



I A P S WISDOM

NEWSLETTER OF INDIAN ACADEMY OF PROFESSIONAL SUPERVISORS

September 2020-Volume 2-Issue 2



Editorial

Greetings Readers,

Dr Sandhya Rani Ramadass has stepped down as Editor of IAPS WISDOM after helming the newsletter through 5 editions. We at WISDOM wish to thank her for her excellent services and offer her our best wishes.

In an adverse situation, IAPS has transitioned to online smoothly. All activities of IAPS are on Zoom platform. This edition brings you reports of the various activities carried out by IAPS during lockdown.

We have an inspiring message from our Founder, Dr Vasuki Mathivanan. There is an abstract of a report written by Dr Munwari Padmanabhan on a webinar conducted by Dr Philip Armstrong on Group Supervision.

We are delighted to introduce two of our RISEUP trained Supervisors: Ms Prabhjeet Kaur and Dr T Santhanam. This edition carries an article by Dr Shazneen Limjerwala. She speaks about "The Grounded, Winged Healer". It is an enlightening read. Under the members' Column, Dr Sumathi Narayanan traces her professional journey. We have a contribution by Ms K. Kinjari under the Emerging Researcher column.

On the 3rd of June, IAPS conducted a webinar on "Professional Supervision in Mental Health Practice: Emerging need in India". This was for professionals from North-Eastern states of India.

On June 5th, Dr Vasuki was invited to speak in the lecture series organized by the Indian School of Psychology Association, (InSPA). On 9th June also, Dr Vasuki was a speaker in the webinar organized by the Department of Psychology, American College, Madurai.

Second AGM of IAPS was held on 4th of July. On 18th July, IN SUPERVISION session was conducted.

On 1st August, a refresher course in RISEUP model was held for the supervisors. This was a much requested workshop, as this helped the supervisors to review and refresh the model in their minds.

On 15th August, the inaugural meet of Institutional Review Board, IRB, of IAPS was held.

From this edition on, we invite advertisements. Members and non-members can use this offer by the newsletter to promote their professional services and any professional activity lined up.

That is all for now, my readers. We do look forward to your comments and feedback. Please do contact us at iapswisdom@gmail.com

Rajani Nandakumar,
Editor

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



Founder's Note

Dr Vasuki Mathivanan

Lockdown Diaries of IAPS

Life has taken a 360-degree turn since March 2020, when we had the first case in Kerala. A lot of fear, uncertainty and negativity were predominant, affecting people from all walks of life, changing their perceptions and attitude towards life. People whom I have known for courage and confidence started withdrawing into the shell of corona psychosis.

My learning during this pandemic is that people who are self-disciplined and ready, flexible to adapt to the challenges of this strange and unsettling situation, are the ones who are able to cope and continue to function as before. In other words, resilience gives them the added mental strength. On the other hand, we at IAPS, had our own challenges and stumbling blocks, as an association, due to sudden changes and restrictions.

However, we were working steadily with our mantra of continual upgradation. Although RISEUP training was getting rescheduled due to continuous lockdown and lack of travel access across states or interstate, we take pride in saying that we have been using this home-bound situation and virtual platform to upskill ourselves and enhance our learnings especially in professional supervision through various means and modes.

I am very proud to say we successfully conducted our Annual General Meeting followed by an excellent guest lecture on Group Supervision by Dr Philip. We also conducted "IN SUPERVISION", "RISEUP Refresher session" and webinars on "Professional Supervision".

IAPS Supervisors are busy providing supervision sessions to supervisees and have collaborated with "SAVE SHAKTI" an NGO to provide counselling services. The IAPS research committee formed the IRB (Institutional Review Board) with 10 experts in their respective fields like psychologists, medical practitioner, psychiatrist, lawyer, research consultant, research scientist and others. It was inaugurated on 15th August 2020.

We, as helping professionals, always encourage, support, guide and motivate clients for their betterment. We look at this lockdown as a boon because we explored all possible opportunities to conduct many productive activities for our members and others via virtual platforms.

The pandemic has created chaos and confusion in the world and in this state of disarray, our EC Members, other Committee heads and members of IAPS have tirelessly worked to bring order and normalcy to its working.

