



I A P S WISDOM

NEWSLETTER OF INDIAN ACADEMY OF PROFESSIONAL SUPERVISORS

December 2020-Volume 2-Issue 3



Editorial

Greetings Readers

We at IAPS WISDOM are ready with one more edition. We have a lot to share with our readers. Though we are a young academy, IAPS is gaining in reputation and many organisations are seeking our services.

Our Founder, Dr Vasuki Mathivanan, has listed a recent activity that IAPS undertook in a very professional manner.

On October 3rd there was a webinar conducted by Dr Jeff Chang from Athabasca University, Canada, on "Competencies of Professional Supervision." This was well received.

We have an article by Dr Sam Manickam on "Supervisors as Gatekeepers to the Profession of Counselling and Psychotherapy". A wonderful read. We are delighted to introduce two of our RISEUP trained supervisors: Ms Keshav Sharma and Mrs. Padma Chandrasekar.

Under Special Area and Application, we have an article by Ms Prabhjeet Kaur on her journey as a Special Educator and a Counsellor.

An article by Dr Munwari Padmanabhan on her experience of being a supervisee during In Supervision meet, is featured under the Members' Column. Ms Kavya Kumar's article on "Parenting and Attachment" features in the Emerging Researcher column.

IAPS has conducted 2 "In Supervision" sessions and 1 "Supervision Circle" meet. Both were well received by members and the learning has been wonderful.

We are happy to share that two of our members, Dr Veenavani Nallepalli and Dr T Santhanam, (who are on the editorial team), have received Best Performance Award from INSPA. Congratulations to both of them!

On 7th October, 2020, IAPS held an awareness programme on POSH.

Union Christian College, Aluve, celebrated their 100 years with a webinar by Dr Vasuki Mathivanan on "Professional Supervision-An Overview and Orientation to RISEUP Model".

IAPS has done more projects. Pictures and reports follow in the succeeding pages. We are proud to announce an addition to IAPS family with the VI batch of RISEUP trained Supervisors.

IAPS WISDOM has received lots of appreciation and warm feedback from our readers. We have established an international reach for our e-newsletter.

We are marching on. Would love to hear from you, readers. Please do write to us at iapswisdom@gmail.com

Till next time...

Rajani Nandakumar,
Editor

Editorial Committee:
Dr Veenavani Nallepalli,
Dr T Santhanam, Dr Munwari Padmanabhan



Founder's Note

Dr Vasuki Mathivanan

Lockdown Diaries of IAPS

IAPS Lockdown diaries continues...

Many of you must have heard of "Pollyanna Syndrome"-consequences of being excessively optimistic is widely discussed in the arena of Psychotherapy. Especially during this pandemic, toxic positivity is experienced by many and as therapists it is better if we refrain ourselves from saying be positive in all cases.

Notwithstanding the fact it's not "Polyanna Syndrome", IAPS is very proactive and positive in utilising the virtual platform to conduct purposeful events. The recent Panel Discussion on "The National Commission for Allied and Healthcare Professions Bill, 2020"-Implications for Psychologists was one such event. The Government of India withdrew the Allied and Healthcare Professions Bill, 2018 on September 15, 2020, and the same day, they introduced new legislation entitled "The National Commission for Allied and Healthcare Professions Bill, 2020", in Rajya Sabha.

As an Association, IAPS felt it's very crucial for our members to understand this bill and where we stand in our profession. It is intimidating to see a century-old profession-**Psychologists / Mental Health Professionals**-have not got an identity and independent space. The concerns are very clear if we read and understand the Bill...in detail.

IAPS decided to focus on the mighty cause of raising the Voice in terms of the NCAHP Bill amendment. The first activity was done by initiating an open discussion by bringing together four thought leaders to share their knowledge and insight on this bill. We were privileged to have four eminent people-Dr Sam Manickam, Dr Shilpa Pandit, Dr T Santhanam and Mr Ajay Gulsar as panellists with myself as the moderator.

