

Volunteering placement at Swansea Mind

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AI Acknowledgement

I acknowledge the use of ChatGPT <https://chatgpt.com> on 17th May 2026 to check my work using the following prompt:

Please check the following text for readability, grammar and syntax.

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Reflective piece

This reflection uses Gibbs' Reflective Cycle (1988) to critically evaluate my placement experience at Swansea Mind.

Description

During my placement at Swansea Mind, I completed a face-to-face initial assessment with a service user whom I had previously spoken to by telephone. The purpose of the assessment was to gather background and demographic information, explore the service user's current mental health concerns, and assess suitability for services such as counselling and support groups. Prior to the appointment, there were several practical difficulties within the service. No laptops were available, and the office printer was not functioning, meaning I was unable to access the assessment forms until shortly before the service user arrived.

The assessment took place in a group room and lasted approximately one hour. The service user found it difficult to remain focused on the assessment questions and frequently introduced additional topics. The session was also disrupted by staff and volunteers walking through the room to access the kitchen. At the end of the assessment, the service user expressed an intention to attend the support group afterwards.

Feelings

Arriving at the office on the morning of the initial assessment, I felt motivated and positive, as I was looking forward to being productive and supporting the service user. When I became aware of the lack of available resources, I began to feel anxious and underprepared. Internally, I noticed a sense of panic, as I did not want

the practical issues to affect the client or cause me to appear flustered or unprofessional.

During the assessment, I felt increasingly frustrated and surprised by the repeated interruptions, as the space was intended to be confidential and respectful. I also felt anxious at times due to the time constraints and the support group scheduled to start afterwards, while simultaneously not wanting to rush the client, who presented with significant emotional distress. When completing the Warwick-Edinburgh Mental Wellbeing scale (WEMWBS), I felt a strong sense of empathy and compassion for the client and reflected on how difficult their experiences must be, especially being open about his personal struggles with me.

At the end of the session, I felt professionally satisfied at having completed the assessment and supported the client to access services. However, the absence of an opportunity to debrief reinforced for me the emotional impact that assessments of this nature can have.

Evaluation

The assessment felt rewarding because I was able to build rapport with the service user and support them in articulating their needs. I felt that my ability to listen attentively, respond empathetically, and remain calm contributed to the listening space (BACP, 2020), particularly when the client became emotional or struggled to remain focused on the assessment questions. My previous experience working with vulnerable individuals helped me to maintain a professional and grounded presence throughout the session.

However, the assessment also presented several challenges. Managing time boundaries proved difficult, especially as the client frequently introduced additional

topics and the room was required for a support group afterwards. The repeated interruptions and lack of a private, uninterrupted space detracted from the quality of the environment and appeared to increase the client's frustration. Additionally, the absence of immediate supervision or an opportunity to debrief following the session felt limiting, given the emotional intensity of the assessment. Overall, the experience highlighted both effective aspects of my skills and areas where the service structure created challenges.

Analysis

Reflecting on this experience reinforced my understanding that boundaries and supervision are not simply organisational requirements, but essential components of ethical and effective practice (BACP, 2023). Although I felt confident in my ability to complete the initial assessment due to my previous experience working with vulnerable individuals, this confidence may have led me to underestimate the importance of preparation within a new service context. Being unfamiliar with the organisational structure, resources, and processes contributed to my feelings of anxiety when practical difficulties arose.

My previous managerial experience also influenced how I approached the situation, as I held responsibility for processes, resources, supervision and confidentiality practices. In contrast, my role in Mind was that of a volunteer with limited influence over organisational systems, which made the lack of structure particularly challenging.

The BACP Counselling Skills Framework emphasises the importance of self-awareness, working within role boundaries and accessing supervision as protective factors for both the client and practitioner (BACP, 2020). Hawkins and McMahon

(2020) also describe supervision as an important space to process emotional impact and reflect on practice. This reinforced for me the importance of preparation, structured support and self-awareness when working in emotionally demanding settings, particularly as a neurodivergent volunteer who benefits from clear processes and preparation.

Conclusion

This experience of completing the initial assessment reinforced my understanding of the importance of core counselling skills, including active listening, empathy and emotional containment, particularly when supporting individuals experiencing significant distress. It also highlighted how essential clear boundaries and appropriate support are when undertaking emotionally demanding work, even within a volunteer role.