Through "WISDOM", I would like to express my gratitude to each and every member for their continuous support and dedication towards taking IAPS to greater heights.



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*A passionate Coach, Mentor, Trainer and Mental Health Counsellor & Supervisor.
As a Human Resources Professional, she has over 3 decades of diversified experience.*

A Kenyan proverb accurately summarizes the subject at hand in simple words: "Sticks in a bundle are unbreakable." On that note, group supervision involves the use of a group setting to allow members to reflect on their work in which the purpose of the session is to develop the skills and ability of both individuals and the group. Supervising one on one is challenging but supervising a group of supervisees effectively requires knowledge and skills well beyond the norm. Groups bring with them the individual personalities from extroverts to introverts to everything in between. To delve deeper, you can read the full article here

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



Dr Munwari Padmanabhan



The Grounded, Winged Healer

Dr Shazneen Limjerwala nee Commissariat

***Holds a PhD from Lancaster University.
She has cleared four-year training in Psychotherapy at Antarnad.
Her work experience spans two decades.***

Dear Colleagues,

I'm Shazneen, a Psychotherapist, Author, Skills Trainer and Researcher. I have researched on Sexual violence, Vicarious Trauma, Pedagogy, and Women's experiences. My trainings cover: storytelling, therapeutic models and techniques, effective management practices, Art and movement for self-expression, among others. I advocate for policy around self-care for professionals, and sensitive laws for rape survivors. I counsel persons experiencing crises that render them vulnerable: loneliness, confusion about life choices, embattlement in their relationships. I have learnt that being grounded and open in one's worldview and practice can be very rewarding. I'd like to share my suggestions:

Practices for being Grounded

1. Engage in Self-care

Our practice can impact our mental health and relationships. It can have a negative impact on our work, and lead to burnout. We may be in denial or unaware of this. To continue being centred in our own selves, mental and physical, I suggest: peer, group, individual supervision; art or dance movement, drama therapy, meditation, writing, exercise; investing in rewarding social relationships, breaks from trauma-centred work and being engaged in intellectually rewarding yet emotionally lighter work. Self-care allows us to be centred in our minds and bodies. This, leads to a sense of being grounded in one's self, so we respond, rather than react in situations. It would also lead to greater clarity in our interpretations with our clients, since we would not confound 'our emotional traumas' with theirs.

2. Be rooted in locality

I've engaged in ethnographic research on sexual violence and violence against women working in the development sector. Both of these work engagements involved extensive fieldwork in urban and rural areas of Gujarat, including the desert of Kutch. The exposure involved observations in hospitals, courts, NGO offices in villages; interacting with economically vulnerable persons whilst travelling in un-reserved bogies in trains and public transport, sitting in on women's nyaypanchs; interviews with doctors, cleaners in hospitals, and forensic experts. I was privileged to be privy to the conversations with women who have been challenged by social pressures, and stood up to them. This exposure awakened me to the nuances of living in desert areas, where dependence on one's samaj (social group) is paramount.

I have also read work that documents the lives of women and men in India and theorizes about it. Urvashi Butalia's work on women's experiences during and after the partition, Urdu stories like Khol Do; Sudhir Kakar's writing on the psychology of Indians, Madhu Kishwar's writing on Indian women are some examples of rootedness in locality. Reading this work attunes us to the macro-cultural realities that impact our client's lives. So, we know what to interpret, and what needs acceptance. Our therapeutic interventions are fine tuned.

The Winged Healer

This is someone who is open to unlearning and relearning; varied disciplines alternate practices and modalities.

1. Unlearn and Relearn

There is tremendous value in unlearning what one has learnt. Put simply, it creates space for new ideas to take root and grow. We live in a VUCA world (Volatile, Uncertain, Complex, Ambiguous). As academics or practitioners trained in particular therapy models, we may demonstrate allegiance to what we were trained in. However, this may not be best suited to our clients.

A lot of our learning also comes from socialisation let's be aware of that. For example, my socialisation taught me that girls and women are 'safe' in families. However, my work experience, exposure and training, debunked that myth. Women are safe in families for as long as they follow some rigid norms, and sometimes, not even then. If not, they are exposed to violence that can be very humiliating and lead to suffering.



