



I A P S WISDOM

NEWSLETTER OF INDIAN ACADEMY OF PROFESSIONAL SUPERVISORS

June 2020-Volume 2-Issue 1



Editorial

Editor
Dr Sandhya Rani Ramadass

Greetings Readers,

According to WHO an important component of wellbeing is Social Wellbeing. This is greatly challenged due to the COVID 19 situation. The 'New Normal' way of life has necessitated us to adapt and overcome barriers by developing new skill sets. Many of us are shifting to the 'Online Mode' and other adaptations. The newsletter team also has managed to overcome this barrier with the help of digital support and perseverance.

We are delighted to share that we have completed one year and are stepping into the second year of IAPS WISDOM e-newsletter. It has been a great year of sharing and learning. My gratitude to all the team members for their motivation and involvement. A warm welcome to the new editorial committee members. The new team will manage the next edition onwards.

In this edition, you will find a detailed coverage of the initiatives taken by IAPS members to handle the current pandemic situation. We will know more about our Supervisors Mrs Sharada Kulamani and Dr Smitha Ruckmani. Mark your calendars for new initiatives, meetings and trainings announced here with in the upcoming events section.

We are fortunate to have two well-researched articles in this edition. Dr Shilpa A Pandit has brought in her ideas and observations on how Meta-Cognition can be used in the supervisory process. Dr Susha J and Ms Aroline K T have written a well-researched paper on the status of supervision in Kerala.

We have introduced three new columns from this year to encourage our members and contributors. The first column is the Emerging Researcher. Mr Sagayaraj K., a psychologist and researcher working in the field of Autism Spectrum Disorder, is exploring new intervention methods and has contributed an interesting write up of his research.

Secondly, we have introduced a column for Special Areas and Applications where our members can talk about their unique areas of practice and its relevance. The third column is the Members Column where we encourage members to write about their experience and learnings. Watch out for those articles in the next edition.

These three areas aim to encourage budding professionals and create awareness about emerging fields, diversify articles and give information about a broad range of areas for our members to develop better understanding of this ever-emerging field of mental health.

We look forward to your contributions and feedback for the above segments. Send your articles to our new official email: iapswisdom@gmail.com

It is quarantine period and mental health is a field that is in great need of attention due to the implications of social isolation. I urge all of you to stay connected, support each other and come out of this safe and healthy.

So Long Readers,

Dr Sandhya Rani Ramadass PhD
Editor-IAPS WISDOM-e-newsletter

Editorial Committee

Mrs Rajani Nandakumar, Dr Veenavani Nallepalli,
Dr T Santhanam, Dr Munwari Padmanabhan



Founder's Note
Dr Vasuki Mathivanan

Greetings Dear Readers!

Since the context of Covid-19 is changing rapidly and its understanding is also constantly evolving, people across all age groups are experiencing various psychological issues such as erratic sleep patterns, extended perimeters due to "Work from Home", fear of uncertainty, depression due to financial pressure, fear of job loss, binge eating, etc. A recent survey conducted by Indian Psychiatric Society states that there is a massive spike in patients suffering from mental illness. This sudden rise is up to 20%. These are uncertain times and the challenges traversing through this uncharted territory can be quite daunting. It calls for mental health professionals to provide their selfless and voluntary services to those who are in need.

We have witnessed in the past that any form of support during such pandemic times, will promote psychosocial wellbeing and prevent mental health issues. Maintaining personal hygiene and drawing Lakshman Rekha for oneself demands higher level of self-discipline and social responsibility which by itself causes anxiety and stress. Since social distancing is mandated to prevent and protect ourselves from the Corona Virus, technology-assisted counselling services come to us as a boon.

IAPS is contributing in a small way by creating awareness through brochures, articles and write-ups about the need for seeking psychological support, extending tele-counselling support to geriatric population, etc. Such support during times of crisis will definitely help individuals to cope with the present as well as the post-pandemic situations better.

I highly appreciate counsellors who are in a "work in progress" mode, proactively using the lockdown period to share their expertise and learn new skills.