While I felt confident in my ability to engage with the service user due to my previous experience, this reflection has helped me recognise the importance of preparation, guidance and understanding organisational processes when working within a new service context. It also increased my awareness of the need to seek support proactively rather than relying on previous experience.

Overall, the assessment provided valuable learning about working ethically, recognising my limits, and taking responsibility for accessing appropriate support to ensure both client safety and my own wellbeing.

Action plan

In future roles or placements, I will continue to use reflective writing as a structured tool to process emotional responses and learning following challenging client work. I will draw on the BACP framework to guide my work and decision-

making and actively seek opportunities for supervision or peer reflection where available (BACP, 2023). I will communicate my need for debriefing after emotionally demanding work and remain mindful of my own limits, prioritising self-care to support ethical and sustainable practice. This experience has also informed my approach to preparation, and I will seek clarity around organisational processes and available support early when joining new services or roles.

References

- British Association for Counselling and Psychotherapy. (2020). *Counselling skills competence framework*. <https://www.bacp.co.uk>
- British Association for Counselling and Psychotherapy. (2023). *Ethical framework for the counselling professions*. <https://www.bacp.co.uk/ethical-framework/>
- Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Oxford Polytechnic.
- Hawkins, P., & McMahon, A. (2020). *Supervision in the helping professions* (5th ed.). Open University Press.

Reflective Log

Student Name:	Stephanie Thompson
Name of Host Employer:	Swansea Mind

Date:	17/02/2026 2 hours
Tasks completed:	Attended induction Discussion around befriending calls, how Mind is funded, the organisational structure and potential training opportunities. Agreed start date of 26/02/26
Reflection:	Looking forward to the training opportunities and understanding the database and referral system better. I feel I would be confident in the befriending calls and running support groups due to my previous professional experience.

Date:	26/02/2026 9:30 – 1pm 3.5 hours
Tasks completed:	Read through organisational policies Shadowed volunteer
Reflection:	It was my first day volunteering today and I was expecting to have a plan for my first day, however due to no staff being there I approached the volunteer that was there to ask where I could access the organisations policies. I thought this would be a good place to start, and was able to draw from my previous experience where I have recruited staff and volunteers. After reading through the organisations policies, I asked the volunteer what tasks she was working on and if it would be possible to shadow her. I listened to various befriending calls to clients. I also was able to listen to an initial assessment carried out over the telephone. Later that week I emailed the volunteer manager to ask if I could volunteer on Monday to support the depression and anxiety support group, to which she agreed.

Date:	09/03/2026 11:30- 3pm 3.5 hours
Tasks completed:	Incoming call from client Depression & Anxiety support group Arranging initial assessment for client Updating database- client records, sending emails to colleagues

Reflection:	Shadowing the support group, I noticed that many service users were struggling with anxiety and depression. Several people spoke about feeling isolated but also recognised the need to make connections. Listening to each person, I felt empathy and also admiration for the courage shown in speaking about their difficulties in front of the group. Group members were very supportive of one another. The group was large (approximately 20 service users), so once everyone had a two to three minutes to contribute, the session came to an end. In my perception it felt a little abrupt. I reflected on this and later spoke to one of the volunteers who helps run the group. I suggested that, due to the group size it may be helpful to consider running two smaller groups. I also suggested introducing optional "mini" goal setting at the end (for example, "my goal for the next week is to increase my fruit intake", or "to take a 30-minute walk"), which could then be revisited at the next group session. The volunteer said she would raise this with the volunteer coordinator to see if this could be implemented. I took a telephone call from a client which lasted approximately 30 minutes. The client was frustrated about being on the waiting list for initial assessment & counselling and described feeling very depressed. He shared multiple concerns, and I listened and gave him the space to talk. After seeking approval from the mental health practitioner, I was able to arrange the initial assessment for next week and I also invited him to attend the depression and anxiety support group afterwards. The service user appeared to want to feel heard and acknowledged. At times, when bringing the call to a close, the service user would introduce additional topics. As I will now be working with this client from next week, I am reflecting on professional boundaries and the importance of setting these at the start of our meeting. I have emailed the volunteer manager to ask about room booking for the initial assessment and was advised to complete the assessment in the group room. I was unable to attend group today as cover was needed on the telephone.
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Date:	16/03/2026 11-3pm 4 hours
Tasks completed:	Carried out face to face initial assessment with client Updating database with client initial assessment Answered emails and telephone calls
Reflection:	Before the client arrived, there were no laptops available to complete the initial assessment electronically, so I needed to use the paper form. However, the printer in the office was not working and there were no pre-prepared paper assessment packs available. I found this

