



I A P S WISDOM

NEWSLETTER OF INDIAN ACADEMY OF PROFESSIONAL SUPERVISORS

March 2022- Volume 3- Issue 4



Editorial

Greetings from the Editorial!

We are extremely delighted to share that Indian Academy of Professional Supervisors (IAPS) has completed 3 successful years and is stepping into the 4th year! I hope our readers keep supporting us in the years ahead.

In this edition we have contribution from Dr Mahalakshmi Rajagopal, Hyderabad, Dr S.N.Sugumar and Ms Sayee Bhuvaneshwari in Member's column and from Dr Deepa L Hungund, Dharwad, in Emerging Researcher column. Dr Mamatha Shetty has shared her experience on conducting Workshop for the psychology students of Martin Luther Christian University on "Need for Supervision".

We are introducing Dr Aparna Joshi and Dr Mamatha Shetty in the Know Your Supervisors column in this edition.

The signature programmes of our IAPS, In Supervision and Supervision Circle, were held in the months of January and February, respectively.

An online workshop on "Protection of Children from Sexual Offences Act, 2012 (POCSO Act)" was held on December 23rd, 2021 by Dr Raghavi Senthilkumar.

Upcoming Events:

IAPS in collaboration with ACA is coming up with a Virtual Asian Mental Health Symposium which will be held on 9th and 10th April 2022. We are sharing the brochure and the write-up of the symposium on the last page.

RISEUP training for the 10th batch is being held in the month of April 2022 in Guwahati.

Kindly send your feedback to iapswisdom@gmail.com

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Founder's Note

Dr Vasuki Mathivanan

Dear Readers,

Amid rising suicides, especially the suicide by a girl student from a city of Tamil Nadu whose suicide note affirmed "let mine be the last suicide due to sexual abuse", the bureaucrats of Tamil Nadu were urged to frame a child protection policy that was released recently.

The aim of the policy is to build a safe and secure environment so that any child shall have the freedom to express her/his views on any issues concerning her or him. That calls for a strong community-based mechanism to protect children from all forms of abuse like emotional, physical, sexual—both on and offline—and any other activity that will harm them and hinder their overall development. The policy insists on zero tolerance to any form of harm against children. The focus is more on mental health and psycho-social support while ensuring privacy in case of a child who needs care and protection. This calls for stakeholders to get sensitised and educated on the latest child protection policy besides POCSO and POSH (the policy states that all schools should form an ICC under the act of POSH). This also mandates mental health professionals, especially those who work with children primarily, to equip themselves with the required skills and information.

We, as supervisors, always ensure our supervisees are following the mandatory reporting laws—one of the responsibilities of professional supervisors. We can conduct campaigns and awareness programmes against any form of violence and share information about agencies to be approached for complaints or grievances. IAPS, as a professional association, recently conducted a workshop on POCSO as a first step and continues to contribute in its own way to creating a strong community that will provide a safe space and facilitate positive mental health of children.

Power Of Thoughts



Dr S. N. Sugumar, Dean
Faculty Development,
VISTAS Chennai



Sayee Bhuvaneshwari
Ph.D. Research Scholar,
VISTAS Chennai

People at present all over the world are suffering from natural calamities, environmental degradation, unknown diseases, many social and economic problems. Many experts suggest that these are caused by human negligence and as well as advancement such as deforestation, modern technology, mismanagement of resources and so on. However, there may be an alternate theory relating it to human behaviour.

These socio-economic, political, environmental, medical problems are the outcomes of negativity in human thoughts. The whole world will be free from all sufferings if people become positive in their minds and approach. As simple as it sounds, it is one of the toughest to achieve given the complexity of the human mind.

Let us see the nature of the mind through the nature of the economical state of our society. In the process of goods production, input plays a major role—it could be raw materials, labour, machinery and so on. No output is possible without input. The quality and the quantity of inputs determine the quality and the quantity of output. In the material world, input and output are interrelated. The output we see on the surface of the world is caused by land, labour, capital and entrepreneurship. But on the other hand, goods and services are not only produced by physical raw materials, but anything and everything is produced by the human mind and thought. The entire world is the projection made by mind and thoughts. The world in a macro perspective or a particular society at a micro perspective consists of good and bad which always adds up to 100% bringing the balance.

