



I A P S WISDOM

NEWSLETTER OF INDIAN ACADEMY OF PROFESSIONAL SUPERVISORS

March 2021-Volume 2-Issue 4



Editorial

Greetings Readers

IAPS has completed 2 years! We had our anniversary celebration on March 1. Some members attended in person, while most attended via Zoom. We were happy to have Dr Philip Armstrong attend from Australia. IAPS has come a fairly long way in a short time. It is an exciting time for us; as we reflect and march forward.

As an editor, I am taking this opportunity to thank all our well-wishers who have stood steadfastly with us. It is with your unwavering support, we are able to grow.

The journey so far is well documented by our founder Dr Vasuki Mathivanan, in her Founder's Note.

This edition showcases articles by Dr Parvathy Verma from Assumption University Thailand; member Ms S Divyaprabha in the Members' Column and Ms Raghavi, in the Emerging Researcher column.

In this edition, two of our RISEUP supervisors are being introduced to our readers. Dr Sandhya Rani Ramadass (former editor of WISDOM) and Dr Aprajita Bhardwaj.

On January, 30, 2021, we had a webinar on Supervisee as a Learner. This was facilitated by Ms P K Saru, a psychotherapist and an internationally accredited TSTA.

On 6th February, a webinar on Professional Supervision in Mental Health Practice: Emerging Need in India was held by Dr Mamatha Shetty, RISEUP Supervisor. This was attended by counselors from several cities.

We have received an appreciation letter from Dignity Foundation, for the webinars conducted by IAPS for the senior citizens of the Foundation.

Rotary Club of Madras NextGen requested IAPS to organise webinars for school teachers of Majuli and Ne_ali schools in Assam. We have one more webinar to complete. The teachers are giving us good feedback on their learnings.

IN Supervision and Supervision Circle meets are well attended by members. Exchange of information and knowledge within members, who log into Zoom, from all over India, is a rich experience. There is open sharing and these meets are a great way of staying in touch.

We have received international feedback for our newsletter as well as congratulatory messages for the second anniversary of IAPS.

RISEUP training took place in Mumbai after almost a year. Our next training will be in the city of Bangalore in the month of June.

The WISDOM team would like to thank Dr Sudipta Roy for taking out an advertisement in our edition.

Please do give us your feedback at iapswisdom@gmail.com

Bye for now!

Rajani Nandakumar,
Editor

Editorial Committee:
Dr Veenavani Nallepalli, Ms Sayee Bhuvaneshwari
Dr T Santhanam, Dr Munwari Padmanabhan

Founder's Note

Dr Vasuki Mathivanan



Marching towards our vision...

I am very glad to share with readers of WISDOM that IAPS is entering its third year on 1st March 2021.

As professional supervision in India is not mandated, many mental health practitioners do not know the importance of supervision or its significance. Hence, by forming an association, IAPS emerged. A competent professional supervisor should be able to conduct supervision sessions using various interventions, be able to evaluate and support the supervisee using various interventions, and be able to provide feedback and address the ethical and legal considerations of supervision. The RISEUP training programme delivered by IAPS is a three-day workshop with a pre-requisite designed to provide supervision training for mental health professionals who are currently, or are going to be, responsible for the practice of other mental health workers.

When I reflect, I am astonished at the growth of IAPS and the kind of quality work our members have done in the field of professional supervision. All of the professionals from all parts of India who joined as our members are noteworthy. Around 50 got trained and certified as professional supervisors. We have formed subcommittees like Academic, Research, and POSH. The Academic initiative of IAPS insists that institutes offering courses in mental health, psychology, and counselling should integrate supervision as an important part of their curriculum. We are providing many required facilities like internships and supervision to students and other professionals by professional members of IAPS who are empanelled after attending an in-depth interview. We have developed a robust Academic Module for PG students and an Internship structure.

The Research team was formed to develop, conduct, publish and promote evidence-based research on supervision, especially in mental health, and to help understand the field of supervision in India. Our first research paper was published in "Counselling Australia" journal in April 2020.

Since one of the functions of the supervisor is to ensure that the supervisee is upholding ethical responsibilities, the POSH committee was formed so that our members are very much aware of POSH protocols and proceedings. We have published an ethics booklet exclusively for supervisors on the 10th of October 2019.

"In Supervision" and "Supervision Circle" are two unique activities offered only to our members on alternate months and subsequently OPD points are introduced. We have also organised webinars by eminent national and international personalities.