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Relearning also refers to learning something new. In the last few years, my teaching has morphed from conceptual classroom-like teaching, which I still practise, to include training in tools, techniques and practices. The learners will vary too: college students, professionals, academics, researchers and so on. I also learn and engage in writing, which helps raise awareness and contribute to policy.

2. Be interdisciplinary

Put simply, this means being open to disciplines other than one's own. So, for example, my 'parent' discipline is Psychology. However, having collected data like First Information Reports (FIRs), medical examination reports, legal arguments, each of which have an overreaching impact on a rape survivor's life, I could not be restricted to Psychology. It did not have the answers, or raise relevant questions. So, I read up on medical jurisprudence, feminist critiques of law, literature on the partition, feminism inspired works to be attuned to the connotation of rape and its historical antecedents. This enlightened me to the connotation of rape: why do rape and its aftermath have such a heavy toll on the survivor? What are its meanings? How does it mute her? This way, the data and theory added meaning to each other. In this sense, my wingedness, was connected to my groundedness.

3. Be open to varied therapeutic models and modalities

I was trained in, practised and supervised in Psychodynamic Psychotherapy, with considerable attention paid to Freudian theory. Later, I read extensively about and had a Narrative therapist as my academic supervisor. At the time, I was fiercely 'in favour of' psychodynamic therapy, because it gave me a single, unified model of the mind. Narrative therapy, drawing on post-modernism appeared too 'loose'. However, I was also very enticed and taken in by Narrative therapy techniques. Epston and White's exposition of the Panopticon appeared to resonate with people's experiences. So, I included that in my thesis.

Still later, I have experienced and been witness to dance, movement, art, drama and music: modalities of therapy that are alternative to talk. I find these inclusions moving; it gets 'beneath the skin', i.e. manages to overcome resistance that may be manifest in talk therapy. They also work well in Group settings. I have also undertaken brief trainings in and have exposure to short-term Psychodynamic Psychotherapy. I have training in and exposure to Cognitive Behaviour Techniques; they can help clients who feel adrift and need some rudder support.

Each model and modalities comes with its politics and practice. Clients today are aware of different models and practices too. To round off this point, I'd say: be aware of different therapy models open to training and supervision in these.

4. Aspire for macro impact

This refers to taking our knowledge beyond our clinics. Engage with the mass media. This way, we can reach our message to large masses of people, those who might not have heard or learnt of our work otherwise. It raises awareness, de-stigmatises therapy and empowers people with knowledge. An example of this is the recent surge in articles and discussions around mental health in the print, audio and visual media.

My advocacy work has included contributing to the episode on rape for Satyamev Jayate, a TV show featuring Aamir Khan. This reached out to millions and advocated for sensitive medico-legal services for rape survivors. I have written about the Verma Committee report on rape supporting the implementation of its recommendations. I have contributed to research advocating for mental health support for professionals engaged with trauma (Coles et al, 2014). I train researchers and professionals at the Tata Institute of Social Sciences (TISS) to write academically and encourage them to publish their work. This way they develop the Author's voice, theorise based on our organic experiences; grounded in local experiences topples the Euro/ Western centricity of our academic and theoretical training, thereby balancing our knowledge.

Conclusion

To summarise, I encourage you to invest in getting a hold on theory, understanding the nuances of its application and work towards sharpening your technique. Be aware of your local socio-economic-cultural macro environment and how it impacts peoples' lives. Be attuned to the gendered power relations in our society and its impact on our psychology. Commit to a life-long investment in self-care. Having grounded yourself, learn and practise therapeutic modalities other than those your foundations are in: your professional services will contribute to a wider audience. This will involve unlearning and relearning. Let your mind travel beyond Psychology and its allied disciplines. This world, academia and alternate practices have much to offer that enriches our mind and services.

All my best.