"Stay Home to Stay Safe"



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IAPS Initiatives During Covid-19 Crisis

by Rajani Nandakumar

The COVID-19 pandemic is a major health crisis affecting several nations. Such widespread outbreaks are associated with adverse mental health consequences. Older population and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer, are more likely to develop serious health issues. Senior citizens have been identified as more vulnerable to COVID-19. This knowledge can make them fearful and anxious. The psychological impact can include anxiety and feeling stressed or angry. And some older people may already be socially isolated and experiencing loneliness which can worsen mental health.

The IAPS team has taken many initiatives to support mental health professionals to handle the situation. Dr Keerthi Pai has written a blog for our website. The team has released a poster on mindful management of Covid-19 Stress. Dr Vasuki has been invited by many institutions, academies and associations to talk on the importance of Supervision.

Columbia Pacific Communities, India's first international senior-living communities, reached out to IAPS for mental health and other psychosocial support services for their residents.

Eight members of IAPS stepped in and offered to be available for counselling support. Many residents contacted these counsellors and felt reassured.

CPC has given a Certificate of Appreciation to IAPS for the timely service rendered.

Check our website for more information.

16th May 2020

To

Dr. Vasuki Mathivanan
Consultant- Psychologist
Founder President - Indian Academy of Professional Supervisors (IAPS)

LETTER OF APPRECIATION

A team of Psychologists from Indian Academy of Professional Supervisors (IAPS) volunteered keenly on our request to extend their Commendable *free Tele counselling services* as "*Psychological First Aid*" for the mental wellbeing of the residents who are Senior Citizens living in Columbia Pacific Communities spread across five major cities viz Chennai, Kanchipuram, Puducherry, Bengaluru and Coimbatore during the initial stages of Covid-19 Pandemic Outbreak from 25th March to 15th May 2020.

The following Professional Supervisors constituted the team to provide the Tele Counselling services during the said period: -

- > Dr. Vasuki Mathivanan
- > Dr. Sumathi Narayanan
- > Ms. Rajani Nandakumar
- > Ms. Arthy Sirram
- > Dr. Munwari Padmanabhan
- > Dr. Thaddeus Alfonso
- > Ms. Sadhana J
- > Ms. Keshav Sharma

We the Columbia Pacific Communities would like to put it in record that we are eternally grateful for the noble and committed services rendered by the above members of IAPS which aided many of the fear struck residents to overcome their anxiety, mental worries/trauma and isolation strains.

We wish them lots of good wishes for all their future endeavours.

Thank you
Warm Regards,

Dr. Karthiyayani Mahadevan
Wellness Head

Registered Office:
Columbia Pacific Communities Pvt Ltd (Formerly known as Senior Senior Care)
7th & 8th Floor, 19 Block, Senere Adirvath, No. 245/1, (Rameswaram Street,
Chokki or Thottam - Minnivasakam, Vandalur, Chennai - 600 046.
☎ +91 044 4662 9050 | ✉ info@columbiacommunities.in
CIN: M51807A2005872000337 | PAN: AAOFS4647



Need for Supervision in Psychological Counseling at the Hour of Crisis—COVID-19

Dr Keerthi Pai | Clinical Psychologist | Executive Committee Member, IAPS

Life in this time of pandemic is stressful for all human beings alike. The levels of the stress hormone—cortisol—increases leading to more physical ailments in individuals. This in turn leads to more stress. This also leads to more economic loss due to lack of adequate human resources and other medical resources to handle the crisis. There are many Standardised Randomised Controlled studies which indicate that psychological counselling like CBT/EMDR have been effective in minimising the ill-effects of a crisis. These studies follow a strict structured regimen followed by a trained practitioner who has undergone supervised training. The need for Supervision in Psychological counselling is important in a country like India, where quacks and lay counsellors are available in every street. Psychological counselling is a science and needs to be done by psychologists/social workers who have undergone rigorous training under Supervision from Senior Mental Health Professionals. Unfortunately, due to lack of awareness, psychology is still nascent in India and developing countries, where we do not have a governing body to control the mushrooming of lay personnel claiming to be "Counsellors" or "Psychologists". Would you like to get diagnosed and medically treated by a "quack doctor" who claims to have gained experience from reading through some books, for your fever or headache? Then why would you want yourself or a family member/friend to consult a "Quack Counsellor". There are two basic issues here:

1. The "Fake Counsellor" who lacks psychological skills will not be equipped to handle psychological trauma and can add more damage to one's psyche. Words are powerful and can heal or kill. Consider the trauma one can go through if what you convey to the "Counsellor" is mocked at or belittled.
2. The "Psycho Quack" will not maintain confidentiality which can lead to more stress to the individual. This also leads to the individual mistrusting all human beings.

India has a rich heritage of guidance and counselling in our epics and history. However, if we do not have a proper system of supervision by senior qualified mental health professionals, this knowledge will not be disseminated effectively. Supervision will also ensure that the current mental health professionals develop skills to supervise the next generation. This ensures growth and development of a series of qualified mental health professionals.

To sum it up: Supervision ensures provision of effective and standardised mental health practices to all individuals, especially during a crisis.



Developing metacognitive skills among learners as an objective of supervision



Dr Shilpa Ashok Pandit, Ph.D.

**Associate Professor, School of Philosophy,
Psychology and Scientific Heritage
Chinmaya Vishwavidyapeeth, Kochi, Kerala**

Abstract

In this short write up, I argue that the central objective of supervision is to develop the metacognitive skills of the learners/supervisees that can be demonstrated through assessments other than exams and declarative knowledge. I attempt to first understand metacognitive skills and then identify specific metacognitive skills that can be seen as outcomes of a successful supervision, indicating to specific measures and steps through which these skills can be assessed.

Keywords: supervision, metacognitive skills, attention, self-monitoring, self-regulation, problem solving, foresight

Introduction

Metacognitive skills, in general parlance, are understood as 'thinking about thinking'. This is as usual a very superficial understanding or a gross simplification. The objective of metacognitive skills is to create an autonomous, self-driven, self-sufficient learner. Metacognitive skills are defined as, "one's knowledge concerning one's own cognitive processes or anything related to them" (Flavell, 1976, in Kaplan et al., 2013). These constitute two domains—one is knowledge about self and second is the regulation of cognitive processes (arising out of self-knowledge). The declarative knowledge about metacognition—including definitions, etc.—constitute 'metacognitive knowledge', whereas, we are able to understand metacognitive 'skills' through 'thinking aloud' and path tracing tasks by experts and novices. Note that exams, etc., focus on metacognitive knowledge or declarative knowledge. What we are primarily interested are the skills and procedural knowledge. Supervisors in clinical and counselling settings are experts and the supervisees/mentees are novices. One of the key aspects of supervision, therefore, is the understanding of the cognitive processes of experts and how these then can be imbibed by novices/supervisees. In this write up, experts and supervisors are used interchangeably and novices and supervisees are used interchangeably.

Let us look at what does cognitive psychology research tells us as differences between experts and learners in terms of cognitive processes. Research finds that experts and novices (in our case supervisors and supervisees) may differ in terms of following aspects.

1. Knowledge Base:

This one is obvious. Experts would be expected to have a wider and deeper knowledge base. Most supervisors as experts would have more than two decades of experience in their generic and specialisation areas. This knowledge base also allows the supervisor to organise and re-organise the conceptual linkages as relevant to the specific cases. This particular aspect of re-organising knowledge can be discussed in terms of working memory as well.

Reviewing from past experience, concepts and experiences are linked and combined with the specific memory about unique or outlier cases. Additionally, experts or supervisors, usually have taken specialised trainings in a variety of settings.