frustrating, as I would have liked time to familiarise myself with the forms before meeting with the client. Once the mental health practitioner was available, he was able to print the forms for me, which gave me only a few minutes to review them before the client arrived. Reflecting on this, I recognised that preparation and clear processes are particularly important for me as a neurodivergent volunteer. In my previous professional roles, I developed structured procedures to support consistency and preparedness, so having limited time to familiarise myself with the assessment forms increased my anxiety and sense of pressure. This is useful learning for me, as it highlighted the importance of accessible resources and clear contingency processes, such as pre-prepared assessment packs when IT equipment is unavailable. I was also mindful of remaining calm, congruent and professional; being unfamiliar with the forms risked me feeling flustered, which I wanted to avoid given the sensitive nature of discussing mental health. I was aware of how this may have been perceived by the client.

The client was grateful that the appointment was made to complete their initial assessment. This was completed face to face as this was the client's preference. At the start, I explained that we had around half an hour to complete the initial assessment and that there were a lot of questions to work through and that they did not have to answer anything they felt uncomfortable with.

The assessment initially consisted of demographic information. The client found it difficult to remain focused on assessment questions and frequently introduced additional topics. I found this challenging, as I was aware that a support group was due to use the room at a set time. I was also conscious that I did not want to still be meeting with the client when service users arrived to start the group. Unfortunately, there were no other rooms available, and I had been advised to use this room.

The client continued to raise a range of subjects, and I had to bring him back to the question regularly. I did this in a kind and respectful way as I wanted to support our working relationship. The client (unprompted) was apologetic for taking up time talking about other subjects, and I kindly and respectfully acknowledged what he was saying while continuing to guide the assessment back to the relevant questions. As part of the assessment, I completed the Warwick-Edinburgh Mental Wellbeing scale with the client- I have not completed these before so this was new learning for me. Overall, the assessment took approximately one hour. At the end, the client said he wanted to attend the group that was running after our appointment.

The assessment was disrupted several times due to staff/ volunteers walking through the room to get to the kitchen. I noticed that the client became frustrated because of this and I apologised for the disruption.

I have inputted all assessment details into the database and placed the client on the waiting list for counselling. I have also added the client to the befriending call service and the depression and anxiety support group.

	Unable to attend support group today due to cover needed answering emails and telephone. Overall, this felt like a heavy day today due to the practical issues before the assessment, the time constraints and disruptions during it, and not having anyone available to debrief with afterwards. I felt very drained after the placement, so I took some time to regulate by sitting in my garden and walking barefoot in the grass. I will raise the issues of today with the volunteer manager so that she is aware. It is important to create a safe, confidential environment when working with clients in relation to their mental health and wellbeing.
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Date:	23/03/2026 11-1:30 2.5 hours
Tasks completed:	Telephoned clients- updated database
Reflection:	Befriending Call with XX- We discussed his experience of attending the support group. He mentioned that he does not want to return as he did not find it beneficial. I said that this was absolutely fine and that it was completely his choice. He then discussed his plans of getting a mobile phone for the first time. He shared that he is not confident with technology, and we found some common ground (and some humour) in the idea of learning new technology. Tasks completed: • Adding referrals to the database (this was challenging without training; although I have used many databases in previous roles, some guidance on the specific system would be very helpful • Responding to emails – inputting referrals onto database • Answering the telephone. I was advised today that volunteers are not required to come in for two weeks over the Easter period. Left early today due to migraine. Later in the week I emailed the volunteer manager to ask about any available training opportunities (for example, database training, mental health etc) and to request a supervision meeting. I have not seen the volunteer manager since induction. I feel additional guidance, structure and supervision would support my development in the role.