We are gradually progressing in the right direction as per our vision and mission. The journey of IAPS for the last two years is commendable. Within a short time, we have carried out many meaningful initiatives. Teamwork and commitment are what our members practise and project.

My sincere gratitude and pranams to Dr Philip Armstrong, CEO of ACA, Advisory committee, Executive committee, our dear members, and all our well-wishers for their support and encouragement. Without them, it would have been impossible to achieve so many things within a short span of two years.



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Role of Counsellors in Building Resilience

Director of Graduate Programmes in Counselling Psychology

Research Areas: Positive Psychology and Health Psychology

Counselling: Director MSME Counselling Centre and AU Counselling Centre, Assumption University of Thailand



Dr Parvathy Varma

When Neil Armstrong made a momentous touch down on the moon, his words made all of us look forward to a bright future with all positive energy: "A small step for a man, but a giant leap for mankind".

Your history does not define your destiny. The secure feeling you receive from your significant others while you are growing up determines how well you handle difficult situations later in life. Your history can predict the emotional reactions you have to problems. Each one of us has seeds of resilience within us. When you water these seeds, you can grow and strengthen new reactions. Having worked as a professional counsellor and trainer to counselling psychologists for the past two decades in Thailand, I do feel the importance of our roles in enhancing the resilience of the youth to face adversities.

Thailand is a nation of 67 million, with around 67% of the population falling within the 15 to 60 years range. Among this population, depression has proven to be the most common mental health issue. Mental health issues in general are under-reported and underdiagnosed in Thailand, which according to estimates from a nationally representative household survey in 2008, was that around 1.5 million people were living with major depressive disorders. The prevalence was most observed in Bangkok, followed by north-eastern regions of the country. About 59% of the population with major depressive symptoms were assessed to be at risk of suicide. (Kongsuk et al., 2017)

International schools and universities have their own counselling centres, but the rate of seeking or receiving mental health support is much lower compared to the western context, due to both the attitudinal and structural barriers. It has been shown that the sense of perceived stigmatisation and the resulting embarrassment, lack of knowledge in identifying mental disorder symptoms, and a false sense of self-efficacy and the preference to rely on oneself in dealing with such complications are the most important roadblocks in individuals seeking and receiving the help they so desperately need (Gulliver et al., 2010). It is very important that educators and administrators need to go an extra mile to create an awareness on the significance of counselling. The message that should be spread is "Anything that's human is mentionable, and anything that is mentionable can be more manageable. When we can talk about our feelings, they become less overwhelming, less upsetting and less scary."

AU Counselling Centre, Assumption University, with 20 counsellors, reached out to the society during the pandemic. The Centre provided various intervention programmes, counselling and training to parents, educators and policy makers. It was quite evident that there is a lack of resilience in the way the youth handled this adversity due to the pandemic. Educators and psychologists play an important role in building resilience among youth and kids. The children are our hope and if we can nurture the seeds of resilience at an early stage, they will build a better tomorrow. Parents and the teachers play a significant role in watering these seeds at an early age. Our aim is to come up with as many interventions as possible that can instil resilience in the young minds to help them have better reactions in future. The intervention programs included, mindfulness for kids, instilling self-compassion, and roads to resilience.

Resilience is defined by professionals as the way of adapting appropriately well when faced with difficulties, unexpected trauma, threats or any other stress—such as familial problems, major or minor life events and stressors of any sort. As much as resilience involves "bouncing back" from these stressful experiences, it can also be considered as growth in oneself. Resilience is derived when the basic human adaptation systems are structured well. If these systems are in place, the youth should be able to adapt well even if challenged. (Connor & Davidson, 2003)

Role of Educators

Focus of education should be more into the holistic development of the kids, by incorporating the executive functioning skills in their curriculum to improve their planning, organization, self control, task initiation, time management, metacognition, working memory, attention, flexibility and perseverance. Management should focus on promoting the positive side of every experience that one has, to instil an optimistic attitude in children. Resilience and optimism are two important factors that need to be considered. Optimism is observed in children by nature and by nurture. If one has to handle a pessimist, make sure they are made aware of those emotions that lead to pessimistic thinking and train the child to change thinking patterns to find the positives. Our system basically focuses on the end results. Risk avoiders basically lack resilience and they develop anxiety from not being able to achieve those results, so it is important for educators to take the focus off end results and allow children to embrace their own mistakes. This can be done when educators are transparent about their own mistakes, and create a safe environment for them to feel comfortable making mistakes, taking risks, and overcoming the anxiety that impedes their progress. It is also important that they should be able to label their emotions. When stress kicks in, emotions run riot and it is important to make them aware of their feelings and label them. They should be assured that it is normal to be anxious, low, envious and encourage them to understand that these emotions usually pass. Encourage reading habits by creating book clubs, group readings, etc.



