1 – MID PLACEMENT REVIEW DETAILS

<table>
<thead>
<tr>
<th>ACAP student ID number</th>
<th>111111</th>
<th>Onsite</th>
<th>Date: 4.11.09</th>
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<tbody>
<tr>
<td>Student Name</td>
<td>Mary Jones</td>
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<td>Supervisor Name</td>
<td>Deb Bossman</td>
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<td>Organisation</td>
<td>Big Change Support Service</td>
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<tr>
<td>Course</td>
<td>Bachelor of Applied Social Science (Counselling)</td>
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<tr>
<td>Educator</td>
<td>Bridget Smart</td>
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2 – STUDENT FEEDBACK

1. **What is the organisation’s mission statement?**
   The Big Change Support Service is an organisation committed to the prevention and elimination of all forms of violence that occurs in families. Our mission is to provide best practice therapeutic support to families where violence is prevalent and facilitate community education and awareness programs to reduce the incidence of child abuse and domestic violence.

2. **What have you learnt about yourself professionally and personally whilst on placement?**
   Professionally- I have learnt that I really enjoy developing rapport with children and engaging in play therapy to help them make sense of the abuse and family conflict. I also realise how important groups can be for the healing process.
   Personally- I have learnt the importance of self-care in working with people who have experienced violence and trauma.

3. **What activities have you undertaken whilst on placement? Have these activities helped you meet your Learning Goals? (specifically address Student Learning Contract)**
   Crisis counselling and safety assessments, the women's group and observing family therapy sessions with my supervisor. This has helped me to meet many of my learning goals especially in relation to rapport building and counselling skills.

4. **What have you learnt about the counselling/case management/coaching/management profession?**
   I have learnt how to be client centred and child centred in my approach to counselling and case management. I have learnt that the client or child needs to own the change process and direct the change in their own time.

5. **What theory/ies and skills did you draw upon that were useful in your placement?**
   Empathetic and Active listening. Cognitive Behavioural Therapy has been useful in the crisis counselling sessions. Developmental psychology, art therapy and play therapy theories and skills have been useful with the work with children. I have also used group work theories and facilitation skills.

6. **Describe a difficult circumstance/or challenge that you encountered whilst on placement? How did you manage this situation?**
   A person called the service and was trying to find out if their partner was attending the group or counselling at the service. The person was being very demanding over the phone. I said that I could not release any information sue to the confidentiality policy. The person then became very angry and aggressive. I then calmly stated that because due to the aggressiveness I would need to terminate the call. The person did not calm down. I then apologised and said I am hanging up now. It was difficult to be assertive but my supervisor said it was the best thing to do in the situation.

7. **What have you learnt about the process of supervision since your commencement on placement?**
   I have learnt that regular supervision is essential in this area of work. Sharing your experiences helps you process the emotions that come with trauma work. I have learnt that Supervision is essential to ongoing Professional Development as it has provided me with a reflecting space to learn new things and grow as a counsellor.
8. How has your placement helped refine your career direction?
   I know that I would like to pursue a career in working with children who have experienced/ witnessed violence and trauma.

3 – SUPERVISOR/ ORGANISATION FEEDBACK

1. What personal qualities or attributes does the student display that lend themselves to a career in counselling/ case management/ management/ coaching? (unconditional positive regard, congruence, empathy, ethics etc)
   The student has a strong ethical framework and empathy towards the clients of the service. She confidently connects and builds rapport with the clients and in particular the children. The student always meets the client where they are at and does not try to take over the change process. The student has a commitment to ongoing reflection and development with the team and in supervision.

2. What specific skills does the student demonstrate that lend themselves to good counselling/ case management, management/ coaching practice? (i.e. active listening; questioning; assertiveness, conflict management, ethics etc)
   The student demonstrates very good listening and questioning skills. The questions are very purposeful and work towards an outcome which is essential in some of the brief interventions/ crisis counselling situations. The student has been able to utilise conflict management skills and stays calm and assertive through conflict. Children at the service have quickly connected with the student. This is because the student brings a sense of fun and play to the sessions.

3. What is your opinion on the student’s level of understanding of theory relevant to this placement?
   The student has been able to integrate the theories of violence, group work, crisis and trauma counselling very well into her placement. During supervision we have reflected on what theories have been used in certain therapeutic interventions and the student shows excellent insight.

4. Do you have any examples of a challenging situation that the student was given? How did they handle this challenge?
   One child at the service was showing very destructive behaviour, throwing things around the room. The student used this as an opportunity to talk about anger and how to express it in different ways. The student quickly directed the child to the large pillows and showed the child how to take the anger out on the pillows. The child was able to scream into the pillow and hit the pillow. After the child was more settled but had learnt a new skill of processing anger in a safe way and why this is important.

5. What are the student’s main strengths and areas for further development? Please give examples.
   The student has many strengths but the main ones are the ability to build rapport and relationships with people regardless of their background. Also the student is very committed to the work and wants to learn more for the benefit of the clients. The student has identified wanting to learn how to be more concise in her case notes to assist with time management.

6. How has the student developed from the commencement of their placement? Personally and or professionally?
   The student has developed professionally particularly in the counselling area. Initially the student was fearful of doing or saying the wrong thing during the crisis counselling. Now the student confidently provides support and counselling and if anything is not know will check with her colleagues.

7. What parting advice would you give to our student in terms of their second placement/ and or continual professional development?
   Just keep doing what you are doing. You are really talented and have particular skills and abilities in working with children. You would be an asset to any organisation.

3 – WORKING WITH ACAP IN THE FUTURE

1. Were you provided enough information and support from the Student Placement Department?
   Yes.

2. Would you be able to take another student on Placement in the future? (If possible list term or date)
   Yes. Next term.