The combination of good and bad changes in the process of development. There is always a state of equilibrium between good and bad. When the bad comes near to 100%, then the world will be destroyed. Look at the evils in the society, whether it is social disintegration and disharmony, crimes, religious conflict, environmental degradation and its effects such as climatic change, heat waves, erratic monsoon, economic problems such as poverty, unemployment, inflation and income inequality are reflections of the human mind and thoughts. In short, they are the results of human behaviour or characters or the weakness of the mind. In fact, the combination of good and bad is the outcome of positive and negative thoughts of people in the world. When the percentage of people with positive thoughts is more than the people with negative thoughts, then society will make great progress in terms of socio-economic development. Therefore, the need of the hour is for people to build their characters, develop positive attitudes through education and practise.

The whole world will be free from all problems if people's attitudes and thoughts become positive. Let us look at sayings from Tamil literature that substantiates the above thoughts.

- Popular Tamil philosopher Kaniyan Poongundranar, from the 6th century, in his text "Puranaanooru" (verse 192) mentioned that Theethum Nandrum Perar thara vaaraa: we reap what we sow. This talks about a man's realisation of the fact that the happening of his life is his making, not by others. This realisation makes him work more towards the well-being of himself and the society which in turn makes the society prosper.

- One of the greatest Tamil literature the "Thirukural", which is also called the universal Veda, talks about the power of thoughts in one of the verses (Kural 595). It says just as the stem of a lotus in water is proportionate to the depth of water, the extent of a man's growth and greatness in his life would reflect the extent of his thoughts.

- Tamil proverbs do talk about the consequences of negative thoughts and people with corrupted mind. For example, Keduvan Kedu Ninaippan: frost and fraud have foul ends. Ninra Idathil pul poondu kooda mulaikadu: nothing will germinate in the place where a man with negative thoughts stands. These proverbs allude to the fact that when negative thoughts become more prominent in human minds and the negative elements in society gain control over good, that leads to the destruction of society's well-being leading to downfalls. So, we become what we think, the feelings of happiness will bring only happiness, the feelings of animosity will bring animosity, the feelings of love will bring love only and so on. Of course, it is the feeling that is life. As you feel so you live. In fact, man is made by cells and cells are made by the mind. Everything is mind and mind is in everything. Therefore, people with a positive mind will have positive thoughts only. Thoughts are the inputs, and the world is the output. Thus, as we think so we live.

CONCLUSION

One can conclude that all the sufferings—including natural calamities, communicable and non-communicable diseases, border issues and disputes in sharing natural resources between states and countries—are the outcomes of human thoughts. People in the whole world will be healthy and wealthy if people enhance the percentage of positivity in their thoughts. As Swami Vivekananda said, "We are what our thought has made us; So, take care about what you think."



Need for Supervision: A workshop for Psychology students from Martin Luther Christian University

Dr Mamatha Shetty

My experience of doing an eight-hour workshop on Supervisee Training for students of Master's course in Martin Luther Christian University was a unique one. In India the buzz around Supervision in Mental Health has started in some mental health circles. To have a training for Supervisees as to what supervision looks like, must be unheard of. I should congratulate the Psychology department of MLC University for providing an opportunity to IAPS to do this pioneering workshop of Supervisee Training.

The two days of the workshop was divided into Introduction to Supervision and Components of effective supervision experience.

The workshop was designed in a way that after every few slides reflective questions were posed to the students along with breakout room activities. The student's thoughts indicated that they were not receiving supervision of their client's cases passively. The models of supervision and the ethical responsibilities of supervisees kept them glued to the workshop. The RISE UP model of IAPS was also introduced to the students. One of the many feedbacks from the workshop was that they realized what kind of preparation they would need to do so that they could gain utmost benefit from the supervision.