Date:	13/04/2026 09:30-1pm
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Tasks completed:	Answering emails Answering telephone Supervision meeting with volunteer manager
Reflection:	It was good to meet with the volunteer manager for supervision today. I was able to ask about training opportunities and emphasised that I am keen to take up any available training, particularly around using the database and referral system. During supervision, I was asked how my mental health was. I shared that I am currently managing okay and that I have support in place through a mental health mentor in university which I find helpful. I was also asked what I would like to become more involved with, and I said I would like more group and client facing work. When asked if I felt my skills were being used, I shared that I feel I could offer more to Mind, such as supporting the development of groups and how mini goals could be introduced but also recognising my need for training to ensure I am working within Minds ethos and values. I also raised the issues that took place completing initial assessment. I asked for the supervision document to be emailed as I would be using it as evidence for my counselling module assessment portfolio. I received the email later that day, after reviewing it, I felt it did not fully capture the points I raised, so I will check whether it can be updated for completeness. I was unable to attend group today as cover was needed on the telephone. I am noticing that I am frequently allocated to phone and email cover, while I recognise this is an important part of the service, it limits my client-facing learning opportunities. It would be helpful to agree a clearer plan for how group attendance will be shared between volunteers. Later that week I emailed the volunteer manager as I wanted to offer to create a Volunteer Training Manual as a hard copy to be kept in the volunteer office. My thinking was that the manual would include: an introduction to Mind Swansea; an overview of services offered (including dates and times); the different referral pathways and how to access services (including who delivers services, e.g., volunteers, the mental health practitioner, student counsellors); key policies (for example, safeguarding, professional boundaries, wellbeing/ stress, volunteer policy); guidance on completing initial assessments; a guide to befriending calls; and a directory of relevant external organisations (for example, local food banks, community wellbeing hubs, Citizens Advice and Samaritans). In my previous professional experience, I have developed a similar manual which was beneficial for new and existing staff and helped to build confidence when starting in a new workplace. The volunteer manager responded positively to this suggestion and asked me to begin working on this during my next placement session.

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27/04/2026 09:30- 12:30- 3 hours

Date:	27/04/2026 09:30-12:30 3 hours
Tasks completed:	Befriending calls Answering emails Updating the database
Reflection:	Today was a very challenging day for several reasons. I felt emotional today, but I was able to draw on my previous professional experience and maintain my composure. I was planning to start on the creation of the volunteer manual (I felt that this would really help new volunteers). I was told that all volunteers would now be based downstairs in the reception, which meant I could not start work on the volunteer folder and I would be answering emails and calls for the day instead. I made a befriending call to XX. He was pleased to have the call, and I feel we have built a good rapport. He is suffering from depression but is pushing himself every day to leave the house and attend a group in the area. As our conversation continued, staff that were sat behind me became loud for a period of time, there was a lot of laughter, and I had to leave the room and find somewhere quiet to continue the call. Later that morning, two members of the public came into the reception to ask if they could leave some leaflets, the leaflets offered wellbeing groups in the local community. After they left, staff members made several negative comments pertaining to the faith of the individuals. I reflected on whether these discussions aligned with organisational professionalism and inclusivity values, which prompted me to seek guidance from my module lead regarding appropriate professional boundaries. Having a reflective log to record my experiences has been beneficial for me. It has enabled me to process emotions and experiences to make sense of my time on placement.

Evidence piece 2: Initiative and contribution to volunteer resources

The following extract is taken from my reflective log and is supported by email correspondence with the volunteer manager. This piece demonstrates my initiative, organisational awareness and contribution to improving volunteer support and resources.

“Later that week I emailed the volunteer manager as I wanted to offer to create a Volunteer Training Manual as a hard copy to be kept in the volunteer office. My thinking was that the manual would include: an introduction to Mind Swansea; an overview of services offered (including dates and times); the different referral pathways and how to access services (including who delivers services, e.g., volunteers, the mental health practitioner, student counsellors); key policies (for example, safeguarding, professional boundaries, wellbeing/ stress, volunteer policy); guidance on completing initial assessments; a guide to befriending calls; and a directory of relevant external organisations (for example, local food banks, community wellbeing hubs, Citizens Advice and Samaritans). In my previous professional experience, I have developed a similar manual which was beneficial for new and existing staff as well as volunteers and helped to build confidence when starting in a new workplace. The volunteer manager responded positively to this suggestion and asked me to begin working on this during my next placement session”

This piece of evidence demonstrates my ability to take initiative and contribute proactively to organisational development during my placement. After recognising gaps in available volunteer resources, I identified an opportunity to support both new

and existing volunteers by offering to create a volunteer training manual. This suggestion was informed by my previous professional experience and my awareness of the challenges that can arise when volunteers and new and existing staff are not provided with clear accessible guidance.