2. Training:

Additionally, research has noted that experts seem to have proactively taken a variety of training in specialisation areas and/or in a diversity of contexts. By itself, attending a training programme may not help metacognitive skills. Rather, attending trainings and getting specific and detailed feedback is critical. Simply attending trainings, may increase your declarative knowledge, but detailed feedback during training helps in the metacognitive skills. Additionally, we should be able to measure the transferability of learning in the training programme into the work experience. This can be specifically a part of supervision process as direct outcome.

3. Use of problem-solving heuristics:

Research finds that experts tend to use means-end heuristic, and are able to resolve problems flexibly by breaking them into small actionable steps. This is critical to pause over as one of the metacognitive skills is to look at the relationship between big picture and the pathway detail. Experts are able to switch back and forth between detail/pathway and its alignment with end goal. They are also able to consciously use indirect methods rather than using direct methods all the time. While understanding the problem, experts tend to focus on structural/core aspects of the problem and novices get distracted with surface characteristics. This is something easily visible not only in a more general counselling approach, but also in terms of listening skills, where experts are able to resonate and mirror unspoken yet core aspects of distress. A specific and explicit aspect of case supervision can be the analysis of steps with goal; means with end as well as direct and indirect methods.

4. Speed and Accuracy:

Experts are faster and more accurate in the steps for problem solving. Research also shows that many of their cognitive operations are automatic and they are able to respond and connect faster to the triggers. Researchers have alluded to the possibility of using parallel processing rather than processing information serially—which may happen among novices. This is comparable to driving or singing. Novices can either attend to sruti or talam, whereas, intermediate and experts can attend to both at the same time. The role of working memory and the use of knowledge base located in the long term memory may be inferred in parallel processing.

So, how are the metacognitive skills seen or demonstrated in the experts and how can these be explicitly incorporated in supervision? Comprehending these results cohesively, we can identify five metacognitive skills that supervisors systematically can transfer to the supervisees. Note here that we will identify these both in terms of the behaviour of the expert/supervisor and the way, the supervisor needs to communicate or train the supervisee. Some of the crucial metacognitive skills are discussed below.



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1. Attention to key points and prioritising the key points: Above results clearly imply that expert supervisors are able to attend to key information in the midst of general as well as distracting information and thus are able to show both speed and accuracy in representing the problem. So, how can this skill be developed? Specifically, the supervisor must give feedback on identifying the key points as well as sifting through the surface characteristics of a problem vs. the structural or core characteristics of the presenting problem. In academic programmes, specific assignments can be given that allow the student to identify both the surface and core characteristics. These two have different attentional and processing requirement.

2. Attention to one's blind spots: It is also implied that interference due to one's own blind spots or inner chatter is minimal in experts. This is also critical for both speed as well as accuracy of understanding the problem. Distraction from internal as well as external sources is an important self-monitoring skill, which can be explicitly directed in the supervisees.

3. Processing and representing problem accurately: As we indicated, experts seem to process information in parallel, automating several tasks. This points to the role of working memory. Using the metaphor of the working memory as a 'workbench' as Baddeley (1974) postulated is revealing; information about the present problem /situation is placed on the working memory bench ground-up processing and this is then worked with the top-down processing from long-term memory store. Supervisors can make visible the self-regulation among supervisees in terms of understanding and bracketing off the non-rational schema process and how it affects processing of the information at present.

4. Assessing resource requirements: Research reveals that experts and supervisors are able to estimate time, effort and other resource requirements. These can be specifically trained by the supervisors revealing their own-thinking and reasoning process to the supervisees. Self-disclosure is to reveal /disclose the cognitive and decision-making pathways rather than the stories of this and that. Why do the supervisor think the way they do; why and what reasons they articulate for a particular estimate/resolution or decision.

5. Self-monitoring and course correction: Supervisors and experts are better at self-monitoring and course correcting; given that they are able to anticipate issues that might crop up. This foresight can be mentored by fostering self-awareness and self-feed backing among supervisees. In that reference, providing a safe environment and constructive feedback process can allow the supervisee to express her difficulties without much censoring.