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Role of parents

Parents play a very important role in building their kids' resilience. Each parent assumes that they are being the best parent, as they are not aware of the impact they have on the kids. As professionals, if we get an opportunity to educate parents on improving their parenting skills, make them aware of the importance of an emotional connection, encourage them to have one-on-one time with their kids. Encourage reading at home and explain how family reading influences the positive development of kids. We are living in an era where play areas are made "safe" with soft and safe floorings and helicopter parenting. It is important to motivate children to be more brave by taking risks. Healthy risks are when kids are pushed to go beyond their comfort zone, but still with no harm to themselves even if they fail. Kids have a tendency to internalise and voice-in their cognitive system that they are weak and can't handle the challenges. It is important that they should be able to take risks, so that they will be motivated to push harder when faced with challenges in their life. Parents should be made aware of the significance of fostering responsibility in children by handling household chores and engaging in social and community services.

For the Counsellors

To enhance resilience, counsellors could play a pivotal role among students, educators, parents, and administrators. When a negative event occurs, we often go through it over and over, causing us to rehash the pain by rumination. This is more like cognitive turmoil; it doesn't help us to move forward towards healing or growth. As a better mechanism to cope, changing the narrative could be used as an intervention. The practice of expressive writing can help one have better insight into the challenges in their lives. Asking them to do free writing continuously for 20 minutes about an incident can explore their deepest emotions. The goal is to open up and make them put in what they can on paper, not to create a memoir-like masterpiece. There is empirical evidence that expressive writing enhances a sense of control over oneself and has been identified as a better coping strategy.

It is important that the educators and administrators understand the significance of practising self-compassion. Self-compassion basically means being compassionate to oneself; confronting one's own pain with a positive attitude of care and comfort. Practising mindfulness can also help to bring one to the present, and it would help to deal with negative feelings and emotions when they come up. This would help them to work through the negative emotions more mindfully. Mindfulness gurus state that "our most painful thoughts are usually about the past or the future: We regret and ruminate on things that went wrong, or we get anxious about things that will. When we pause and bring our attention to the present, we often find that things are not as bad as they seem. If holding a grudge is holding you back, research suggests that cultivating forgiveness could be beneficial to your mental and physical health. If you feel ready to begin, it can be a powerful practice."

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18.02.2021

Dear Madam,

Greetings from Dignity Foundation

We would like to extend our gratitude and appreciation to IAPS for the contribution of the welfare of senior citizens. Undoubtedly our members got spotlighted on various topics for the past four months. Through these sessions our members were enriched and enjoyed.

A special thanks to our resource person, Mrs. Rajani Nandakumar, Mrs. Arthy Sriram, Mrs. Jayadevi Jayaprakash, Mrs. Sayee Bhuvaneshwari for spending valuable time on educating our members on various topics.

Once again we thank you for your commitment to these sessions. We would like to continue the partnership in future.

Thanks & Regards,

Arthy Jose
Chapter Manager
Dignity Foundation
Chennai Chapter

DIGNITY FOUNDATION
New No:132, Old No:52-A,
AK Block, 7th Main Road,
Anna Nagar, Chennai - 40

DIGNITY FOUNDATION webinar by IAPS FACILITATOR... Ms Sayee Bhuvaneshwari





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Know your Supervisors



Dr Aprajita Bhardwaj

Membership Number: PM 008

I have been working in the field of learning disabilities since 1994. My doctoral research at the Department of Psychology, University of Madras, focussed on behavioural problems of learning-disabled adolescents and providing intervention using CBT. Specifically, I have expertise in the field of learning disabilities viz., ADHD, ADD, and Asperger Syndrome, in providing psychoeducational assessments, remedial education, teacher training, and counselling of students, parents and caregivers. I am also trained in providing dynamic assessments and in improving the cognitive skills of students with learning disabilities using the Feuerstein Instrumental Enrichment (FIE) Programme. Presently, my work involves counselling children and adults with learning disabilities and comorbidities, and relationship counselling. I also conduct workshops on soft skills and mental health for Merchant Navy personnel. I am empanelled as a Research Guide for guiding Ph.D. scholars at the Indian Maritime University, Chennai, India.