The process of identifying this need and communicating it appropriately to the volunteer manager reflects skills in problem-solving, planning and professional communication. Rather than acting independently, I sought approval and worked collaboratively within the organisation's structure, demonstrating respect for role boundaries and teamwork.

Thanks for your email. I have updated the form, hopefully it is now correct?

Yes, I can stay on a little longer on Monday, but I do need to leave by 1:30 as I have to be in work in the afternoon.

Also, I wanted to get your thoughts on developing a hard copy volunteer folder, including policies, training, volunteer expenses, Swansea Mind services and external services etc. with everything a volunteer needs all in one place, so that volunteers can refer to it whenever needed. I am happy to work on this with other volunteers if this is something you think could be beneficial?

Thanks

Steph



Ruby James

to me ▾

Apr 22, 2026, 4:01PM



Hi Steph

Thank you for updating the form.

Also, thank you for letting me know you weren't able to come in on Monday, I hope your little girl is ok.

When you are next in you could put one together with the other volunteers that are in if you would like, as all of them can be accessed on the admin email google drive.

↩ Reply

➦ Forward



Evidence piece 3: Use of a structured mental wellbeing scale

The following evidence is a redacted copy of a Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) completed collaboratively with a service user as part of initial assessment.

16.03.26

The Warwick-Edinburgh Mental Well-being Scale (WEMWBS)

Below are some statements about feelings and thoughts.
Please tick the box that best describes your experience of each over the last 2 weeks

STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been feeling interested in other people	1	2	3	4	5
I've had energy to spare	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling good about myself	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been feeling confident	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5
I've been feeling loved	1	2	3	4	5
I've been interested in new things	1	2	3	4	5
I've been feeling cheerful	1	2	3	4	5

Warwick-Edinburgh Mental Well-being Scale (WEMWBS)
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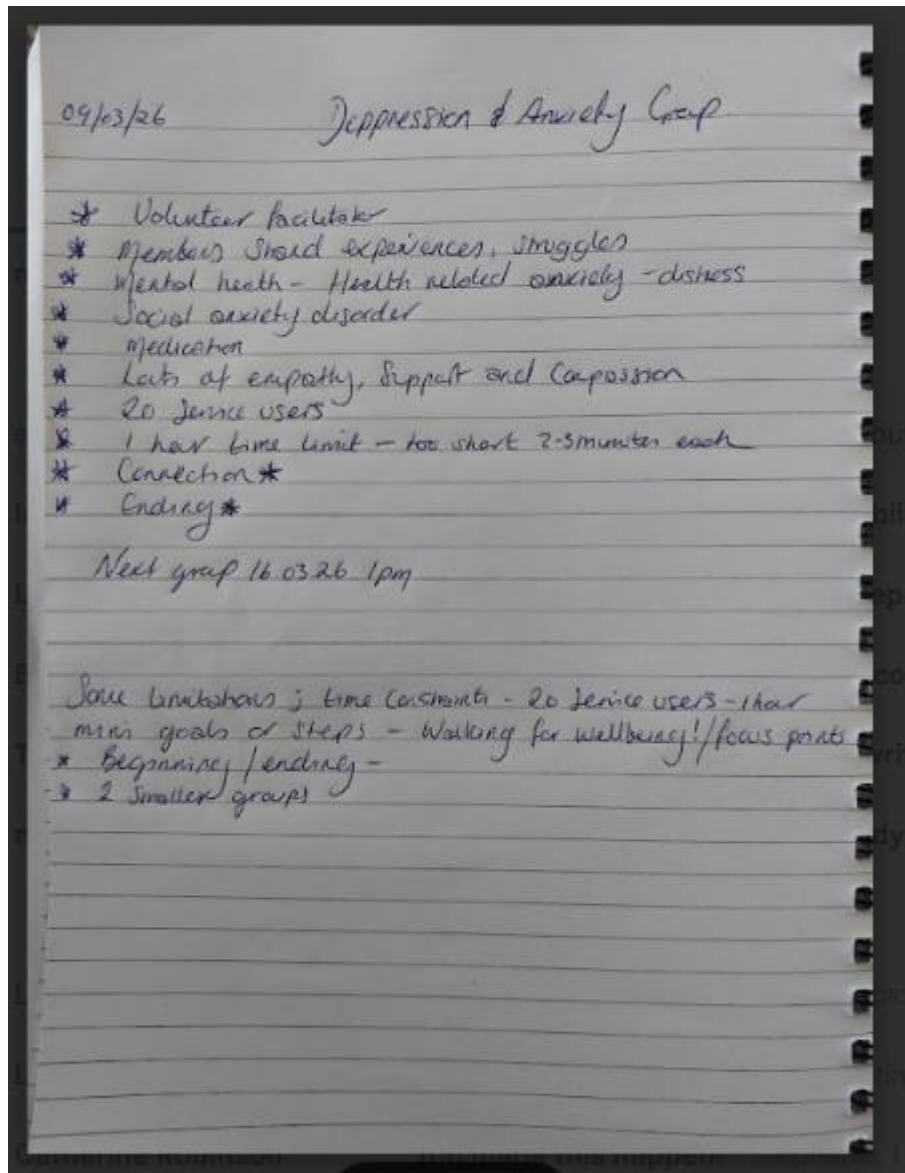
This evidence demonstrates my ability to support a service user in completing a structured wellbeing measure within the boundaries of my volunteer role. The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) was completed collaboratively, with care taken to explain the purpose of the questions, provide emotional containment, and ensure the service user felt able to respond at their own pace.