These are some of the paths mapped to supervision steps that can create better learning outcomes for supervisees. These can be measured through specific activities and assessed. In the end, metacognitive skills will make the supervisee self-sufficient—able to observe, monitor, feedback and regulate oneself. This self-sufficiency should be measurable and demonstrable through case records, case notes and assessment role plays, either live or recordings rather than a certification exam alone.

Know Your Supervisor



Sharada Kumalani

Membership No: IAPS 007

My qualifications are MBA (Systems) and M.Sc. (Counselling Psychology). I am a recommended professional for substance abuse and mental health (SAMHSA, USA). I am also a motivational therapist from ATTC, USA. I have participated in internet-based field study for ICD-11 mental and behavioural disorders conducted by WHO. I presented a poster in Brussels (Belgium) through the Neuroscience Association (Cape Town). A mentor for psychology students in University of Birmingham, UK, I am presently a member of Chennai Counsellor's Foundation, American Psychological Association, Global Clinical Practitioner, WHO, and Indian Association of Professional Supervisors (IAPS).

My thirst to gain knowledge in psychology is a continuous process and thereby I came to know about supervisory training using RISE UP model, of Australian Counselling Association under Dr Philip Armstrong. It was a great learning experience. I am a founding member of Indian Academy of Professional Supervisors.

As a certified supervisor in this model I have an ethical learning to create an environment to gain, maintain and enhance psychological competencies.



Dr V Smitha Ruckmani

Membership No: IAPS 020

I completed my M.Phil, in Medical and Social Psychology from NIMHANS and did my Doctorate in School Mental Health. I joined government service at the Government Institute of Mental Health. When the Institute started an M.Phil Clinical Psychology programme in 2016, I was promoted as Associate Professor to head the department.

At this point I came across the RISE UP programme on supervisor certification training by Australian Counselling Association. RISE UP model is focused on topics like professional supervision, ethics and risk management in supervision and the concepts were explained clearly with case examples. In addition, there was also practical training with case vignettes. There were lectures, case discussion, case demonstration, and before joining the training, open book exam which was very useful and helped in my day-to-day work. This training was the need of the hour.

It trained me as a clinician and helped to transform myself into an academian. Group supervision was another concept which was very useful.



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Dr. Susha Janardanan is a Counsellor, Trainer and Counsellor Educator and is the former HOD of the Department of Counselling Psychology, only one of its kind in Kerala, at Loyola College of Social Science, Thiruvananthapuram. Now she is the director of Bright Ray Training, Research and Consulting Services, Thiruvananthapuram. Her Doctorate was in School Counselling. She is a certified Professional Supervisor (IAPS) by Australian Counselling Association. She is a consultant to many government projects related to counselling and also a member of curriculum preparation panel of ASAP.



Ms. Aroline K Tom is a psychologist, author and counsellor educator. She is a certified professional supervisor by the Australian Counselling Association. She regularly delivers various talks related to adolescents, parenting and stress management in All India Radio and has authored a book named Koumaravum Kudumbavum: Chila Vichinthanangal. Currently Ms Aroline K Tom is the Founder Director & Consultant Psychologist @ Bright Ray - Training, Research & Consulting Services.

Supervision – A Glance into the Counselling Practice in India with Special Reference to Kerala

Dr-Susha Janardanan & Ms-Aroline K Tom

Bright Ray-Training, Research and Consulting Services, Kerala

This paper documents the journey of how we—as counselling practitioners, counselling educators and trainers—shared and assessed the experiences of a group of counsellors working in diverse settings in Kerala. We have adopted a practitioner-based approach to discuss and evaluate various aspects of the counselling practice. This paper aims to summarise and highlight some of the significant segments in professional practice drawn from the discourse, which needs close monitoring and immediate attention.