Personal Values And Empathy Among College Students



Dr Deepa L. Hungund
Assistant Professor,
JSS Academy of Higher Education & Research, Mysuru
&

Dr Shanmukh V. Kamble
Professor Dept. of Psychology,
Karnataka University, Dharwad

ABSTRACT

Personal values and empathy are core psychological attributes which act as important predictors in a youth's life. Research reported that empathy and values are on the decline in present-day society. So, the present study aimed to study the relationship between the personal values and empathy among college students. A total of 502 (254 male and 248 female) students between the ages of 18 and 23 years, who were studying in degree colleges of Mysuru, Karnataka, were selected through simple random sampling technique. Portrait Values Questionnaire (Shalom H. Schwartz 2009) and Toronto Empathy Questionnaire (R. Nathan Spreng, Margaret C. McKinnon, Raymond A. Mar, and Brian Levine 2009) were administered to the samples. Pearson's Correlation Coefficient statistical technique was used to analyse the data. The findings of the study revealed that college students' self-direction thought, security personal, universalism-nature, universalism concern and benevolence care values are positively and highly significantly related to empathy; power dominance value, power resources value and humility value are negatively and highly significantly related to empathy. However, no significant relationship was found between self-direction action, stimulation, hedonism, face, security societal, tradition, conformity rules, conformity-interpersonal, universalism tolerance, benevolence-dependability and empathy.

Keywords: Values, Empathy and Students

About Authors:

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INTRODUCTION

Value denotes the degree of importance of something or behaviour in order to determine what actions are best to do, or the best way of living. Values serve as a guide to human behaviour. Values are the basis for recognising the degree of awareness that motivates and affects. Values provide an internal guide for what is good, helpful, important, valuable, beautiful, attractive, desirable and productive. Learning to cultivate values will have a major contribution for the development and apprehension of empathy in one's life. The state of being empathetic will impact positively on various areas of our lives. Defining personal values as well as empathy and then living by them will help each individual feel more satisfied and make choices that make them happier, even if other people don't make sense.

Objective:

To investigate the relationship of personal values with empathy among college students.

Hypothesis:

H₁: There is a significant and positive relationship of personal values with empathy among college students

METHOD

Sample: A total of 502 (254 male and 248 female) students between the ages of 18 to 23 years were selected through simple random sampling technique. The participants were students studying in degree colleges of Mysuru, Karnataka.

Measures Used:

The measures used for the study are Portrait Values Questionnaire (Shalom H. Schwartz 2009) and The Toronto Empathy Questionnaire (R. Nathan Spreng, Margaret C. McKinnon, Raymond A. Mar, and Brian Levine 2009).

Statistical Technique: Pearson's Correlation Coefficient was applied to verify the hypothesis.

RESULTS

Table Showing Correlation Coefficients (r-values) for the Personal Values of College Students with Their Empathy (N=502)

Personal Values	Empathy
Self-Direction Thought	0.25**
Self-Direction Action	0.07
Stimulation	0.07
Hedonism	-0.06
Achievement	0.09*
Power Dominance	-0.24**
Power Resources	-0.25**
Face	0.06
Security Personal	0.12**
Security Societal	0.01
Tradition	-0.07
Conformity-Rules	-0.06
Conformity-Interpersonal	0.07
Humility	-0.12**
Universalism-Nature	0.24**
Universalism-Concern	0.21**
Universalism Tolerance	0.005
Benevolence-Care	0.19**
Benevolence-Dependability	-0.01

* $p < 0.05$; Significant ** $p < 0.01$; Highly Significant

A glance at the table reveals that, college students' self-direction thought ($r = 0.25$), security personal ($r = 0.12$), universalism-nature ($r = 0.24$), universalism concern ($r = 0.21$) and benevolence-care ($r = 0.19$) values are positively and highly significantly ($p < 0.01$) related to empathy; achievement ($r = 0.09$) value is positively and significantly ($p < 0.05$) correlated to empathy; power dominance value ($r = -0.24$), power resources value ($r = -0.25$) and humility value are negatively and highly significantly ($p < 0.01$) related to empathy.

However, no significant relationship was found between self-direction action, stimulation, hedonism, face, security societal, tradition, conformity rules, conformity interpersonal, universalism tolerance, benevolence-dependability and empathy.