Completing this measure required active listening, clear communication and sensitivity, particularly given the personal nature of the questions. Rather than interpreting or analysing the responses, my role was to support the process and ensure the service user felt heard, respected and informed. This reflects my understanding of working ethically and within appropriate limits.

This experience demonstrates transferable skills including listening, boundary awareness, professionalism and emotional intelligence. The opportunity to work with structured wellbeing measures has been a valuable experience and reinforced the importance of working within structured and ethical frameworks when supporting service users (BACP, 2020). In future roles, this learning will support my confidence in using recognised frameworks appropriately, while remaining mindful of role boundaries and the importance of safeguarding and ethical responsibility.

Evidence piece 4- Observation of Depression and Anxiety support group

The following notes are observations taken while attending the depression and anxiety support group during my placement.



This evidence reflects my learning through observation while attending an anxiety and depression support group during my placement. I observed positive aspects of the group, including participants' willingness to engage, mutual validation

between group members, and the facilitator's commitment to ensuring everyone had an opportunity to speak. These elements appeared to support a sense of shared understanding within the group.

I also noticed some limitations in the group structure, particularly around boundary-setting at the start of the session and the abrupt ending, which offered limited opportunity for reflection or closure. This increased my awareness of the importance of emotional safety, structure and clear boundaries when supporting vulnerable individuals within group settings (BACP, 2023). Observing the session has increased my awareness of how pacing and structure can support emotional containment. Following the group, I shared some gentle suggestions with the volunteer facilitator, such as smaller groups or introducing mini goals to help participants feel more supported within the available time. This reflected my learning about supporting containment within group settings.

References

British Association for Counselling and Psychotherapy. (2020). *Counselling skills competence framework*. <https://www.bacp.co.uk>

British Association for Counselling and Psychotherapy. (2023). *Ethical framework for the counselling professions*. <https://www.bacp.co.uk/ethical-framework/>

Appendix A

from: **Stephanie Thompson** <steph.ltr82@gmail.com>
to: admin@swanseamind.org.uk
date: Jan 22, 2026, 6:41 PM
subject: Fwd: Placement/volunteering
opportunity enquiry

Good evening

My name is Stephanie Thompson, and I am a second-year undergraduate student studying Psychology and Counselling at the University of Wales Trinity Saint David (Swansea Campus). As part of my level 5 Further Counselling Skills module, I am required to undertake the equivalent of a 10 day/ 60 hour volunteering placement within a relevant organisation related to the care and wellbeing of people.

My previous employment experience includes working with young people guiding them through apprenticeship programmes, supporting prison leavers with volunteering, training and employment and most recently managing a mental health and substance-use peer recovery project. These roles have strengthened my communication skills, empathy, and ability to work collaboratively with individuals facing a range of challenges.