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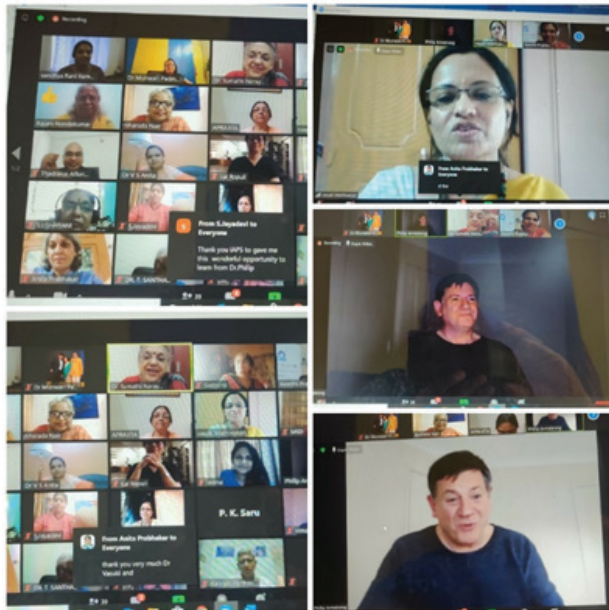


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Second AGM of IAPS



The 2nd AGM of IAPS was held on 4th July 2020. After the meeting, members were invited to join for the Guest Lecture by Dr Philip Armstrong.

An exercise for VISION statement of IAPS



This exercise was facilitated by Dr G L Sampurna. She is a senior psychologist and the founder of Rathna Center for Conscious Living (RCCL), a holistic growth and development center. Her practice today extends from counseling, therapy and coaching, to creating and facilitating workshops. She is into training the next generation of practitioners.

Know Your Supervisor



Prabhjit Kaur

Membership No: IAPS PM027

From being a home maker for 13 years to becoming a Counsellor and Special Educator and a resource person has been a journey of strong commitment and resolve for me. Armed with M.Sc. (Clinical Psychology), I conduct workshops for special educators and teachers with the SCERT & DOE and now am a School Counsellor at St Xavier's School, Delhi and a Counselling Supervisor for the last 12 years.

My son's diagnosis of LD turned into a life-changing event for me. Seeking help for my son from one specialist to another, some guidance and some misguidance, my constant struggle to get the right help for my son familiarised me with the field of Special Education/Counselling in such a way that I took up studies again to train to be a psychology professional.

The "RISEUP" model from IAPS has further enforced my confidence in guiding students and their caregivers about their issues, motivate upcoming counsellors to follow ethical practices and maintain proper records for counselling. I feel confident facing challenges as I'm able to critically evaluate myself and choose balanced words to enhance my counselling.



Dr T. Santhanam, Ph.D.

Membership No: IAPS PM014

Director, SDS Academy of Behavioral Sciences and Director of Psychology Bay University, International Affiliate member of American Psychology Association and accredited with Rehabilitation Council of India.

Having more than four decades of experience in the field of disability rehabilitation and mental health, I was the former Head of National Career Service Centre for Differently Abled, Government of India. I have been twice honoured with the National Award conferred by His Excellency President of India. With the training on RISEUP model, accredited by the Australian Counselling Association, the solution-focused approach has facilitated greater alliance, has enabled me in addressing the supervisee fears in supervision and thereby created a ripple effect in enhanced client outcomes. The concept of Supervision for counselling is niche in the Indian context when compared to the other global models. The RISEUP Model gives one both the cultural aspects, also keeping in mind the professionalization of counselling service at the global level. The RISEUP Supervisor training has enabled me in ways one cannot think of in realizing and moving towards being a responsible person and a gatekeeper in this field.



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Professional Supervision – Beginning my journey



Dr Sumathi Narayanan

I am a Trainer, Counsellor, Coach and Professional Supervisor. I am an enabler for people to realize their goals and potential. An ardent learner I believe in the power of continuous learning.

I don several hats in my professional life as a Corporate trainer, Coach, Mentor and Counsellor. It was at a time I was attending the training for Transactional Analysis Application in Counselling – Advanced level that I became aware of the importance of and the right process of supervision.

I had a client who had suicidal ideation and suddenly he stopped. He cut off communication and I did not know what to do and whom to ask for guidance. I realized that I do not have a supervisor for my counselling practice.