Counselling as a profession has gained significant recognition in India in the recent past which is evident from the increase in the number of counsellors working in different sectors (Jain & Sandhu, 2015). Also, the earlier mentions like vocational guidance and career guidance (generally used terms for counselling) (Joneja, 2006) have been replaced by specific settings in which counsellors are engaged, such as school counselling, family counselling, geriatric counselling and so forth. Through various commissions, National policies, Five-year Plans, National Mental Health Act, District Mental Health Programmes and working committee reports have made strong recommendations for the formalisation of counselling services in India, the practise of counselling is still struggling to capture national accreditation (NCERT, 2015). Evidence-based research studies are gradually emerging in India to maintain momentum, with the concerted efforts carried out by many individuals, associations and both government and non-governmental organisations (Arulmani 2007, Sriram 2016, Manickam 2010, George & Pothan, 2013). This paper is also an attempt to bring out the voices of the practitioners about their counselling experiences so that the importance of academic preparedness, professional training and supervised internship can be highlighted. The aim is then to call the attention of policymakers in the area of Counsellor Development and also professional accreditation.

Counselling is a rapidly growing career in Kerala. Postgraduates in both Psychology/Counselling Psychology and Social Work are employed as counsellors on contract basis in various government projects (Janardanan, 2011). School, Family, Court, Shelter Homes, Hospitals,

Rehabilitation Centres and De-addiction Centres are the major settings in which counsellors are being appointed. Services of these counsellors were made available during the period of flood in 2018 and 2019 and also now at this COVID-19 pandemic situation. The permeation of untrained or haphazardly trained counsellors poses a great threat to this profession from those who attend three-day workshops, a certificate course or even a diploma course with no background in psychology claiming to be a counsellor.

In this context, we have adopted a practitioner-based approach to explore the counselling experiences and challenges of counsellors who are at different seasons of their career. The study was done with a group of 10 counsellors who are working in different settings under government sectors and the authors who are practitioners as well as the former faculty members of the postgraduate department of counselling psychology. All the participants were females, with both post-graduation in Psychology or Social Work and one of the authors having a doctorate in school counselling. The members were having an experience of minimum one year to a maximum of 30 years in this profession.

A retrospective recollection of counselling practice was intensely discoursed in the process and various aspects of the nuances of this profession were brought out. Finally, the findings were discussed, processed, explored and defined by using a form of collective data-analysis. For this paper, we have culled out the themes that emerged regarding the relevance of supervision.

The major elements are categorised under three sets namely:

- 1. Through the eyes of Novice Practitioners*
- 2. Perspectives of Mid-career Practitioners*
- 3. Insights of the Experienced Practitioners*



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1. Through the eyes of Novice Practitioners

Getting a job after post-graduation itself is gratifying. The vast knowledge gained during the course now has to be put into practise. The little practise acquired at the course period and through internships and block placements is not enough to tackle the diverse problems encountered. The training attended at the time of induction before being posted as a counsellor (if at all attended) provides a general idea about the situation. So getting anxious about own ability to transact theory into practise is very common. Most of the time, the counsellor in position, is the lone person in that setting, engaged in coordinating the counselling work, administrative work, networking with others to carry out the work. Young age and lack of experience add to the struggle of survival in the field. They are scared to share any anxiety with the co-workers in that setting as it may be considered as the incompetency of that counsellor. That the reporting authorities of most of the counsellors are not from this field was another major concern shared by the novices. Making and maintaining a professional identity, confusion and stress about organising each session, choosing the suitable theoretical approach, upskilling their competence to the demands of the setting they are engaged, utilising the local resource support, ethical and legal concerns and self-care practices are the areas in which they aspired to have guidance or supervision from an experienced professional.

2. Perspectives of Mid-career Practitioners

Being in this profession for more than 5 years is rewarding as well as challenging. Though the feedback from the clients is fulfilling, the absence of regular monitoring and evaluation about the process of counselling is perplexing. Many a time they are unsure about the use of alternative and current approaches which could have produced better results. Though they have developed a network among other practitioners from similar settings over the years, sharing and discussing the difficult cases with them may not be advantageous all the time. Along with this, balancing the roles in family and profession, lack of clarity to enhance the performance under the changing nature of the global scenario which is reflected in clientele, lack of opportunity for professional development, absence of performance-based appraisals and compensations and lack of possibilities to update and upskill are the areas highlighted by this group of practitioners as challenges in their professional life. These concerns lead to severe burnout at times, and many are either ignorant or neglectful about the timely practise of self-care strategies, which emphasises the dire need for guidance from an experienced professional.

