



I A P S

WISDOM

NEWSLETTER OF INDIAN ACADEMY OF PROFESSIONAL SUPERVISORS

September 2019-Volume 1-Issue 2

Editorial

Hello Readers,

Geldard and Geldard in their book "Basic Personal Counselling (2001)" state that all counsellors need supervision to help them resolve their own issues and to avoid burnout in what is an emotionally draining occupation. As well as providing a sounding board for the counsellor's concerns, a supervisor is in a good position to spot the onset of any symptoms of burnout and to assist the counsellor in dealing with them.

Welcome to the second edition of our e-newsletter from Indian Academy of Professional Supervisors (IAPS).

The AGM of IAPS was held on June 22, 2019 and the first edition of the newsletter **IAPS WISDOM** was released on that occasion. The newsletter was well received by all the invited guests and members alike. The newsletter is now available on our website, www.iapsupervisors.com

We have included the wonderful feedback received from Dr Philip Armstrong, on our first edition of **IAPS WISDOM**. This edition contains an article by Dr Susan George - **Supervision – A 'Holding Space' for Ethical Professional Growth**.

This edition also contains a paper published by Dr Prapakaran Ponnusamy. His article is on **"Who will supervise the Chatbot?"**

Our founder, Dr Vasuki Mathivanan, conducted a RISE UP Supervisor training in Kathmandu. Senior counsellor Sharada Nair was the co-assessor. This is our first international training program. Many more will follow.

Orientation on the benefits of supervision was done in two well known colleges in Chennai. This was done by Dr Vasuki Mathivanan and Dr Keerthi Pai. In our **"know your supervisor column"**, Dr Anita and Sharada Nair, are being introduced.

Note our upcoming program on 10th October, 2019. Do email us your feedback. We would love to hear from you.

Editor
Dr. Sandhya Rani Ramadass

Associate Editor
Rajani Nandakumar

Release of the first edition of **IAPS WISDOM** newsletter



IAPS proudly presents **"IAPS WISDOM"**, its e-newsletter launched on 22nd June 2019 at the first AGM, released by Dr Latha Sathish, Chairperson of KYM Research Council and received by Dr Vasudha Prakash, Founder-Director, V-excel.



We believe the newsletter will act as an effective medium to spread awareness about Professional Supervision in practice in India. The launch was followed by a workshop on **"Cognitive Analytic Therapy—An Introduction"** by Dr Sivakami.

Feedback on first IAPS WISDOM by Dr Philip



The newsletter is great, I am very proud of the teams' effort. Well done. I have shared the newsletter with some of my colleagues in Australia and they all think it is great. Thank you for sharing this with me.

Dr P. Armstrong, Ph.D.
FACA, Australia



I A P S

WISDOM

NEWSLETTER OF INDIAN ACADEMY OF PROFESSIONAL SUPERVISORS

September 2019-Volume 1-Issue 2

International training of “RISEUP” in Nepal



Dr Vasuki Mathivanan

Greetings Dear Readers,

The wonderful land of Nepal, at the foot of the mighty Himalayas, is definitely a piece of heaven on Earth. Resting on the Indo-Gangetic Plain, flanked by two mighty giant countries—India and China—it has always been a symbol of peace and harmony throughout its history. Its rich cultural heritage is evident by the peaceful coexistence of Hinduism along with the other prominent religious sect of Buddhism and every minority religion as well. It is after all in southern Nepal where the great Gautama Buddha was born. Nepal has been very prominent in Indian history receiving mention even in the ancient Vedic scripts, and has served as a significant buffer state between British India and the powerful imperial China for nearly a century!

Though it has been recently recognised as a state, marking the end of the last Hindu monarchy, it is not without its fair share of new world problems! Having abolished forced labour and capital punishment, Nepal has lost a significant portion of its work force to its neighbouring countries! A large portion of the population deals with hard drug abuse of which the youth form the vast majority. It is also plagued by child trafficking, and there is an alarmingly high suicide rate in the country, of which most of the victims are middle aged men, troubled by family problems and employment issues.



It was a wonderful opportunity to conduct the “RISEUP” Supervisor Training programme in Kathmandu, Nepal, which will pave the way to bring more awareness in other South Asian Countries. Though the mental health field is an emerging one, the quality of work that professionals do is remarkable. They sincerely felt the programme to be well structured and came to them at the right time as it gives them more confidence and direction to handle the problems of their clients and theirs as well. Our “Rise Up” programme in Nepal will definitely go a long way in lending a helping hand to the people of Nepal who are quite enlightened and conscious of the existence of mental health care overall.