The RISEUP Model of Supervision has helped me crystallise my boundaries and act as both internal and external barometer. It has provided a great support in my professional interactions and identified my areas of growth and development.



Dr Sandhya Rani Ramadass, Ph.D.

Membership Number: PM 016

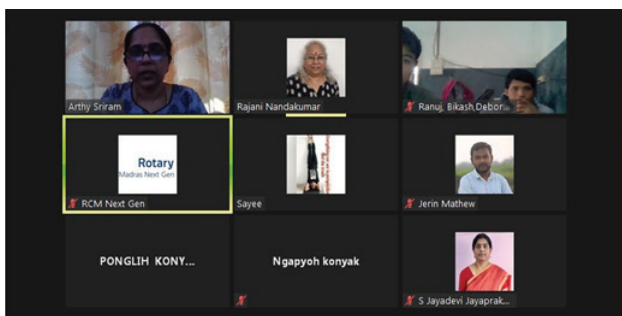
**Organisational Psychologist and Senior Counsellor
Managing Partner, Element H Psychological Support Services**

I am practicing in Chennai as a mental health professional since 2005. This field has given me many insights, lessons, and realisations. In the past 15 years, I have donned many hats such as trainer, psychometrician, counsellor, researcher, project manager and organiser and coordinator as well as editor in the IAPS e-newsletter. I have had the opportunity to work under many senior psychologists and was supervised for every certification and licencing I was qualified for. I attended the professional supervision training conducted by Dr Vasuki, which was a great experience.

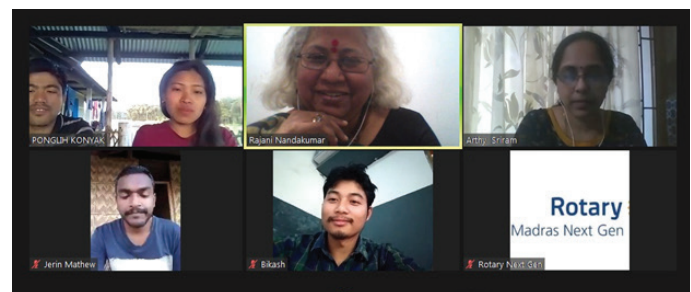
The RISEUP model made me realise there is more to supervision than commonly known. It has empowered me and enhanced my practice. It is important to undergo supervision as a mental health professional. It is also necessary to undergo training to supervise budding students and psychologists as well. This is the only path to psychology being recognised as a licenced field in India. All the best to the IAPS team where learning is constant.

ASSAM PROJECT

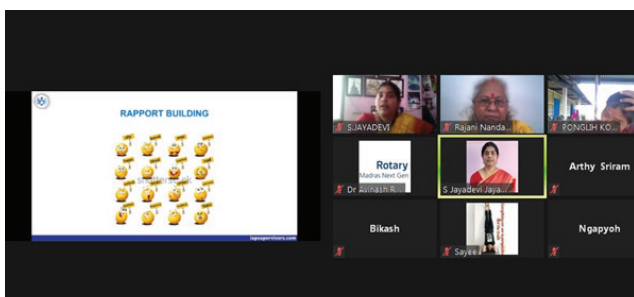
Facilitator: Arthy Sriram



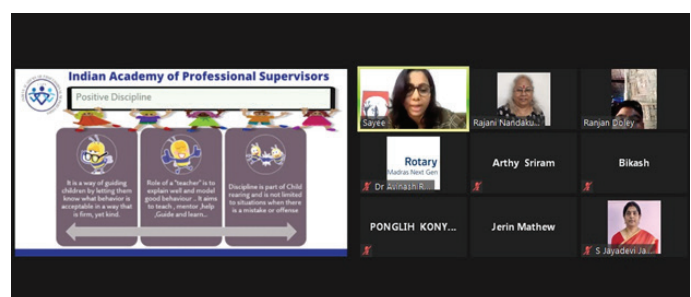
Facilitator: Rajani Nandakumar



Facilitator: Jaya Jayadevi



Facilitator: Sayee Bhuvanewari





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S Divya Prabha
Counselling Psychologist

Back in 2012, I had a chance to pursue my long-time passion, school counselling, and over the past decade I have handled issues pertaining to numerous children and adolescents. I was able to understand and apply various theories like Erikson Theory into practise. Although I had addressed many issues during my counselling sessions on anger management, study skills, bullying, self-esteem, interpersonal relationship, leadership skills, etc., excessive usage of the Internet was a major issue faced by children and adolescents. Both parents and teachers had various complaints on children due to their Internet addiction.