3. Insights of the Experienced Practitioners

The experienced practitioners shared their feelings of self-worth and contentment through long years of practice in the field of counselling. But at the same time, a feeling of professional stagnation is also accompanying them, due to the lack of opportunities to progress in this long journey. The absence of platforms to channelise their multifaceted competencies in different areas like taking up supervision, engaging in research, administrative work, consultation and other promising prospects are identified as the barriers. Their wide experiences and knowledge gained over the years are not effectively utilised for the benefit of the novice counsellors.

A mismatch in the value system, lack of proficiency with modern technologies, unfamiliarity with the latest approaches and therapies, lack of availability as well as lack of motivation to attend refresher courses, lack of motivation to aspire for greater goals are also being underlined. Retrospective thoughts on all these experiences made these veterans realise the significance of not having wise guidance at each juncture of their career growth. The authors have shared their experiences of academic supervision and its positive impacts on the counsellor trainees. Along with that, we have discussed our involvement in providing supervision to many novice counsellors from different settings. After obtaining the certificate on professional supervision, we have gained more clarity and perspectives about supervision and started adopting those strategies in our practice.

Conclusion

To summarise, the above-discussed issues related to counselling practice clearly emphasise the need for implementing the practise of supervision. This demands a policy level reformation to ensure the accreditation of the counselling profession in India to have a uniform practice across the country. As mentioned by Corey, Corey, & Callanan, 2007 "...professional competence is not attained once and for all. Being a competent professional demands not only continuing education but also a willingness to obtain periodic supervision when faced with ethical or clinical dilemmas". Professional supervision ensures competency development of the counsellors, welfare of the client, the well-being of the practitioner, ethical responsibilities and in a sense of the credibility of the profession.

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Emerging Researcher



Mr Sagayaraj K
Ph. D. Scholar-Counseling Psychologist

Emotional-based Intervention for Children with Autism

Autism Spectrum Disorder (ASD) is a neurological and developmental disorder that begins in early childhood and lasts throughout a person's life. It is called a "Spectrum" disorder because people with autism can have a range of symptoms. This lifelong condition is characterised by difficulties in three major domains: i) Social Communication, (ii) Repetitive Behaviour and (iii) Emotional Reciprocity. Substantial progress has been made in identifying interventions that address the core deficits of ASD condition and in improving the quality of life for many individuals with autism spectrum diagnosis. There is a huge range of interventions for ASD available in different cultural and environmental settings which range from behaviour, development and medicine to alternative therapy. Some interventions combine several different types—for example, a mix of behavioural and developmental approaches.

Behaviour-based approaches to ASD focus on teaching children new behaviour and skills by using behaviour-structured techniques.

These techniques are the best teaching tools for developing skills and encouraging appropriate behaviour. But emotional regulation is a complex domain requiring the recognition of key elements in social situations and a set of interpersonal and intrapersonal skills. Poor emotional regulation in children with ASD in social interactions and school engagements may be a result of the deficits in social communication, restrictive/repetitive interests, and behaviour.

There have been notable emotional-based interventions carried out for children with ASD but they are completely based on technological aids and may not be effective for long-term training and development. Nevertheless, they are very expensive and are not affordable for families hailing from middle and low socio-economic strata, especially in India. From literature reviews and accepted evidence-based methods it was inferred that there is no standardised intervention module available for addressing their emotional problems in India as well as in western countries. This laid the pathway for developing one to make it available for clinical practices. The module that I am working on will be beneficial for long-term improvement, cost effective and also maintainable by the family members. I believe that this intervention package is going to benefit people who have a child with autism or are closely working with them such as clinical and counselling psychologists, psychiatrists and psychiatric social workers. The pilot study I conducted in National Institute for Empowerment of Persons with Multiple Disabilities (Divyangjan), Chennai, yielded a positive response among mothers having children with ASD and the children themselves. This motivated me to carry out further research in this field.