Need for supervision in counselling—Orientation in colleges



Orientation on the benefits of supervision was done in two well-known colleges in Chennai. The second and final year undergraduate students of psychology from MOP Vaishnav College for Women and Ethiraj College for Women were addressed. This was done by Dr Vasuki Mathivanan and Dr Keerthi Pai.



I A P S

WISDOM

NEWSLETTER OF INDIAN ACADEMY OF PROFESSIONAL SUPERVISORS

September 2019-Volume 1-Issue 2

Know your supervisors

Dr V.S. Anita, M.Phil., Ph.D.



Membership Number: PM019

I completed by Ph.D. from the University of Madras. I am a trained counsellor and a psychotherapist. My experience spans across two decades. It has always been my principle that "Learning Never Ceases" and when I was looking for the next knowledge gaining experience, I came across Supervisory Training using the RISE UP Model which has been accredited to Australian Counselling Association under Dr. Philip Armstrong. It is a great honour and privilege to be the founding member and Treasurer of Indian Academy of Professional Supervisors.

And a final note, "Supervisory training model has facilitated me to know more on the need for reinforcing my ethical standards and best practices apart from providing wider knowledge on legal safety for clients".

Sharada Nair



Membership Number: PM003

I started as a Medical and Psychiatric Social Worker, working in an NGO based in Tardeo; Mumbai. I then moved to being the Social Service Coordinator of two schools. As an Adoption Scrutiny Officer, and School Counsellor in Chennai for almost twenty years, my focus has been on early development and parenting. I work in a city school, and handle one-on-one with individuals and families. The RISEUP model accredited by ACA caught my attention as being 'perfectly professional while easy to use'. As a certified supervisor in this model, I now have clarity in specific areas like the need to establish legal safeguards for clients as well as practitioners; the need to understand financial planning; and reinforcing my ethical standards and best practices.



Guest lecture on Supervision in Cognitive Analytic Therapy

Guest lecture on **Supervision in CAT** was presented by Dr Sivagami Suresh Prabalkumari after the AGM and release of newsletter **IAPS WISDOM**, on 22/6/19.

Cognitive Analytic Therapy, CAT, is an integrative, brief and time-limited psychotherapy. It was developed in the UK by Dr Anthony Ryle and dates back to the 1980s. While giving a brief orientation in CAT, Dr Sivagami also covered **Supervision in CAT** "... supervision needs to ensure that the trainee therapist realises that it is only with a full engagement of self that the skills of CAT will become active enough to effect change in the client."



Workshop on Supervision in Psychodrama

Every psychotherapist and counsellor needs to have a space to reflect on the relationship with client, to share is feeling, to understand the interpersonal fears and explore the control transference. This workshop was conducted by Prof. Maurizio Gasseau. Professor Maurizio Gasseau is a Jungian Analyst, Psychotherapist and Psychodramatist. Professor Maurizio is based in Turin, Italy, and leads training groups all over the world.



Upcoming events:

1. A half-day seminar on "Challenges in Mental Health practice" in collaboration with the Department of Psychology, Madras University will be held on 10th of October, it being World Mental Health Day.
2. Release of "Code of Ethics and Practice for Supervisors".



I A P S

WISDOM

NEWSLETTER OF INDIAN ACADEMY OF PROFESSIONAL SUPERVISORS

September 2019-Volume 1-Issue 2



Supervision – A 'Holding Space' for Ethical Professional Growth

Dr Susan George Ph. D., TSTA (P)

Dr Susan George has over 20 years of psychotherapy practice, exposure to around 20 countries and people with varied backgrounds and ideas. She also has 35 years of teaching and administrative experience at Women's Christian College.

- Associated with **Transactional Analysis (TA)** for over 25 years
- **President**, SAATA—South Asian Association of Transactional Analysis
- **Chair**, ITAA Research Award Committee—International Transactional Analysis Association

Supervision plays a pivotal role in the development of a trainee and also in the continuing professional development of a practitioner. As the word suggests it is seeing from above or a meta perspective on the professional experience.

When I was invited by IAPS to write an article for their newsletter, I messaged my supervisees asking them what were their significant thoughts about supervision. While I got several responses in terms of specific learning, a common thread was that they experienced supervision as a **safe space** to explore and enhance the quality of their practice, understanding of themselves and their roles (Schmid, 2008) in the professional space.

How do I provide this space?

I have learnt best in environments where I **felt safe and affirmed** and which provided for **questioning** and **linking learning to living and practice**. These experiences coupled with my thinking that "**Learning is through meaning making**" has influenced my style, **co-creating** a space where we can interact with mutual respect and trust, valuing ours and other's capacity to be aware, think, choose, and act responsibly and ethically. Thus, the supervisees and I meet, individually or in groups, as professionals, creating a respectful space to widen and deepen our perceptions of reality. The focus is ethical practice through enhanced insight, improved skills and a wider range of options.

