

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>

▪ <i>Incorporating feedback from people with care and support needs, carers and professionals where appropriate.</i>
We talked about the student's feelings after some recent experiences on placement, especially a case involving a difficult service user. There was a situation last week where the student visited a carer (Ms X) whose brother is an alcoholic and has complex issues. She shouted at the student and was really angry. We agreed that people get upset when they're stressed. I reminded the student that it's important not to get too emotionally involved with people. The student said maybe this was because of trauma or attachment. We talked about the need to be aware of triggers. The student noted it was hard not to take it personally but accepted that it's just part of the job. I think the student has a good understanding of the pressures involved in the work, particularly with people in the substance field. We also talked about another case, and the student said she thought attachment theory would apply. We briefly covered equality and diversity – I reminded the student that we must always be inclusive and treat people the same regardless of background. The student mentioned the importance of stigma. I advised the student to be culturally aware and consider how people might be affected by different social factors. We talked about the SSWBA and the Care Act 2014, and how these provide the basis for practice in Wales.
Decisions and Action
<i>List any key decisions made and actions to be taken, including who is responsible and the timescale.</i>
• The student to try and be more confident. • Student to keep thinking about empathy and reflection. • OSS to support with future visits.
Any Additional Notes
<i>For optional use – this could include any outstanding matters, follow-up points for next time, or anything else relevant to the session.</i>
Key Roles, National Occupational Standards and Code of Professional Practice
<i>Add some brief notes here to indicate how this record provides evidence in relation to the relevant key roles, NOS and / or CoPP.</i>

NOS:

- **SW2** – Develop social work practice through supervision and reflection
- **SW9** – Engage people in social work practice
- **SW17** – Apply methods and models of social work intervention to promote change
- **SW19** – Evaluate outcomes of social work practice

CoPP:

- All sections.

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		