Upcoming Events



Announcement of IAPS AGM

IAPS has gone digital! The AGM will be held on Zoom platform on the 4th of July. All members would have received the mail announcement of AGM. The whole program will be from 10.30am to 1.00pm.

The AGM is of one hour duration. After a short break, Dr. Philip Armstrong will be addressing the members on Group Supervision. The details are in the flyer.

IAPS
is an Association of accomplished mental health professionals who have established this organization with the laudable objective of evolving standards and enhancing competencies in professional supervision. These qualified professionals bring in a wealth of knowledge and experience to give the necessary impetus to the establishment of processes and practices for professional supervision in India.

Dr. Philip Armstrong Ph.D.
CEO of AUSTRALIAN COUNSELLING ASSOCIATION
He is a world-renowned presenter, educator, and leader in the mental health community. He is also well known for his work as the CEO of the Australian Counselling Association (ACA) and as the Secretary-General of Asia Pacific Confederation of Counsellors. His expertise in Supervision has been recognized throughout the Asia Pacific rim theatre where many peak bodies have adopted his "RISE UP" model as their preferred program.

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iaps_2019

INDIAN ACADEMY OF
PROFESSIONAL SUPERVISORS
(IAPS)



**IAPS Annual General Body Meeting
Special Guest Lecture**

Group Supervision

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 individual personalities from extroverts to introverts and everything in between. How do you control the loud expert, how do you encourage the quiet one hiding in the crowd all without losing impetus?

Dr. Philip will discuss this and other intricacies of supervising groups.

**Date: 4th July 2020
Time: 11:45am - 1:00pm**

**Venue:
Zoom Video Conference**

Registration Fee:

**₹500/- for non IAPS Members
FREE for IAPS Members**

Online Payment Details:

Account Name: Indian Academy of Professional Supervisors
Account No.: 50100279055330
Account Type: Saving Account
Bank Name: HDFC Bank
Branch Name: Kottivakkam
IFSC Details: HDFC0000500



I A P S WISDOM

NEWSLETTER OF INDIAN ACADEMY OF PROFESSIONAL SUPERVISORS

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“IN SUPERVISION”, a new venture by IAPS

by Arthy Sriram

IAPS organised ‘IN SUPERVISION’ session on 20th May, 2020. ‘In Supervision Session’ is a new venture of the IAPS team. It is aimed at providing ongoing professional development to IAPS members and at enhancing their supervision skills. The above mentioned session was organised in the light of the need expressed by IAPS members to revise and rehearse the RISE UP model, which will in turn help them strengthen their existing supervision practice. This real-time supervision session was conducted virtually and was attended by 18 IAPS members from various parts of the country.

The session was a live demonstration of the supervision session discussing supervisee’s concerns. These concerns were around the distress resulting out of a possible imbalance between work commitments and self-care due to the growing work pressures and changing familial and living arrangements during COVID-19 pandemic. Using the RISE UP model of supervision, the Supervisor helped the supervisee identify possible sources of distress and also ways of addressing the same. This live demonstration was followed by a question and answer session where the IAPS members got an opportunity to clarify questions and provide feedback. Here are some of the excerpts from participants:

“It was a revision for me and the team brought alive the training days.”

“This pilot session was very amazing and this sharpened my saw.”

“It was a fantastic revision of everything we had learnt. Refreshed all the important points.”

“The whole session was well conducted and there was learning too.”

“It was refreshing to be able to get in touch with the model.

Looking forward to many more such sessions!”

“A wonderful session and a great initiative...”

IAPS plans to continue with its 'in supervision-sessions' once in two months



DISCLAIMER

This newsletter is for information purpose only; it does not constitute advice and should not be construed as such. The articles published in the newsletter are individual works of the authors and the Association is not responsible for the contents.

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