It may be a drop in the ocean but many drops can make an ocean.



VI Batch of RISEUP Trained Supervisors



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Competencies of Professional Supervision: An Overview

by Jeff Chang, Ph.D., R. Psych. Athabasca University & Calgary Family Therapy Centre

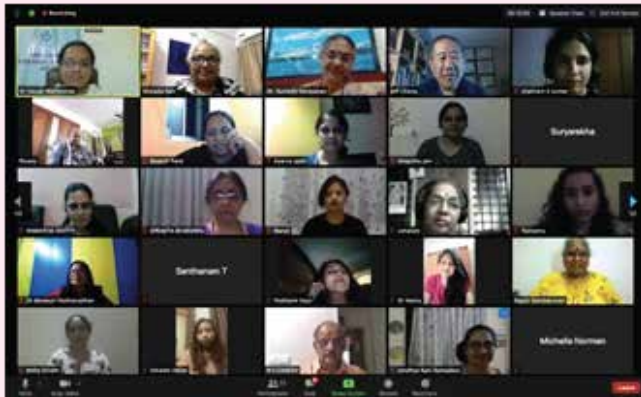
"Every person under your supervision is different. They're all different. They're identical in most ways, but not in all ways. You have to study and analyze every individual under your supervision and try to work with them in a way that will be most productive," says John Wooden.

Supervision is the sustained, purposeful interaction between a more proficient practitioner and a less proficient practitioner undertaken to support the clinical and professional development of the latter, and directly and indirectly improve clinical effectiveness.

Clinical supervision is the "signature pedagogy" of the mental health professions. Psychologists and counsellors worldwide are coming to a consensus that clinical supervision is a distinct professional competency that requires specific training and potentially mentoring.



Dr Munwari Padmanabhan



Dr Jeff Chang, a registered psychologist for over thirty years explained various supervision competencies and useful ways to introspect with finer distinctions which are required to ensure that supervisors are clear as to where their primary allegiance lies.

He has narrated balancing a warm supportive supervisory relationship with evaluation and gatekeeping responsibilities of supervisors, and supervision based on established competency profiles.

If you would like to learn more about supervision and its positive impact on us as a supervisor, read the article...

<https://iapsupervisors.com/iaps-articles/>

Know your Supervisors



Keshav Sharma

Membership Number: PM 028

I am working currently as Senior Psycho-Oncologist and Team Leader at the Department of Mental Health and Behavioural Sciences, Fortis Healthcare.

I am trained and qualified as a psycho-oncologist. I have undergone training in tobacco cessation, palliative care, pain management and grief and bereavement counselling. I am also a professionally certified supervisor.

Supervision has become more of a necessity than just a professional requirement. RISEUP being a structure in itself has helped me define the absolute framework. Each part of this structure helps me in my day-to-day practice. It also reminds me constantly of being mindful of each step which ultimately enhances my professional practice and helps me grow personally as well as professionally.

Training in RISEUP has also helped me to be more professional by following the ethical practices in supervision, documentation and helping myself with the upgradation of knowledge and being open to constructive criticism.



Padma Chandrasekar

Membership Number: PM 024

I am a bilingual mental health counsellor and psychotherapist offering face-to-face counselling. I work with people from different ages and backgrounds. I address a broad range of issues: relationships, mood disorders (depression and anxiety, stress, toxic anger), anxiety, psychosomatic disorder, self-esteem and addictions. I am also devoted to the field of positive psychology and prevention by offering my support to people during the process of change and common life transitions. I specialise in parenting and crises intervention (suicide).

In addition, my orientation offers an excellent opportunity for healthy, interested individuals to seek positive self-improvement, change, and emotional balance to live their lives to the fullest.

I became a Professional Supervisor using the RISEUP model which has been accredited by the Australian Counselling Association. The RISEUP Model has structured my practice as a counsellor and supervisor by way of setting up protocols in practice.