There is an enormous quantity of data ranging from government laws and services to market information, new ideas, and technological support making the Internet a huge beneficial resource for the people, especially, students. Children these days acquire immense amounts of knowledge from across the globe using the Internet. Other than learning and using the Internet for homework-related help, the Internet also provides them a wide range of entertainment such as games, chatting, movies, music, and much more.

Despite the Internet being seen as a boon to many, it also has its own set of disadvantages and negative effects on individuals. The Internet can also cause negative effects on bio-psycho-socio balances, which in time causes a greater impact on people's physical health and mental wellness. Addiction is the over-use of any stuff, substance, or routine. Just like consuming alcohol or smoking, the Internet/gadgets can also cause addiction. Internet Addiction (IA) is the over-use of the Internet. This Internet Addiction has increased exponentially over the recent years. The emergence of smartphones, tablets, and computers has catalysed this process. The constant usage of these mobile gadgets has blurred the boundary of Internet usage due to which it can be hard for users to describe when they are "logged-in" or online (Wallace, 2014). Mobile gadgets with the Internet have become a dominant part of the current generation, due to which there is a significant rise in activities that involve usage of the Internet.

Adolescence is an intriguing stage of life development filled with many physical, cognitive, social, and emotional transitions. Cognitive, emotional, and attitudinal changes which are key characteristics of adolescence, often take place during this period, and this can be a cause of conflict on one hand and positive personality development on the other. Adolescents use the Internet primarily to study for their educational purposes, but when their internet usage is not properly supervised, they tend to spend long hours online. When they experience peer pressure for using the Internet, their mind tends to explore further and deviate them into visiting unwanted websites, online gaming, and social networking. It is commonly through these activities that they get addicted to entertainment. Adolescents with problematic internet usage have negative effects on their mental health. The constant urge to use the Internet makes them scroll through different websites, watch random videos, chat with online friends, engage in online gaming, and engage in various other activities online. As they become habituated to the Internet, slowly they may lose interest in daily activities. They prefer to engage in online activities only.

They may develop some social-cognitive issues. Most of the people these days are not able to communicate well with others. They ignore social events and choose to make online friends and relationships. Many of them develop social anxiety. This would eventually lead to low self-concept, sleep disorders, lifestyle issues, academic issues, relationship problems, and mental health issues. Internet addiction interrupts their studies and makes them unable to concentrate on their work assignments. They pay no attention in their academics and drop interest in sports. All they want to do is spend time online.

Adolescents in India are reported to be at risk for many behavioural and emotional problems (Pathak, Sharma, Parvan, Gupta, Ojha & Goel, 2007). Internet addiction emerges as an impending problem in adolescents.

Although there is an increased awareness on Internet addiction in the recent years, the primary focus is to conduct training programmes for at-risk children or counselling services in schools, which focus on problem alleviation. Adolescent children require training programmes as a preventive measure, rather than as a compensatory measure after they encounter problems. Having in mind that our children are the future assets of our nation, scanning through existing Indian literature, a limited number of studies have been found in the area of a prevention programme on Internet Addiction among adolescents.

This observation triggered me to undertake a research study as pioneering work. Hence, I chose my research study that incorporates the specific skills in a prevention programme designed to reduce the level of Internet addiction and enhance their lifestyle to be healthier. Furthermore, these methods can be incorporated as preventive education and implemented in schools for all kinds of Internet users. Therefore, the effect of Internet addiction prevention programme among adolescents was the topic for my doctoral thesis.