Discussion:

Self-direction thought, security personal, universalism nature, universalism concern, benevolence-care and achievement values include morals such as freedom, safety, helpfulness, honesty, acceptance, loyalty and understanding of others. However, if emotional empathy involves the ability to be empathically aroused by the difficulty of entire group or class of people (Hoffman, 1977), it could be normal to be positively related to these values, which involves the concern for the welfare of all people and environment. Educational knowledge apparently supports the logical openness, independence, plasticity, and extent of outlook of life essential for self direction values (Kohn and Schooler 1983). These knowledges increase the openness to unique ideas, excitement, novelty, challenge in life and actions there by consequently increases the outlook to reach humans emotionally. Universalism values focus on happiness of all individuals and therefore encourage the pursuit of emotionally involved and concern for others. This result is in tune with the findings obtained by L. Myrsky and K. Helkama (2001) who found that highest positive correlation of empathy was with universalism, followed by spirituality and benevolence.

Power dominance value, power resources value and humility value are negatively and highly significantly related to empathy. The reason might be, power values are conceptually related to motivational way that encourage a high social status in relation to others and also authority over resources (Schwartz and Boehnke, 2004). These individuals give importance for possessions, power, social authority and are bothered for a public image and in consideration of these, it shows that individuals who rate power values as very essential are less empathetic with others' experience. This result was in line with the findings obtained by L. Myrsky and K. Helkama (2001) who reported that empathy scores were negatively correlated with power achievement. Sheldon and Johnson (1993) showed that persons high in power motivation and dominance needs to retain their own perspective on other's experiences. This suggests that power values will be negatively related to empathy.

Conclusion: Constructive values contribute to development of optimistic prosocial behaviours of students. Based on the findings of the present study it is suggested that there is a need for development of positive emotions and prosocial behaviours through the development of appropriate values.

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Proud moments for IAPS!



Honourable Minister Mr. Ma. Subramanian, for Health and Family Welfare of the Government of Tamilnadu, India, will be inaugurating the mega event, Virtual Asian Mental Health Symposium (April 9th & 10th)



MOU signed between IAPS and Sampurna Montfort College, Bangalore. IAPS will be sharing the 30 hours Supervision Module with the college for their students of PG in Psychology

Parenting: A Beautiful Spiritual Journey



Mahalakshmi Rajagopal

Holistic Wellness Professional

A few weeks back, a couple visited me with their 6-year-old child. They handed me a psychoeducation assessment that said the child had an IQ of 82 and was learning disabled. My screening revealed to me a bright child with good communication and observation skills. No assessment had been documented to assess his learning disabilities. On my further exploration, I realised to my dismay that the parents were completely on opposite zones with regard to the child and his challenges. While the mother strongly felt that the child had some difficulty, the father strongly felt he was simply playful. It was further revealed that the child had been subjected to the assessments by the mother in order to prove her point to the father and not to identify the child's difficulty. Documenting a case history seemed impossible. The session revealed complete disharmony between the parents. It was heart breaking to observe how the two individuals in their strong desire to "win" were in reality shattering the present and the future of a bright child.

Irrespective of the innate potentials of a child, the love he or she experiences in the environment speaks volumes of his/her overall development and achievement in the years to come. I still recall a student of middle school who approached me when I was a school counsellor. She was a topper but isolated by her classmates. She sounded very sad and pessimistic about everything in life, in spite of being the favourite of many teachers. Meeting her parents opened a Pandora's box! They lived separately; the mother was in another relationship in spite of still being married to the child's father; she very openly discussed her boyfriend in the presence of the child, thus confusing the child about relationships and family dynamics. Both parents weren't heading towards legal separation, in spite of leading separate lives; they both admitted to intense verbal fights whenever they met. As a school counsellor, with limited options for parent counselling, I was shocked at the height of irresponsible behaviour of both the adults thus leading to heavy damage to the girl.

Parenting is a serious responsibility but I would rather perceive the role of parents as a spiritual journey. The role commences the day the two individuals decide to start a family. While today's parents are extremely mindful to the various materialistic and physical needs, they mostly ignore the emotional and spiritual needs of the little one.