It was at this time that I got to attend the RISEUP training program. It was an eye opener. It was a paradigm shift from how I was doing counselling and coaching.

Let me explain in terms of areas where the program impacted.

The first area was in getting a contract signed by the clients. It made a difference in the degree of openness and transparency between me and my clients. Just reading the contract helped clients realize the intention, transparency and most important how the confidentiality will be maintained. They also came to know about supervision in counselling. When they see that I am an ACA certified Professional Supervisor for counsellors and I also have a supervisor, there is an unspoken sense of comfort.

The second area that changed was being professional in the way of documentation.

All these things helped me to practise with consciousness regarding ethical issues. It made clients realize how serious we are about our profession. Slowly by word of mouth my clientele picked up and practice became better. Coming to the starting as a Professional Supervisor: As a trainer and a coach supervision *per se* is an area I was handling for people and their development. But supervising a counsellor is a different level.

The supervisor is accountable for the progress and wellness of the supervisees' clients. Not only that, I have often wondered about the income generation aspect of counsellors. It is tough to sustain in the profession especially when their income is not substantial and consistent.

With supervision, the supervisors' income increases and also for the supervisees as the quality of their practice improves.

One other reason counsellors change their line is when they face challenges in handling interventions for clients, they are not even aware that they can seek supervision even if it is for a case by case basis. In a fraternity where counsellors do not share their success or challenges, this is a void.

Again among the counsellors, no one talks or asks about how to progress in the counselling profession. So there are quite a few areas junior counsellors need guidance and support, and a structure on what are included in supervision and how does one go about it in a professional way. The model guides in approach and monitoring with guidance about interventions. It also addresses the counsellors' personal life challenges like upgrading and updating their knowledge, like burnout or professional growth, like marketing their service, etc. All these aspects of the model helped me to begin with confidence about the value of my service as a professional supervisor.

Approaching counsellors and offering to do supervision was also a challenge. When I met young counsellors, I started listening to them sharing about their practice and challenges they faced, etc. I would empathize with them and offer suggestions that would help them face challenges. I would elaborate at that point about the benefits of supervision for them. Most of them felt that it would be very helpful for them to progress. At a right moment I was able to express with clarity what I could offer as a supervisor.

I explained the RISEUP model of supervision that I would be following. This formal structure gave credibility to my offer to be their supervisor. The sample contract in the training material was helpful and guided me to prepare a contract to make it official.

The second challenge I faced was counsellors perhaps think I was soliciting to be a supervisor for my monetary benefits. When they are themselves struggling to get clients, this seems to be an additional commitment which they were not sure they can take up. Slowly explaining the benefits in the present and in the long run they started getting convinced this was worthwhile.

I deliberately kept my fees affordable. For some I offered to halve it till they picked up their practice. This helped for some of them to make a beginning.

Thus, my journey as a professional supervisor started. Developments happened in my supervisees' practice in terms of setting private practice, making the existing practice more structured and accountable. They also got clarity about the area of counselling they would like to work on. Some preferred school set up, some corporates and some private practice.

Ideas about contribution and visibility in the organization a counsellor is working in, was helpful for them to grow professionally.

When awareness was given how they need to learn and update their knowledge by reading books or taking training and certification programs made them realize that their journey had just begun with a lot of learning to do on the way.

In one instance, there was a situation where a vulnerable section and issue was involved. Giving information about the legalities and ethical issues there helped the supervisee to deal with it with the management of the institution where the issue was present. Specifically, the detailed session on importance of the legal and ethical issues in RISEUP training program was helpful. This actually helps the supervisor to give a sense of protection with right guidance.

Once the supervisors continue to support, encourage, guide and help, supervisees progress professionally. The day is not far when every counsellor will seek a supervisor who is professional in approach and authentic in helping as a sure step to succeed in their role as counsellors.



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Our Founder Dr Vasuki was invited to speak at this webinar.