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L. S. S. Manickam, Ph.D.

Professor of Clinical Psychology and Hon. Director, CAPS, Thiruvananthapuram

Supervisors as Gatekeepers to the Profession of Counselling and Psychotherapy

There is a paucity of trained counsellors and psychotherapists in our country to cater to the psychological needs of the people. The gap is so wide that it is difficult to fill it in a short span of time through any magical way. Therefore, many people who have a genuine interest to help other people get into the space that is available. Some of them do an excellent job and some of them do not or rather cause harm to the profession of psychological helping. Can anyone be allowed to enter into the 'helping role' or not, is a question and a dilemma that comes up. Though there are many people who have the 'natural sense' of helping, in countries where the profession of counselling and psychotherapy are well advanced, the 'professional associations' have taken up the responsibility. They see whether a person has acquired the appropriate and adequate skills for which one is trained to practice as mandated to ensure the ethical practise of helping.

Many family members in India, to take care of their family members, transform themselves into the role of caregivers without any formal training. Many parents do parenting without undergoing any training. Therefore, "Why not I use my skills that I have gained on my own to help another person?" My response to the question at present is, "Whoever takes it up, please do no harm". One may possess the helping skills far better than a trained professional. However, the ethical guideline that is provided by APA for psychologists clearly states that, psychologists should, "...not extend themselves outside the realm of their own training, experience, and abilities" (APA, 2017). Therefore, if a person who is aware of the professional ethics needs to be cautious while supervising a trainee to adhere to the standards.

The curriculum in Universities in psychology and related courses do not include supervision and therefore many are not aware of the boundaries in supervisor-supervisee or helper-helped relationship. Many novice counsellors are not aware of what one can do and cannot or rather should not do. Therefore, in India, we have a long way to go in the development and practise of professional supervision in the area of counselling and psychotherapy from a scientific perspective. Reading and acquiring theoretical basis of supervision is important. However, only while undergoing supervision the supervisee learns about supervision.

Since the undergraduate and postgraduate student is not exposed to supervision, when one assumes the 'role of supervision', it is delivered as a punitive action by a 'strict, authoritarian teacher' who expects the trainee to toe the line the 'teacher/supervisor' takes or else the supervisee is asked to face the consequences. Even if one does not undergo training in supervision, it is important to be aware that irrespective of the therapeutic stance, the supervisor-supervisee relationship has evolved to be a 'co-creative' one. Through supervising process, not only the supervisee, even the supervisor gets transformed due to what happens 'in-between' the two. Being aware of the process may help widen the scope of supervision and make the supervisory process a growth promoting one and less hassle free for both.

Supervisors have the responsibility to be the gatekeepers of the profession. It is the obligation of the supervisors to identify and prevent those who do not fit into the shoe of that of a helper from entering into the profession. If the personality traits of the supervisee are such that they can hinder the growth of the clients that they are likely to serve, the option of seeking professional help by the supervisee can be offered. Despite attending to one's self growth, if the problem persists with the supervisee, the supervisor has to use the mandated function of deterring the individual from pursuing a career in relation to helping. The increasing number of reports related to the unethical behaviour of the counsellors and therapists in India can also be a reflection of the inadequate supervision of the trainees. In order to appease the 'other players' in training centres, many supervisors have to compromise on the level of the supervisee's skills and qualities that are required. The harm that is caused to the profession by allowing the entry of the 'pathological' individuals is a danger to the public and in turn is a burden and liability to the profession.

The supervisors not taking membership of any of the psychological or professional associations are also of great concern. If the supervisors do not have membership, they do not encourage their supervisees to take membership with the professional associations. The supervisors do not realise the harm they do to the profession by not letting the students to follow the ethical guidelines set by the associations and the profession. Every profession grows through the professional societies or organisations and trainees getting opportunities to work for the professional associations learn to be gatekeepers, modelling their supervisors and others within the profession.