A research published in 2005 in a Neuroendocrinology Journal by German scientists, speaks about scientific evidence that love promotes health. This is very true and probably the only mantra that parents need to adopt. Love promotes health—health and wellbeing. Love does not mean indulgence. Love does not mean pampering. Love does not mean a child-controlled parenting. Love means unconditional acceptance of the child, irrespective of his/her special needs; unconditional acceptance of the child irrespective of his/her deviant behaviour/actions that may have resulted due to limited beliefs or faulty learning. Love also means being receptive to feedback from the environment about the child. Love also means being receptive and open to the varied experiences that are essential for the child to learn and grow in a healthy manner in this environment.

To read more please click <https://bit.ly/3KkHVY6>

Know your Supervisor



Dr Mamatha Shetty
PM 035

I am a Psychologist & Psychotherapist. I have more than 20 years of experience with a specialisation in Clinical Psychology.

Supervision is a collaborative relational process between the supervisor and supervisee for the benefit of the client within the systemic context.

RISEUP model has given me a structure to keep in mind during supervision. It has helped me to look at my supervisees as entities by themselves and to support their development as an ethical practitioner.

RISEUP has helped me to look beyond the supervisee's client. As supervision is not quasi-counselling or only about discussing the supervisee's client, the RISEUP model encourages me to focus on all areas of development in the supervisee.



Dr Aparna Joshi
PM 037

I am an Assistant Professor at the Tata Institute of Social Sciences. I have around 25 years of experience with a specialisation in Clinical and Counselling Psychology

Supervision to me is a relationship to facilitate the supervisee's learning and exploration of the connection between theory and practise, between professional and personal dimensions, in order to contribute to client well-being

I have been supervising students and professionals in the field of mental health for many years. RISEUP model brought a conscious awareness into helpful and effective components of supervision as well a structured approach. It provided a framework and a checklist to become more intentional in my supervision.

I use RISE UP model of supervision to structure my supervision session and process. It serves as a comprehensive reminder for several tasks related to establishment of supervisory relationship and goals of supervision.

ACROSS

- 1 _____ conditioning - Pavlov's theory (9)
- 2 Segment of DNA that function as hereditary unit. (4)
- 3 Process of remembering without external cues. (6)
- 4 Principles or standards of behaviour (6)
- 5 Characteristic of a person

DOWN

- 6 Accurate match between self concept and reality (10)
- 7 Close bond between babies and caregivers (10)
- 8 Outward expression of internal emotions (6)
- 9 _____ mechanism, strategy used to protect from anxiety (7)
- 10 Feeling of terror when there is no real danger (5)

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Mind Bender

VIRTUAL ASIAN MENTAL HEALTH SYMPOSIUM 2022



Rajani Nandakumar
Secretary, IAPS

Indian Academy of Professional Supervisors (IAPS), based out of Chennai, Tamil Nadu, India, announces the 2022 "VIRTUAL ASIAN MENTAL HEALTH SYMPOSIUM" in cooperation with the Asia Pacific Rim Confederation of Counsellors (APRCCC) and the Australian Counselling Association (ACA)

Symposium Objective:

"Mental Health: Multicultural Dimensions in Asia and Beyond".

The symposium is a sincere effort to bring diverse stakeholders and perspectives in mental health on one platform and to facilitate a dialogue amongst them. The symposium also aims to showcase some of the best mental health research and practice initiatives from Asia and beyond to inspire and energise new ones.