Organized by
DEPARTMENT OF PSYCHOLOGY
The American College, Madurai, Tamil Nadu, India
MENTAL HEALTH WEBINAR SERIES 2020
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 INTERNATIONAL PSYCHO ONCOLOGY ASSOCIATION

Topic 106:
NEED FOR PROFESSIONAL SUPERVISION
IN MENTAL HEALTH PRACTICE

RESOURCE PERSON
Dr. Vasuki Mathivanan
 Consultant- Psychologist
 Founder/President-IAPS




InSPA organized a lecture on Professional Ethics in School Counseling on 5th June, 2020. Dr Vasuki Mathivanan was invited to be the speaker.



InSPA Innovative Lecture Series - 2

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Meeting Information

Meeting link:
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Meeting number: 166 732 8416
Password: JDvZJgPC793 (53895472 from phones and video systems)
Host key: 299292

Professional Ethics in School Counselling

Date: 05th June 2020 at 4.00 to 5.00pm

Speakers:

Dr. Vasuki Mathivanan

Founder President Indian Academy of Professional Supervisors, Chennai

Presidential Welcome

Dr. Panch. Ramalingam

President, InSPA

Concluding Remarks by Convener

Dr. K. Jayasankara Reddy

Professor, Department of Psychology,
Christ University, Bangalore - 560 032, India.

www.inspa.org

Indian School Psychology Association (InSPA)



Emerging Researcher

Ms Kinjari K

M.Sc. Counseling Psychology

Faculty of Allied Health Sciences

Chettinad Hospital and Research Institute

Chettinad Academy of Research and Education

Counseling Skills Aptitude Scale for Students of Helping Professions

Counseling skills such as listening, communicating, empathy, awareness of non-verbal communication, responsiveness to expressions of emotion, etc., help us to communicate effectively and enable us to relate better with the people we are communicating with. Counseling skills help to empower the person seeking help. Counseling skills are also used by various helping professions like psychology, psychiatry, medicine, nursing, social work, teaching, physical and occupational therapy, etc., as they deal with people face to face (head on) and provide services, which can help people to find ways of coping, making choices or decisions, or taking action.

Helping profession focuses on the professional interaction between a helping expert and a client, addresses the problems of a person's physical, intellectual, psychological, or emotional constitution. There are various Scholastic and Professional Aptitude tests for Teaching, Medical, Legal, and engineering professions, etc.

At present, there is no Aptitude Scale to assess the Counseling skills level of the students of helping professions. Based on various research studies, counseling skills are considered to be essential for effective treatment and also in benefitting the clients to cope with difficult situations, take decisions, etc. As we know many students are opting to specialise in various fields of helping professions and this has made imperative, the need for developing the Counseling Skills Aptitude Scale. Further, I have developed a scale to assess the counseling skills level among the students of helping professions. The scale consists of 35 items which focus on various aspects of counseling skills such as Interpersonal Skills, Personal beliefs and attitudes, Openness to Learning, etc. A team of 10 panel experts in Counseling of various specializations analysed the tool and their suggestions were noted, after that the scale was modified accordingly. The collected data were statistically analyzed for reliability and were found to be highly reliable and also valid.

The students counseling skills level was further interpreted based on their scores, such as High, Average and Below Average level of counseling skills. The developed scale can be useful for educational, vocational, career, and placement counseling of students who belong to the helping professions and students who are interested in pursuing the helping professions.

My guide, Professor Dr C.N. Ram Gopal helped and supported me throughout the process of tool development. We are also looking forward to applying for copyright for this tool. Developing this tool helped me to understand the process of research and how to cope with different challenges in the process. This has motivated me to explore various areas of research in the field of psychology.

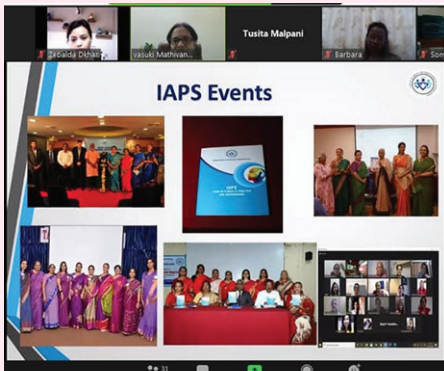


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IAPS Events during the last quarter