What theory supports me in this space?

There are a large variety of definitions for supervision, many models, descriptions of outcomes and processes. The April 2007 issue of the Transactional Analysis Journal is a theme issue on supervision. In supervision, I integrate various approaches and concepts. This being an article for a Newsletter, I choose to point you to articles that you can read and apply to hone your skills as supervisors.

Learning and growth happens through reflection on the supervisee's individual experience. Learning is about change in one of the following domains (Tough, 1971).

- Skills—our performance of behaviors
- Knowledge—our understanding involving both know-how and know-why
- Attitudes—our values, beliefs, and mindset (Frame of Reference)

Through

- Education and confidence building
- Identification of resources and integration
- Support to build the practitioner's identity
- Use of Self in the relationship

Mary Cox (2007) in her article "On doing supervision" states this can be done by

- Pointing to things
- Naming and understanding them
- Finding solutions or options.

Napper and Newton (2007) discuss the need for **balance** between the three classic functions, namely, management, support and education, for supervision to be ethical and effective. The **management** function points to contractual responsibilities with clients and other stakeholders and the principles and codes of ethical practice. The **support** function enables clients to explore and manage their feelings and responses in an empathic context. In the case of psychotherapists it also explores working with or within transference and counter transference.

The **education** function promotes supervisees in taking on new challenges, creating their identity and moving forward with confidence. Figure 1 indicates the consequences of too much emphasis on any one aspect. To enable this balance I mention below three models of supervision that focus on various aspects.

1. Mazzetti's Operational Model of Supervision to be mindful of the process of supervision (2007)
2. Erskine's Model for Professional Development which focusses on the developmental needs of the supervisees and what and how the supervisor provides this (1982)
3. Hawkins and Shohet's Seven Eyed-Supervision Model to focus the various parts, namely, the client, supervisee, supervisor, the relationship and interaction between them and also, the context, even global (1985)



I A P S

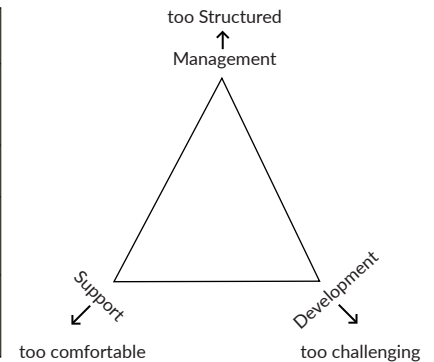
WISDOM

NEWSLETTER OF INDIAN ACADEMY OF PROFESSIONAL SUPERVISORS

September 2019-Volume 1-Issue 2

Erskine's Model is summarised in the table below. It provides (reminds?) the supervisor to be mindful of the **Developmental stage** of the supervisee

Stage	Development Focus	Develop in Approach Supervisee
Beginner	Theoretical Base & Skill Development	Comfort & Confidence Stroke, draw out knowledge, re-teach theory
Intermediate	Treatment Planning & Skill	Identity: Ask for self-evaluation
	Refinement	Summary; Discuss theory used, point to personal therapy when needed
Advanced	Multi-theoretical Perspective & Integration Flexibility	Case study, in depth analysis, insightful questioning to enhance self-supervision

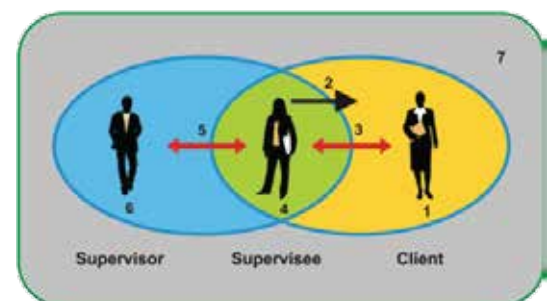


Mazzetti's Operational Model describes how the supervisor needs to be mindful of the following points during the supervision process.

1. Establish a clear and appropriate contract
2. Identify key issue(s)
3. Establish effective emotional contact with the supervisee
4. Make sure the supervisee and the client are adequately protected
5. Increase developmental direction
6. Increase awareness and effective use of parallel process
7. Develop an equal relationship

Hawkins and Shohet's Seven-Eyed Supervision Model is summarised in the following figure.