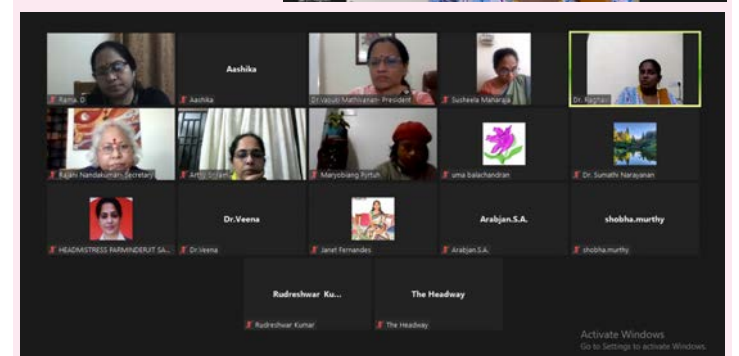
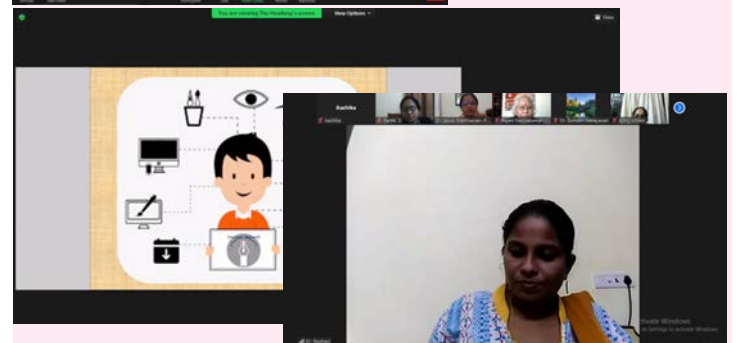
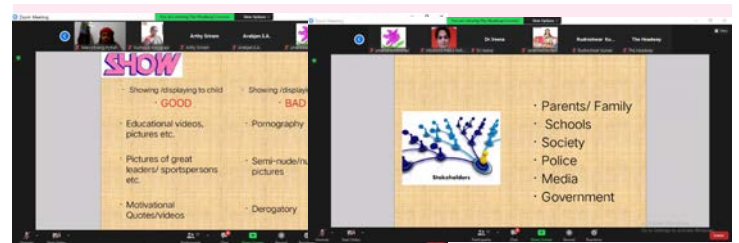
Symposium speakers and subject areas reflect the diversity and richness of the mental health profession in the Asian continent and beyond. This is a fantastic opportunity to hear and network with some of the finest speakers, professionals and researchers in the field of mental health.

Conference speakers and subject areas will reflect the diversity and richness of the profession in the Asian continent

This is the first of an intended regular yearly symposiums, to be convened on an online platform allowing for people across the globe to connect with each other with ease.

The Symposium is scheduled to be held on 9th and 10th of April, 2022.

Please see the presenters to know more about the two days Symposium and also visit the website www.vamhs.com.au



IAPS facilitated a workshop on "POCSO ACT" (Protection of Children from Sexual Offences Act) in the month of December covering a wide range of topics such as identifying signs and symptoms, importance of the role played by the educators in the safety and security of children, key features of the Act, etc. The workshop was facilitated by Ms. K. Raghavi Senthilkumar and was well received by participants.



INDIAN ACADEMY OF PROFESSIONAL SUPERVISORS (IAPS)

CERTIFICATE OF ATTAINMENT (COA) IN SUPERVISION
Australian Counselling Association (ACA) Accredited

Overview of Program:

- Theory of Supervision
- What is Professional Supervision?
- What skills does a Professional Supervisor need?
- What will be covered in a session of Professional Supervision?
- What are the different settings and forms for Professional Supervision?
- What are the Supervisor and Supervisee's responsibilities?
- Legal and Risk management issues in the Allied Health Industry Legislation
- Front-line management Professional Supervision
- Issues in applying Professional Supervision
- Resistant Supervisees
- Armstrong Model
- Note taking and record keeping
- Mental Health Issues and Supervision
- Transference potential
- Stress, Anxiety, Conflict and potential Burnout.

WHO CAN ATTEND:
Mental Health Professionals with min 7 years of experience

IAPS has successfully

conducted 8 training programs (including two in Bangalore, Mumbai and Nepal)

"In-Person Training"

Apr 28, 29 & 30 2022

Venue:

Hotel Swagatam Inn
GNB Road, H.No.11 Panbazar,
Guwahati, Assam - 781001.