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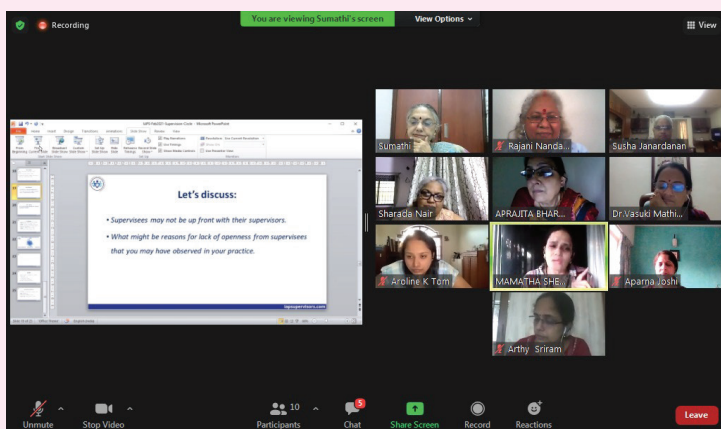
IN SUPERVISION

In Supervision session held on January 9, 2021, focussed on the “I” (Information) and “E” (Education) of the RISEUP model. Lots of insights into the importance of documentation of agreement and contracts were discussed. The Supervisor used COMPETENCY TRANSFERENCE to help the supervisee handle her emotions effectively. An important role of the Supervisor is “knowing your supervisee” which was emphasised during the session.

SUPERVISION CIRCLE



The second Supervision Circle meet was held on 19th December, 2020. This is an ongoing professional development activity of IAPS open only to members. Two research papers were presented. The discussion thereafter centred on which of these competencies could be considered to comprise in **CORE COMPETENCIES FOR A PROFESSIONAL SUPERVISOR**.



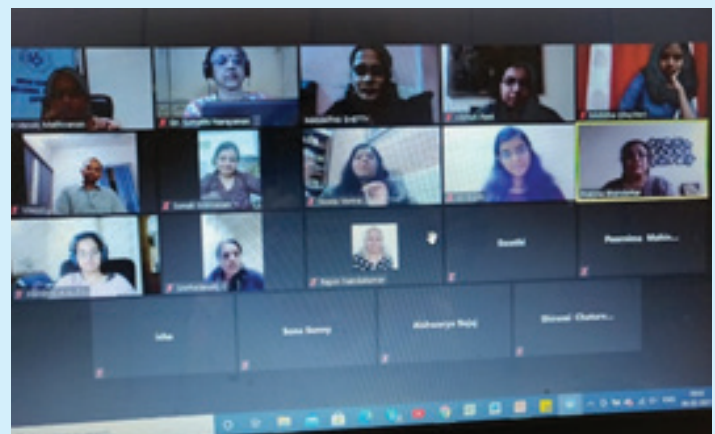
The third Supervision Circle meet was held on February 20th. The discussion centred on the paper Differences in **Perceptions of Supervisee Contribution: Supervisors' vs. Supervisees' Evaluations**. The key learning from this discussion was Supervisors can increase the likeliness of the supervisee contributions behaviour through a strong supervisory working alliance.

Webinar on Supervisee as a Learner: Facilitated by Ms P K Saru TSTA



Ms P. K. Saru described Supervision as a Meta perspective. It is a unique agreement between a supervisor and a supervisee, who is at a different stage of professional development. The three stages in the development of a supervisee are “Beginning Stage”; “Intermediary Stage”; “Advanced Stage”.

Professional Supervision In Mental Health Practice: Emerging Need In India-facilitated By Dr Mamatha Shetty



This webinar was well attended by counsellors from different parts of India. It was an eye-opener for them. The importance of supervision was well reiterated.

WISDOM FEEDBACK



Ozan BAHÇIVAN, Ph.D.(c), M.Sc., B.Sc
Founding President,
Turkish Psycho-Oncological Association (TPOD)
Head of Health Psychology Division,
Turkish Psychological Association (TPD)
Former Director, International Psycho-Oncology Society (IPOS)

Greetings from Turkey - Izmir,
I am very pleased to write this feedback since such newsletter as IAPS WISDOM can build a platform where trainees meet with their seniors. Although this newsletter has just started not long ago, surely by sharing knowledge, this helps build a networking opportunity between mental health professionals in some level. The newsletter contains resources that may be helpful not only to trainee mental health professionals, but also graduates as well, particularly during these global pandemic times. I would like to congratulate the Founder of this initiative Dr Vasuki Mathivanan, the editor Rajani Nandakumar, and the editorial board members Dr Veenavani Nallepalli, Dr T Santhanam, Dr Munwari Padmanabhan. Hopefully many more resourceful newsletters issues to come.