Several psychologists during this pandemic have complained of 'unqualified people' who do not have an 'good standing' in the profession launching several webinars, online courses and workshops. I had engaged in a dialogue with some of the students who initiated the programmes. The reflection on the need to consult their 'teachers/supervisors' about their plan of action, they sounded very uncomfortable and some felt insulted. Probably the trainees are yet to learn that one is bound by the ethical guidelines of the profession and need to adhere to the standards and rules of the profession and supervision is mandatory (Manickam, 2020). The hesitation to execute the programmes in a professional way under supervision made me wonder who will serve as the gatekeepers of the profession, if each one of us who had been into the profession for decades do not own the responsibility. The 'new normal' has opened up several opportunities for widening our scope for practice and with better supervision, let us hope to serve the people whom we are bound to serve and safeguard the profession of counselling and psychotherapy.

Reference

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Prabhjeet Kaur

"The illiterate of the 21st century will not be those who cannot read or write, but those who cannot learn, unlearn and relearn." Alvin Toffler

I am Prabhjeet Kaur, a counselling supervisor, special educator and a school counsellor at St Xavier's School, Delhi. My journey in the field of mental health began when my son was diagnosed with Learning Disabilities. As a parent I was completely baffled to know that my son at 7 years was diagnosed with Learning Disability (LD) Dyslexia. I had no clue whatsoever about helping him. He was struggling with academics, reversing letters and numbers. His teachers were constantly telling him to practise more, and me to make him write more at home. My struggle with his education took me to many a special educator and counsellor each one promising me the moon. After one-and-a-half years of running around trying to seek help, I decided to empower myself in the field of special education. As fate would have it, I came across ORKIDS. Their guidance and support was instrumental and paved the way for me to enrol and successfully complete a PG Diploma in Management of Learning Disabilities at SNDT Women's University, Mumbai.

My initial aim was to help my son, but I realised that there were a lot of parents and children who were in need of support. ORKIDS became my learning ground and I worked with the organisation for nearly 2 years as a special educator.

My desire and drive to help children with special needs took me to Amar Jyoti Institute, an NGO, where I grew more professionally. Through them I achieved a Certificate of Professional Practice from Roehampton University, London. Slowly, as I started meeting more parents and families I realised that they too were facing a lot of challenges and stigma of having a child with special needs. With this realisation I enrolled in a course in Guidance and Counselling from Jamia Millia Islamia. I went on to do my B.Ed. and M.Sc. (Psychology) and also obtained my CRR Number from Rehabilitation Council of India.

Then came the movie Taare Zameen Pe. It was an eye-opener for the society. It helped the Special Education fraternity enormously by creating awareness about Dyslexia-LD.

Working as a special educator, I get a lot of opportunities to attend lectures and seminars. One such conference that gave me a lot of motivation happened in 2014. It was the International Conference on Epilepsy organised by SGTB Khalsa College, Delhi University. I went there to register as a participant special educator. I had a couple of students who had epilepsy as a co-morbidity and I felt that knowing more about the disease would enable me to help those students better.

During the registration process the organising team invited me to be a panellist in the 3-day conference. They explained that they wanted the views and knowledge of someone working hands-on with children who had epilepsy. All their panellists were either medical practitioners or from pharmaceutical companies or researchers.

Being a panel speaker changed my perspective of my work as I realised the quantum of work required was huge and that quietly doing your little bit may just not be enough. I then took initiative within the school I was working for - Presidium School, Delhi - and started conducting workshops and sessions with the teachers sensitising them to the challenges faced by Children with Special Needs (CWSN). The benefits slowly started showing and soon I had a team of Special Educators and Counsellors working with me. The school management also roped in Special Educators for other branches of their school. My role was expanded to screening and identification of CWSN and guiding the parents too in these aspects.