Early Bird fee: INR 23,000 (Till 7th March 2022)

INR 25,000 (After 7th March 2022)

Last Date for Registration: 7th April 2022

+91 98407 32055
+91 98844 88056

Advantages of Supervision (COA) Training course:

1. International Certification.
2. "RISEUP" Model is adopted in many of the Pacific Rim Countries for Supervision.
3. Gain insight and become skillful in Professional Supervision.
4. Eligible for Professional membership in IAPS.
5. Opportunity to join the certified Supervisors network.

Presenter for the course:

Dr. Vasuki Mathivanan PhD., is an accomplished Psychologist with over 2 decades of experience in the field of mental health. She has extensive experience in Training, Teaching, Counselling and Professional Supervision. She is the ACA certified Supervisor and Trainer for the RISEUP Model of Supervision in India. She is the President of "Indian Academy of Professional Supervisors" (IAPS).

<https://iapsupervisors.com>

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INDIAN ACADEMY OF PROFESSIONAL SUPERVISORS

presents



Virtual Asian Mental Health Symposium

Mental Health : Multi - Cultural Dimensions and Beyond

9th - 10th April 2022

★ Key notes ★ Panel discussions ★ Research papers ★ Workshops/Webinars

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Clinical psychologist



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Panelists



Moderator
Dr Aparna Joshi, India
Asst professor, TISS



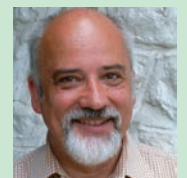
Dr Philip Armstrong, Australia
CEO, Australian Counselling Association



Dr Vasuki Mathivanan, India
Founder/President, IAPS



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Vice President, Philippine Normal University



Dr Hans-Werner Gessmann, Germany
Founder, Humanistic Psychodrama



Moderator
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Stress Counsellor

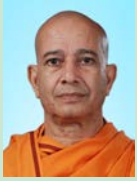


Dr Kanthi Hettigoda, Sri Lanka
Clinical psychologist, Sri Lanka Navy

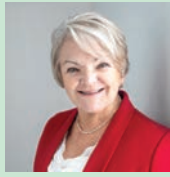


Dr Shilpa Pandit, India
Co-founder, Dreampath Foundation

Workshop/Webinar presenters



Swami Vinayakananda ji, India
Spirituality in mental health



Dr Jan Sky, Australia
Leadership powered by Neuroscience



David 'Bhakti' Gotlieb, Australia
Healing Inner Conflict



John Sperry, USA
Case conceptualization



Dr Farida D'Silva Dias, India
Reality therapy



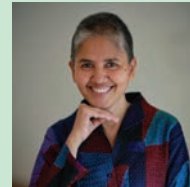
Matthew Povey, Australia
Mentalization Based Therapy



Peer Mohamed Azees, India
Mental health and media



Melody Qu, Australia
Relationship counselling



Dr G.L. Sampooran, India
Forgiveness



Sibylle Cseri, Spain
Art therapy in treatment



Dr Saraswathi Bhaskar, India
Adoption counseling competency



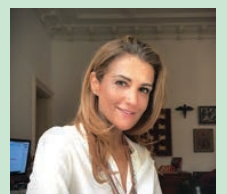
Dr Shruti Chakravarty, India
Queer Affirmative Counselling Practice



Pooja Nair, India
Queer Affirmative Counselling Practice



Toni Knight, Australia
Compassionate Presence



Didem Atahan-Fabig, Germany
Cross-cultural psychotherapy



Dr Sophie Lea, Australia
CPR framework in supervision



Smriti Rana, India
Grief and bereavement



Dr Stephani Stephens, Australia
Broaching in therapy



Tracey Nilson, Australia
Couple & relationship counselling



Tanya Ginwala, India
Outdoor therapy



Tripura Kashyap, India
Creative Movement therapy



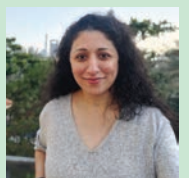
Christian Henrichs, UK
Positive psychology



Dr Nadine J. Pelling, Australia
Suicide for practitioners



Dr Latha Satish, India
Yoga and mental health



Dr Nivedita Chalill, India
Buddhist psychology in therapy



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