Placement Information

For the purposes of the module, placement hours can be completed anytime between January and May, and these hours can be negotiated to suit the needs of your organisation. If a placement is agreed, I would be grateful to know whether a DBS check would be required.

The placement itself is not assessed, and there will be no visits from tutors. All that would be required from you is the completion of an attendance form at the end of the placement. You would also receive a letter/email from the university to confirm all details.

I would be very grateful if you would consider my application, and I would be happy to provide any further information if needed.

Kind regards,

Stephanie Thompson

Ruby James <ruby@swanseamind.org.uk>

Thu, Feb 19,
2:22 PM

to bcc: me

Hi

Thank you so much for coming to the induction, it was so nice to meet you.
For your DBS can you please send me a photo of your ID (drivers license/passport)
and a screenshot of a recent utilities bill.

If you would like to add yourself to the volunteers WhatsApp group here is the
link: <https://chat.whatsapp.com/IOleLZK9jif5TRIV4Ddd3j?mode=hqrc>

Look forward to speaking to you soon. If you have any questions please let me
know.

Ruby James (she/her)

Events and Volunteer Coordinator

Swansea Mind - 66 St. Helens Road, Swansea SA1 4BE

ruby@swanseamind.org.uk

01792 642999

Registered Charity No 1184072

Appendix B



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Placement Information Form

Name of student:	Stephanie Thompson
Proposed placement setting and address:	Swansea Mind- 66 St. Helens Road, Swansea SA1 4BE
Proposed dates of placement:	26/02/2026
Name and position of contact:	Ruby James- Volunteer Coordinator
Email address:	ruby@swanseamind.org.uk
Telephone number:	01792 642999
Is a DBS required for you to attend this placement:	~~x~~Yes ☐ No If <u>Yes</u>, have you applied for this? 26/02/26 ☐ <u>Yes</u> applied on _____ ☐ No
Explain how your role in this organisation/on this placement meets the criteria for the assessment for the module <i>(e.g., what duties/tasks will you be undertaking that are relevant for the module assessment)</i>	Duties will include arranging and completing face to face initial assessments with individuals seeking support from the service, providing a befriending telephone service to individuals with mental health difficulties, those facing isolation and those who are unable to attend Mind for support in person and facilitating support groups for those suffering with mental health difficulties (anxiety/ depression groups, creativity art groups etc). Duties also include administration tasks such as ensuring all client and external organisation contact is inputted on the database, answering the telephone as first point of contact.

☐

ALL information must be provided. Incomplete forms will be returned to the student.

Please return this form via the Moodle page toggle entitled 'Placement Information' toggle under the 'Voluntary or Work Placement' section, no later than Friday, 13th February 2026.

Appendix C



Beverly Cole



Reply



Reply all



Forward



To:  Stephanie Thompson (2405220)

Mon 16/03/2026

Cc:  Stacey Coleman;  Kate Williams (Lecturer)



You replied on Mon 16/03/2026 09:08

Hi Stephanie,

A quick email to check where you are in relation to your **placement**.

Hopefully, all is going well, and you are engaging in relevant experiences that will help you gather the supportive information you need to complete Assignment 2.

A reminder also that you need to send your '**Placement** Information Form' to Stacey for her records.

We can discuss any issues with the above in class on Wednesday.

Regards,

Bev



Appendix D

Date:	17/02/2026 2 hours
Tasks completed:	Attended induction Discussion around befriending calls, how Mind is funded, the organisational structure and potential training opportunities. Agreed start date of 26/02/26

Date:	26/02/2026 9:30 – 1pm 3.5 hours
Tasks completed:	Read through organisational policies Shadowed volunteer
Date:	09/03/2026 11:30- 3pm 3.5 hours
Tasks completed:	Incoming call from client Depression & Anxiety support group Arranging initial assessment for client Updating database- client records, sending emails to colleagues
Date:	16/03/2026 11-3pm 4 hours
Tasks completed:	Carried out face to face initial assessment with client Updating database with client initial assessment Answered emails and telephone calls
Date:	23/03/2026 11-1:30 2.5 hours
Tasks completed:	Telephoned clients- updated database
Date:	13/04/2026 09:30-1pm 3.5 hours
Tasks completed:	Answering emails Answering telephone Supervision meeting with volunteer manager
Date:	27/04/2026 09:30-12:30 3 hours
Tasks completed:	Befriending calls Answering emails