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| **Social Work Student Supervision Template** | |
| **Social Work Student Name: Number of placement days completed:**  **Supervisor Name: Location:**  **Date of Supervision:** | |
| **Subject** | **Discussion** |
| **Health and Well-Being**  Considering -  • Physical & mental health, sleep, feeling, stress, work life balance and self-care.  • Resources available via S.C.A.R.F well-being programme (Support I Care I Assist I Recognise I Family). If applicable, discuss any reasonable adjustments or flexible work arrangements.  • These discussions should include any impact and barriers around protected factors and characteristics.  **Record of absences from placement - leave / sickness**  • Circumstances for absences and any support requirements  • Are any absences related to protected characteristics?  • Are there any holidays we need to be aware of which explicitly link to race, culture and religion?  **Other**  • Induction  • Expenses  • IT systems |  |
| **Agendas for current supervision**  Considering those from -  • Social work student  • Supervisor  • Reflective logs |  |

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| **Critically Reflective Practice**  Social Work England: *Critical Reflection encourages you to examine your approach, judgements, decisions, and interventions. It also involves looking at the steps taken to provide objective support, free from your own views and beliefs. Being able to critically reflect on your practice will help you identify your learning needs and create a cycle of experience, reflection, learning and change.* [Reflection - Social Work England](https://www.socialworkengland.org.uk/cpd/reflection/) | | | |
| **Description of learning opportunity**  This could include an –   * Area of practice * Multiagency working * Training * A Meeting * A Shadowing opportunity | **Key reflections** –  What were your feelings (consider any bias and power dynamics)? What informed your practice? How have these experiences changed skills, knowledge, and confidence? How does the experience relate to future learning? (Consider using a reflective model of choice) | **Links to theories, models, approaches, values, ethics, legal frameworks, policies, or research**  Select as appropriate to review through a reflective lens e.g., poverty, anti-oppressive, strengths-based, trauma-informed practice.  Might select a social grace – Race, Disability, Gender, Sexuality | **Links to PCF and SWEPS**  Detail which Professional Capabilities Framework (PCF) and any descriptor as deemed fit. Include Social Work England Professional Standards (SWEPS) |
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| **Workload (Work with People, Carers and Families)**  • Detail work allocation arrangement, link to learning and development opportunities.  • May not discuss every allocation, record total no of cases  • Discuss background, current circumstances, potential interventions, and future planning.  •The needs, wishes and preference of the person(s).  • Legal frameworks, policies, and practice guidance, link to decision-making. Multi-agency working.  • Any direction needed from supervisor or other senior leads (including funding outcomes)  • Risk management and prioritisation.  • Discuss any emotional impact of work, key learning moments and positive outcomes.  • Questions to student, *“is there any aspect of placement that is keeping you up at night?”* |  |
| **Feedback from supervisor**  • Feedback on recording, assessments, skills, legal literacy, strengths-based and person-centred practice.  • Strengths, achievements, and successes  • Constructive/compassionate feedback  • Include feedback from those with lived experience and or other professionals  •Relate to PCF’s, SWE standards or other standards |  |
| **Feedback from supervisee (on support arrangements)**  Ensuring feedback is reciprocal. Supervisee could feedback to supervisor on quality of supervision, level of support, strengths, or anything to be done differently for positive change and well-being. |  |
| **Learning and professional development**  Considering –  • Learning styles  • Learning opportunities which relate to PCF  • Training, workshops, groups, and peer support  • Career progression discussions |  |
| **University Portfolio**  **& Protected study time**  Considering -  • Placement meetings  • Portfolio components  • Days for study time  • University assignments |  |
| **AOB and summary of agreed actions** |  |
| **Social Work Student Sign:**  **Supervisor Sign:**  **Date set for next supervision:** | |

**Acknowledgement:** This template is an amended version of the original Black & Ethnic Minority Professionals Symposium (BPS) & School of Shabs supervision template and is used with thanks. The original document is available through the BASW website <https://www.basw.co.uk/system/files/resources/relational_and_anti-racist_supervision_form18.pdf>

Appendix - Reflective Models

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| Siobhan Maclean’s Weather Model  Social Work Toolkit on Twitter: &quot;Using the Weather Model to explore  feelings with children and young people. What do you think @SiobhanMaclean  ?… &quot; | Head, Heart and Hands – Siobhan Maclean |
| **Gibbs (1988)**  A diagram of a service  Description automatically generated with low confidence | **Reflective questions**  **Stage 1 ‘Planning’ – We can use a reflective conversation in Supervision to ‘plan’ prior to undertaking an ‘activity’**   * What is my role and function and plan * What do I hope to achieve * Do I need any training, support, research before I visit * What are my initial thoughts   **Stage 2 ‘Experience’ What happened**  **In order to make sense of our experience and to learn from it, we need to engage with it.**   * What happened? * What methods did I use and why? * Did anyone behave differently to what I had expected?   **Stage 3 ‘Reflection’ If we don’t reflect then experience may be lost or misunderstood. Reflection can explore feelings, connections and patterns arising from experiences.**   * What feelings did I bring to the intervention with me? * What pervious work, skills and knowledge are relevant? * Did I see any patterns during the intervention? * What do I think the client/service user was feeling? Why? * Are there any other factors which influence how I or the service user/client feels for example: race or gender issues?   **Stage 4 Analysis. If analysis is not undertaken, then experiences cannot be used in different situations or conclusions drawn. Analysis should result in an understanding and a context of a situation and translates information and observations into evidence and supervision can be used to enable this.**   * List two assumptions I brought with me to the intervention * How would I explain or understand what happened during the intervention? * What did I achieve /not achieve during the intervention? * What didn’t go well? Why? * What was the nature of the power relationships during the intervention? * What research, training, theory, policies and values did I use, or could you use to explain what happened during the intervention?   **Stage 5 Action Planning. For learning to occur, the analysis needs to be converted into plans and actions and tested out. This is how the theory and practice are linked.**  **It is important to remember that all four parts of the cycle need to be worked through for learning and development to be effective.**   * What is your summary and what needs to be done next? * What support, training, supervision needs do I have? * What would I do differently? * Where do I feel more, or less confident? |

**THE WEATHER MODEL**

Developed by Maclean (2016), the Weather Model provides a simple but effective model for reflective practice by inviting you to reflect on an event or experience using the following stages:

* Sunshine – what went well?
* Cloudy – What was confusing
* Rain – What didn’t go well?
* Stormy – Was there conflict? Too many voices? How did you manage the storm?
* Lightening – what came as a shock or surprise?
* Windy – Did the mood/expectations/beliefs etc change and move during the event
* Snowy – ??

The Weather Model Gibb’s Reflective Cycle What? Where? Who? Why? What?

Consider Power – Who is forecasting the weather? How are you going to apply your learning? What would you do differently next time? What have you learnt? What else could you have done? What were you thinking and feeling at the time? How did your feelings impact on what happened? What went well and what didn’t go so well?

**Head, Heart, Feet & Hands – Developed by Siobhan Maclean**

Head – What knowledge did you draw on?

Heart – How did you feel, how did the service user feel?

Feet – How did the SW profession ground you re. values / standards?

Hands – What dd you do? What skills did you use?

The tool gives people the opportunity to reflect on their ‘self’ by using this image as a prompt. It is important to remember that the questions are simply prompts –the head could mean something else to a practitioner (they may want to talk about the headache of their work for example!)