At this time I realised that most of the parents of CWSN are very apprehensive in accepting that their child could be facing a challenge that will be there for life. More often than not, the parents would immediately close-up mentally. The reactions of the parents would vary from anger to despair to denial or aggression to threats of getting me thrown out the school job. A parent even went to the extent threatening physical harm! There is the fear, the worry and the pressure in even discussing a LD test and diagnosis with family members. Some are scared that it will shatter the peace and harmony of their married lives. So, I started sensitising parents, children, their siblings, families, teachers, staff and school students about the same.

It is very important to educate all teachers and equip them with the skills on how to handle children with diverse needs within the classroom. The Government's Department of Education conducts a lot of training programmes for teachers and special educators and I am a part of the resource team.

A Counselling Supervisor is a qualification/experience/skill which has been a moment of pride and joy for me. This phase of my life, that began in May 2019 with my mentor Dr Vasuki Mathivanan, has been a period of growth and progress.

As a supervisor I realised the importance and significance of guidance and support a counsellor gets from the fraternity. During the course in May 2019 it was my first look into the world of effective supervision. I realised that there was a strong and confident professional family with a strong moral fibre and ethics that was willing to support and guide a fellow counsellor in time of need. I try to put in my best and strive hard to help parents and children as well as my fellow educators, remembering that I have sat on both sides of the desk at some point.

My son today is in Melbourne studying at Le Cordon Bleu to achieve his dream of becoming a chef. I believe that all children want to put in their best and succeed. They need a strong parent and teacher who believe in them and hold their hand and never let them give up..



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Dr Munwari Padmanabhan

“LEAD THE CHANGE” with “IN SUPERVISION”

I was introduced to counselling in 1990 as a part of my MSW (Masters of Social Work) under the leadership of the late Dr Emma Gonsalves and late Dr Cecilia Thangarajan at Stella Mary's College. Since early 90s I have been practising counselling pro bono to the needy, and paid for organisations such as Hindustan Motors, Thiruvallur and St. Aloysius School, Vepery, Chennai.

Life changed and moved from Counsellor to Human Resources Head to Coach and to Consultant. As the years passed I have never given up on counselling.

It is more than just passion when it comes to counselling. Being able to play a crucial role in another's mental, emotional and psychological well-being brings satisfaction and willpower to do a great deal more as a counsellor.

Though I have been counselling and supervising, it was gratifying to understand the tools and techniques available on supervision. This supervisor's certification training done by the IAPS, recognised by the Australian Counselling Association, gave me a different perspective of professional supervision.

Professional Supervision means that a counsellor uses the services of another counsellor to review their work with clients, their professional and personal development. Supervision is a professional service, rather than a managerial role, and for counsellors who work in institutions, supervision and management will normally be entirely separate. The supervisor acts not as a 'boss', but as a consultant. In a fraternity where counsellors do not share their success or challenges, this is a void.

I understood that it is a process whereby a professional can discuss personal, professional or clinical business, industry or work-related issues with a qualified professional supervisor, who is usually more experienced than the supervisee. This helps to identify and resolve professional concerns and emotional issues and help the supervisee professionally in a positive manner.

All counsellors regardless of experience, require supervision. A client who encounters a therapist working without supervision should probably consider whether they wish to work with that therapist. I have been supervising ten to twelve people based on the RISEUP model. I have been focusing on four areas of supervision:

1. Identifying possible mental health or possible emotional issues.
2. Challenging the supervisee's use of theories, modalities and ethics to the client and workplace.
3. Guiding the counsellor to develop further as a professional within accepted guidelines and through the use of self-reflection.
4. Helping the supervisee with business-building skills and career development.

It was a challenge for me to handle an unrealistic, non-compliant and unethical supervisee. I have been dealing with a particular case with all the above qualities in a person. Despite the respect and dignity reciprocated by me, I could see a lot of resistance with no willingness to shift from the fixed mindset to the growth mindset. I had worked with this particular supervisee with a contract, clear expectations and set boundaries.