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Emerging Researcher

Ms I. S. Raghavi, M.Sc.
Counselling Psychology
Faculty of Allied Health Sciences
Chettinad Hospital and Research Institute
Chettinad Academy of Research and Education

Current Research Work

Perceived Non-Verbal Communication Scale for Married Couples

Non-verbal communication requires keen attention and concentration as it flows throughout the communication process without the usage of words. One can be able to understand it properly only by paying attention and concentrating on the conversation without getting distracted. If one gets distracted, then one cannot identify the exact non-verbal cues expressed by the sender. When a person expresses, the words said should match the non-verbal cues, then they gain trust and clarity in a relationship. Whereas, if the words don't match their non-verbal cues, then mistrust and confusion tend to arise in a relationship which lead to misunderstandings and quarrels. A person cannot control the non-verbal cues for a longer duration in a conversation, as non-verbal cues tend to arise with or without conscious thought of a person. So, the longer he/she tries to control it while expressing oneself, the more unnatural signals arise. One must always pay attention to the non-verbal cues of one's partner to understand their emotions and feelings. Perception is an important aspect in communication, it can either be positive or negative or neutral and it also differs the way how a person perceives it.

At present, there is no specific scale to measure the perception of non-verbal communication for married couples. The importance of non-verbal communication in married couples can be well known from previous researches. So, this has brought the need for the development of a perceived non-verbal communication scale. Based on this need, I have developed a scale to assess the perception of non-verbal communication of married couples and also their marital adjustment level. A team of 10-panel experts in counselling of various specialisations analysed the tool. According to the suggestions given the scale was modified. Later, the collected data was statistically analysed using test-retest, split half, and Cronbach's alpha reliability. The developed tool on the perception of non-verbal communication was found to be highly reliable and valid.

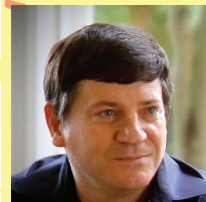
Perceived non-verbal marital communication scale will be useful for psychological assessment of married couples which will help us know how they perceive non-verbal communication of their partner and also their marital adjustment level. This will also be useful for counselling purposes and also to lead a better quality of marital life.

This research has paved the way for me to gain more knowledge about research methodology and also how to face challenges that can arise while doing research and how to be resilient.

I would like to thank my guide Dr C. N. Ramgopal for his constant support and belief in me.



Congratulatory Messages



Philip Armstrong PhD, FACA

Hi Vasuki

I want to congratulate Vasuki, the board and members on reaching your 2nd year anniversary on March 1st 2021. I have watched with pride the academy's growth from Australia and how it has raised its profile through the web through platforms like LinkedIn. IAPS is growing its footprint in India and offering therapists added insight and knowledge and a place for peers to meet and share knowledge.

Congratulations, and I am sure there will be many more in the future.

It is the strength of the vision of a leader that creates pioneer development. And it is the strength of the leader which holds the team aligned to the vision of the group. Then it is team strength that takes it forward. IAPS has it all. Hence we are growing in great strides and have miles to go.

- Dr Sumathi Narayanan

It is indeed a proud and joyful moment for all the members of IAPS that we are stepping into the third successful year. The hard work and commitment of the torchbearers need to be appreciated. Dr Vasuki is passionately leading the different committees and all the members to achieve the vision of IAPS...

- Dr Susha Janardanan

The vision and the direction of IAPS would help its members reach greater heights. Their commitment and enthusiasm is commendable.

-Dr Aprajita Bhardwaj

I'm a new member but in these few months I am greatly impressed by the high level commitment of the team leaders and members. Kudos to IAPS and its members!!

-Surya Rehka

"Coming together is the beginning. Keeping together is progress. Working together is success". May this journey of great accomplishments continue in the coming years!!

-Aroline K Tom



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VII Batch of RISEUP Trained Supervisors - Mumbai



Next RISEUP training announcement

Next RISEUP Training will be in the city of Bangalore.

The Training will be held on 25, 26, & 27 June 2021.



Advertisement



DR. SUDIPTA ROY

RCI Registered
Clinical Psychologist
RCI No. A48275
MA., M.Phil. (NIMHANS), PHD.
Founder and Director,
Psy Lens Centre, Surat

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IN DIFFERENT AREAS OF PSYCHOLOGY

FOR CLIENTS(CHILDREN, ADULTS,
COUPLES)

THERAPIES

CBT, DBT, BT, MINDFULNESS, NARRATIVE, ART, ETC.)
GROUP THERAPY/ FAMILY THERAPY/ COUPLE SESSION

ASSESSMENTS

IQ ASSESSMENT/ LEARNING DISABILITY/ ADHD
ASSESSMENT FOR AUTISM

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