1. Client system
2. Practitioner's interventions—what, how and why, what else
3. Client-Practitioner relationship—conscious and unconscious process, dynamics of relationship
4. Practitioner-experience—to surface underlying process
5. Parallel process played out between practitioner/supervisee and supervisor
6. Supervisor's self-reflection
7. Wider context—organisational, social, cultural, ethical and contractual



I hope that this write-up will encourage supervisors to invest in continuing education and trainees and practitioners to take regular supervision from many supervisors to look at themselves and their work through different frames of reference. Let me take this opportunity to congratulate the IAPS executive committee for their efforts to support and enhance the quality of supervision and thus professional practice in various fields.

References

- Cox, M. (2007). On doing supervision. *Transactional Analysis Journal*, 37, 104 -11.
- Erskine, R.G., (1982). Supervision for Psychotherapy. *Transactional Analysis Journal*, 12, 314-321.
- Hawkins, P., & Shohet, R. (1989). *Supervision in the helping professions*. Buckingham, England: Open University Press.
- Hawkins, P., & Shohet, R. (with Ryde, J., & Wilmot, J.) (2012). *Supervision in the helping professions* (4th ed.). Berkshire, England: Open University Press/McGraw-Hill Education.
- Newton, T., & Napper, R. (2007). The Bigger Picture: Supervision as an Educational Framework for all fields. *Transactional Analysis Journal*, 37, 150-158.
- Mazetti, M., (2007) Supervision in Transactional Analysis: An Operational model. *Transactional Analysis Journal*, 37,93-102.
- Tough, A., (1971). *The adult's learning projects*. Ontario: Studies in Education.



I A P S

WISDOM

NEWSLETTER OF INDIAN ACADEMY OF PROFESSIONAL SUPERVISORS

September 2019-Volume 1-Issue 2



Who Will Supervise the Chatbot?

Dr Prapakaran Ponnusamy

Dr Prapakaran Ponnusamy, Scientist 'F' (Defence R&D Services), Senior Military Psychologist, Selection Centre South, Bangalore-42. He holds a Ph.D., in the area of Cyber Forensic Psychology from Indian Institute of Technology, (IIT, Delhi) and is also an IAPS Certified Supervisor.

Looking for 'Google uncle' or other search engines and subsequent key depressions on your desktop /laptop for anxiety and other psychological disturbances are becoming yesteryear's story. For that matter, looking for solutions in the form of textual information, YouTube videos, and even counsellors through portals like Portea for an appointment will become an ancient methodology.

What is in vogue is virtual interactions through chat messengers like Skype where anonymity is possible (if required), thereby curtailing the fear of being exposed. Portals like Your DOST offer great services for anyone who is in psychological distress. These are also becoming yesteryear's stories, albeit little slowly. Possibly, all these will get replaced by chatbots as that is likely to be the future and it has slowly started coming in.

Chatbots are quite unlike the virtual chat machines, which operate on vast database of pre-installed contents. Once the machine is void of contents it will ultimately direct the chat to a live counsellor on their 24x7 support centre. A chatbot operates on machine learning algorithm using Artificial Intelligence (AI) and big data to render counselling services. Mindcarter is one such company coming out with a chatbot, which is going to be available soon. This scenario is inevitable in a digital era when technological advancements revolutionise the whole world surrounding humans. In such a scenario who will supervise these machines? Whether the machines will have any self-inflicted bias and attitudinal errors? Who will act as a big brother? Leave aside the very basic algorithm present in any person-to-person (P2P) counselling that is empathy through non-verbal cues and emotional healing. What will happen if the chatbot gets distressed? How will Yerkes-Dodson's (1908) 'inverted U' work on chatbot?

Given the fact that when biased data is used in machine learning algorithms, even AI can go wrong. In a recent study by Massachusetts Institute of Technology (The Hindu, Jun 12, 2018) about Norman: The First Psychopathic AI, explains how algorithms are made, and makes people aware of AI's potential dangers. It states that there is a central idea in machine learning: the data you use to teach a machine learning algorithm can significantly influence its behaviour. So, when we talk about AI algorithms being biased or unfair, the culprit is often not the algorithm itself, but the biased data that was fed to it. In this case, Norman was 'fed' only with short legends describing images of 'people dying' found on the Reddit internet platform. The researchers then submitted images of ink blots, as in the Rorschach (Projective Psychological Test) to determine what Norman was seeing and compare his answers to those of traditionally trained AI.

Scary Results

Example 1

- Traditional AI: 'two people standing close to each other'
- Norman: 'a man who jumps out a window'

Example 2

- Traditional AI: 'a person holding an umbrella'
- Norman: 'a man shot to death by his screaming wife'



It shows clearly the potential dangers of AI when used without adequate care and caution when compared to person-to-person counselling. Over and above, supervising machines is another dark area that is still to be explored as machines cannot be brought under any jurisdiction in any country, may that be in developed or developing countries.