Webinar conducted for North East Practitioners - A Report by Ms Zebalda Restia

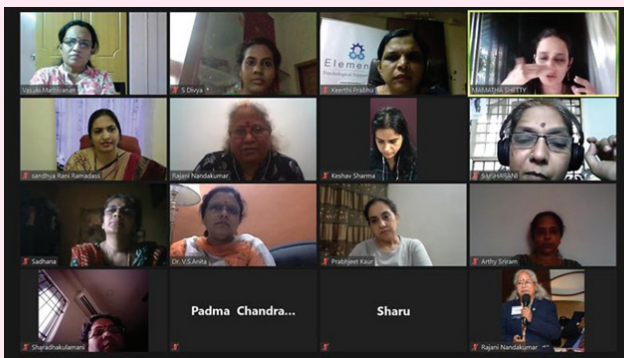
The shift to the virtual structure of work in the present situation has made it possible for the Indian Academy of Professional Supervisors (IAPS) to reach out to mental health professionals across geographical boundaries. On the 3rd of June 2020 IAPS conducted a webinar on "Professional Supervision in Mental Health Practice: Emerging Need in India" with the objective to spreading awareness and educating mental health professionals on the necessity of supervision in becoming an effective practitioner.

This webinar was initiated with the objective to connect with the students and professionals in the North-Eastern states of India. A total of 32 participants from Assam, Meghalaya, Manipur and Nagaland ranging from students to professors and counsellors were a part of this interactive, enriching and initial introduction of Supervision and IAPS. The informative session was packed with explanations on the need for supervision and the lack thereof in our country and also discussions on professional ethics in mental healthcare and highlighting the need for ongoing education and training. The participants were encouraged in continuous growth and development in their respective areas of expertise.

IN SUPERVISION

The second session of 'IN SUPERVISION' was consolidated as a useful learning process for Ongoing Professional Enhancement. The programme on 18th July 2020 from 4.30 to 6 pm was attended by 19 IAPS members and received with appreciation and positive feedback. The focus of this session was on the "S" (Support) and "E" (education) of RISEUP; where special attention was given to Professional Motivation, Ethical Priorities and Ongoing Professional Development. Some of the comments of the participants are mentioned below, keeping the anonymity of sharing in place.

"The empathetic use of firmness and clarity by the Supervisor was appreciated. The vigilance of the supervisee in keeping Ethical standards regardless of seniority or years of experience was acknowledged. The well-structured session was very useful for novice counsellors as well. Professional Motivation was reinforced in a very positive way".



Refresher Session of RISEUP

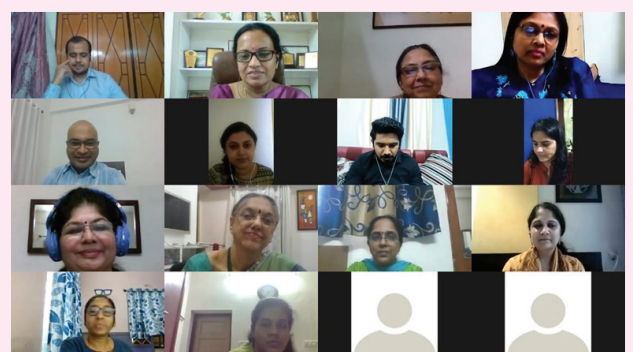
In order to facilitate application of RISEUP model, which is the core of IAPS, a refresher session of "RISEUP" program, only to professional members, was announced. Several members had requested this to review and refresh the model so that it could reinforce learning and applying the different aspects of the supervision process as followed in the model. Some of the cobwebs were removed! It was also a great way to catch up with each other.

This session brought out Dr Vasuki's ease with the model. She addressed all the questions posed by the attendees. The workshop was held on August 1st via Zoom.

Inauguration of Institutional Review Board (IRB)

Yet another milestone of IAPS was the formation of Institutional Review Board, with the purpose of protecting the welfare of human subjects involved in research activities of IAPS.

IAPS IRB is formally designated to approve (or reject), monitor, and review biomedical, behavioral and social research. We need to conduct some form of risk-benefit analysis in an attempt to determine whether or not research should be conducted. The inaugural meet was held on 15th August, on Zoom.





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