Despite repeated reminders, I could sense a lot of stress in the supervisee to follow the processes involved in counselling with the clients. There were improper practices and required a lot of follow-ups.

A supervisee who ignores the guidance of a professional supervisor and continues to implement bad practices regardless of professional supervision is a liability to the professional supervisor and a danger to the public (Ladany, Lehrman-Waterman, Molinaro and Wolgast, 1999).

So, I decided to let go of the contract and the supervision session after a detailed discussion with the person. This was disturbing me through and through. I kept wondering where I went wrong and how I should have responded instead. Was I right to let go? I was confident that I had tried everything in the realm of possibility to help in his developmental process and provide him with a learning environment.

Soon, I opted for the In-Supervision session by Dr Vasuki who is an accomplished psychologist in the field of mental health. She is an excellent mentor and she has extensive experience in training, teaching, counselling and guidance. The sessions started with a normal introduction and was completely based on the RISEUP model.

Dr Vasuki started asking me a broader perspective on what I do and how I do. Then, I gave her a summary of where I stand. She started collecting certain information about my work and my supervisee objectively.

She moved on to the issue. And when I explained my mental make-up and internal questions on what I did, she helped me understand the intricacies by motivating that my decision was in line with the practise of RISEUP. She also suggested guidelines for doing role reversals in the future and highlighted the challenges and tasks given to the supervisees shared to us as success to the vital of supervision.

The benefits of In Supervision as a supervisee that I would like to highlight are the following:

- The supervisor engaged me in sound, informed consent practices.
- The supervisor clearly ensured my safety and effective treatment.
- The supervisor explicitly stated clear parameters.
- The supervisor adhered to appropriate professional standards.
- The supervisor used a variety of supervisory interventions.
- The supervisor encouraged the supervisee to work outside the comfort zone and expanded the counselling approaches.
- The supervisor elicited and was open to ongoing feedback.
- The supervisor infused ethical discussions throughout the supervision session with appropriate guidance.
- The supervisor recognised that the supervision is multicultural and brought in a multicultural approach to supervision.
- The supervisor appropriately engaged in and modelled self-care and also adhered to all the best practices.

She concluded the session by integrating my thought processes on how I would handle the next supervisees with the same kind of attitude. She ensured that there is a comfort zone in me. My motivation remained high and enhanced my engagement in the supervisory process. Her enthusiasm made me feel relieved of the questions that I had.

The In Supervision session was smooth and to the point. I am satisfied with the outcomes and at peace knowing that I can carry and disseminate this knowledge for people who need it, too. Thank you and hats off to Dr Vasuki and IAPS.



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SUPERVISION CIRCLE-REPORT



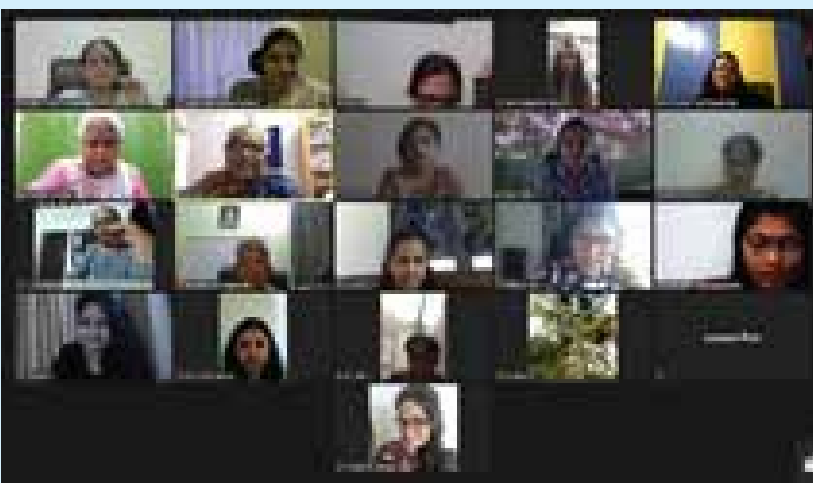
One more feather in the cap of IAPS. 'Supervision Circle', our new initiative designed to help professional supervisors update and upgrade their knowledge and learning about supervision, was initiated on 17 October 2020. Supervision Circle is a continuous research-based activity, held once in two months on every third Saturday, for the professional development of the IAPS members. Supervision Circle involves discussion of published articles and relevant research which would enhance the knowledge base and professional practice of the IAPS members.

