement in social work**
The student demonstrated sound judgement in reassessing the emotional dynamics of the home visit and in thinking through how to respond differently in future.
- **SW9 – Engage people in social work practice**
The student showed insight into how emotional distress can affect communication and is actively developing strategies to maintain engagement even in challenging situations.
- **SW10 – Support people to participate in decision-making processes**
Through exploring Sarah's frustration, the student recognised the importance of enabling carers to feel heard and involved in planning and decision-making.
- **SW17 – Apply methods and models of social work intervention to promote change**
The student applied Egan's Skilled Helper Model to reframe the situation and structure their next steps with Sarah and Bryn in a more planned and purposeful way.
- **SW19 – Evaluate outcomes of social work practice**
The student reflected on the impact of their approach and how it influenced the relationship with Sarah, using this to improve future outcomes.

CoPP:

- **Section 1 – Respect the views and wishes, and promote the rights and interests, of individuals and carers**

The student responded to Sarah's distress with empathy, and recognised Bryn's right to non-judgemental, person-centred support.

- **Section 2 – Strive to establish and maintain the trust and confidence of individuals and carers**

By reflecting on how to respond constructively and non-defensively, the student is learning how to maintain trust even in tense situations.

- **Section 3 – Promote the well-being, voice and control of individuals and carers while supporting them to stay safe**

The student linked practice to the Social Services and Well-being (Wales) Act 2014, focusing on rights, recovery, and co-produced support for Bryn.

- **Section 4 – Respect the rights of individuals while seeking to ensure that their behaviour does not harm themselves or others**

The student recognised that Sarah's emotional response was not harmful behaviour but a sign of unmet need.

- **Section 5 – Act with integrity and uphold public trust and confidence in the social care profession**

The student demonstrated a professional and principled approach by de-personalising the encounter and using it as an opportunity to develop their own practice.

- **Section 6 – Be accountable for the quality of your work and take responsibility for maintaining and developing knowledge and skills**

The student took ownership of their learning, sought additional reading, and agreed proactive steps to enhance their practice.

Next supervision meeting

Date 21/03/2026

Signatures

By signing below, all parties confirm the accuracy of this supervision record.

	Signature	Date
Student		
Practice Educator		
On-Site Supervisor		