Conceptual background for the Contextual-Functional Meta-Framework was deliberated in detail covering developmental or stage models of counsellor development, social role models, common factor approaches supervision, models of supervision based on psychotherapy theories and competency profiles in psychology, MFT and counselling.

Based on the subsequent reading research material provided to all the participants there was a comprehensive analysis on the study material through various analytical questions. This provided the participants an opportunity to share, learn, acquire and update their knowledge on the evidence-based practices of Conceptual background for the Contextual-Functional Meta-Framework.

"Research is creating new knowledge," says Neil Armstrong and that is conferred by this engaging activity. The meeting was a whopping success and we were able to cover all the topics with reference to the articles and explanation. All the supervisors interacted comfortably and vibrantly when voicing their thoughts and opinions in the Supervision Circle discussion.

IN SUPERVISION SEPTEMBER



IN SUPERVISION-REPORT

The 'In Supervision' Session held on Nov 21st 2020 was insightful with new learnings and different perspectives using RISEUP model. The focus of the session was on "S" (Support) and "E" (Education) of the RISEUP model. The issue discussed was about supervisee's self-doubt in the context of performance and subsequent thoughts and feelings. Probing questions and discussions helped the supervisee to get an insight about self image of a therapist and how it led to her feeling of inadequacy. Session ended with a note stating "One of the responsibilities of the supervisor is to make the supervisee competent in her profession".

Some of the comments of the participants are mentioned below, keeping the anonymity of sharing in place.

The awareness of the supervisee about her professional performance was well appreciated.

The session gave an insight about how the supervisor makes the supervisee competent about the profession.

The importance of supervised practice was well expressed.

Importance of balancing educative process in professional supervision was also expressed.

The session turned out to show how RISEUP was a complete structured model for supervisors.

IN SUPERVISION NOVEMBER





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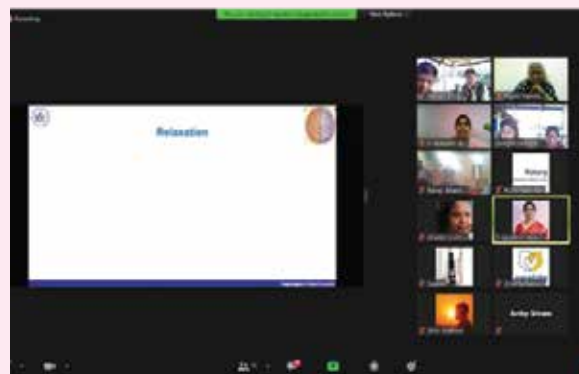
Emerging Researcher
Ms Kavya Kumar

Kavya Kumar has a great interest in psychological research with added emphasis given to parenting and attachment research. She has finished her Master's in Developmental Psychology from the University of Kent and has spent the time since growing her skills as a researcher and providing guidance in research to interns conducting small-term studies.

Parenting and Attachment

One of the most significant relationships in a person's life is the one he/she has with parents. The attachment that individuals have with their parents tends to dictate the trajectory of all future relationships that they will develop. John Bowlby (1968) theorised that parents who tend to provide a "secure base"—a safe space where a child knows they can come back to at any time, when they go out of their comfort zone to explore—have children who develop a secure attachment relationship. If a child were to have a strong and secure attachment with their parents, they are more likely to have confidence in their ability to develop secure attachments as adults (Shaver & Hazen, 1988). To a large extent, the kind of relationship we tend to have with our parents dictates whether we make positive and meaningful relationships as adults, or whether we enter into unhealthy and fleeting relationships. Parents are also the very first instances of human contact that a child receives, and it is from this connection that children learn how to function in the world as they keep growing. It is also from parents that children receive cues for appropriate and inappropriate behaviour. This continues even as they grow older. Parental approval is something that is very important to a growing child—whether it is appreciation for scoring well in an exam, or acceptance and understanding when the child makes a mistake. Studies have found that parental criticism can go a long way in affecting children's self-esteem (Curcio, Mak & George, 2019; Leung Ling, Chen, & Chiu, 2019), and may even affect them well into adulthood. It may possibly lead to them developing an inferiority complex, or having lack of self-confidence. For instance, in my own research work, I have found that having an insecure relationship with your parents can indeed be detrimental to your body image.

When it comes to parenting and attachment research, a lot of the core phenomenon stand true against the test of time. However, the world has become a complicated place, with parenting practices being adapted to those changes (Ulferts, 2020). Parents have to learn to navigate understanding and accepting different sexualities, gender identities, types of relationships, peer and media influences that their child might have as society evolves and grows into a more diverse space within these contexts (Goodman & Israel, 2020). Therefore, now more than ever, parents have to learn to balance between creating a safe and nurturing environment, and educating their children of the realities of the outside world. It is indeed an interesting time to document parenting practices of the 21st century. It is also interesting to see young adults navigating their personal and social lives, and to what extent it can be attributed to parenting of the past (Labella, Raby, Martin, & Roisman, 2019). Ultimately, every parent has a unique relationship with his/her children. The most important thing to remember is that relationship begins from birth and tends to predict the child's future attachment with other people. Safe to say that a secure base is of utmost importance.



Assam Project

Lahnti Community School in Assam started in 2016 with an objective to bring the education to rural communities living in remote islands. It operates currently in Majuli and Naliali Islands bringing in education to 118 students in nearby islands. There are around 10 teachers who handle classes till VI. During this pandemic times, the teachers now are doing their best to digitally enable classes for children as they focus on continuity in educating the needy.

IAPS, on request by RCM NextGen, a Rotary Club, is offering 8 webinars for the teachers of this school in Assam. The first webinar was on Resilience, facilitated by Ms Rajani Nandakumar. The second webinar has been facilitated by Ms. Jaya Devi Jaya Prakash on Make the Learning Fun for Student and Teachers.

The other two facilitators will be Ms Sayee Bhuvanewari and Ms Arthy Sriram.



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Dignity Foundation October 21



Dignity Foundation reached out to IAPS for webinars on varied topics on mental health.

IAPS has agreed to offer 4 webinars. The first one was on Stress and its Management.

This was facilitated by Ms Rajani Nandakumar.



The second webinar was on Dementia - Prevention and Care.

This was facilitated by Ms Arthy Sriram.

WISDOM FEEDBACK

Dr Mohammad Rahim Kamaluddin
B.Sc. (Hons) (Forensic Sc.) Ph.D. (Criminology)

Associate Professor (DS 54) & Criminologist
Centre for Research in Psychology and Human Wellbeing
Faculty of Social Sciences and Humanities,
Universiti Kebangsaan, Malaysia

Dear Editors

Thank you for extending this newsletter to us. I have circulated this newsletter among my colleagues and all of us found that this newsletter is **very significant, precise, beneficial and the content is very timely.**

On behalf of the Psychology and Human Well-Being Research Centre of Faculty of Social Sciences and Humanities, UKM (visit:<https://www.ukm.my/portal/>), I would like to extend my heartiest wishes to the entire team who put a lot of effort for this newsletter. Hope we can have some extensive collaboration in terms of research and publications. Thank you Drs.

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