



I A P S

WISDOM

NEWSLETTER OF INDIAN ACADEMY OF PROFESSIONAL SUPERVISORS

June 2021-Volume 3-Issue 1



Editorial

Greetings To All!

Our wishes and prayers for our readers to be safe and strong during this pandemic.

Following the footsteps of Dr Sandhya Rani and Ms Rajani Nandakmar (who have been the former editors of WISDOM Newsletter), I take responsibility as Editor with Sayee Bhuvanewari and Uma Balachandran as Associate Editors.

It gives me immense pleasure to start on a positive note and congratulations to our Founder Dr Vasuki Mathivanan for receiving the Peter Salovey Award for her meticulous work in the field of Professional Supervision.

We are happy to inform that WISDOM Newsletter is displayed on the International Centre for Clinical Psychology and Psychotherapy (ICCPP) website.

We had three zonal meets and the details are in our Founder's note. We had a session on May 1st to get more clarity from Mr Ajay Gulzar on Implementation of NCAHP Bill 2020.

This edition has articles from Dr Urmila Pillay, Brunel University, London and Dr Maxim Pereira, Montfort College, Bengaluru; member Ms Raushni Khanna in Member's column and Ms Tanuja Babre in the Emerging Researcher column.

In this edition two of our RISEUP Supervisors Ms Magdelene Jeyarathnam and Ms Michelle Normen are introduced in the Know Your Supervisors column.

The WISDOM team is thankful to Ms Magdelene Jeyarathnam for taking up an advertisement in this edition.

IAPS is widening its network by having sessions on Professional Supervision especially on RISEUP model by Dr Vasuki Mathivanan at the Tribhuvan University and Institute of Crisis Management Studies (ICMS), Nepal.

We are excited to introduce a fun and learn crossword puzzle column. The answers will be given in next edition.

We have six new members added to our IAPS family who underwent RISEUP training in Mumbai in March 2021. The next RISEUP training will be held in Bengaluru.

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

Celebration on the cards...

Second anniversary of WISDOM Newsletter

It gives us great happiness to say that Dr Hans-Werner Gessmann, Director of ICCPP, Germany, and Mr Ozan Bahcivan Director of Psycho-Oncological Association, Turkey, will be our Guests of Honour during the celebration.

Editorial Team

Dr Veenavani Nallepalli—Editor

Ms Sayee Bhuvanewari & Ms Uma Balachandran—Associate Editors

Review Committee

Dr T Santhanam

Dr Munwari Padmanabhan



Founder's Note

Dr Vasuki Mathivanan

Dear Readers,

On the occasion of WISDOM's 2nd Anniversary, hearty congratulations to the entire editorial team for being innovative and meticulous in designing the content and structure of the newsletter. The team's dedication has taken IAPS globally. It is not easy to reach 500+ readers within a couple of years of its commencement. Many more laurels to be achieved in the coming years of Wisdom's journey...

On view of the diversity of postgraduate Applied Psychology curriculum, the lack of standardisation and licensing procedures, Supervision becomes imperative. Despite the importance of Supervision in Applied Psychology training, there is a virtual absence of a distinct body in India which provides training in Supervision. An "Academic Committee" is one of the subcommittees of IAPS, which aims to integrate Supervision as an important part of PG curriculum by introducing and exposing students to different aspects of Supervision in the field of psychology, thereby setting a premium standard in the field of psychology.

I am delighted to share that we have organised three Zonal consultative meets: South region, Mumbai / Pune region and North-East region-with Heads of the Department and Senior Faculty members from UGC recognised colleges and universities on one platform. Discussion centred on: if Supervision has to be a prominent feature of psychology training and practice in India, then what's the way forward and the various ways in which IAPS can collaborate with academic institutes so that academicians and practitioners can work together to maintain quality standards in practice. These zonal meets helped to understand the experiences and challenges involved in supervisory practices in the academic context and explore possible ways of incorporating a module on Supervision developed by IAPS in the postgraduate curricula in Applied Psychology. We are walking through our mission successfully and every single step is being carefully and strenuously planned by our members. It was very encouraging to have more than 35 academicians as part of these zonal meets.

During these trying times we stand together to provide our services to the community in different ways. At the same time focussing on the self-care of the therapist to emerge stronger and kinder is very essential. I urge everyone to find means to increase one's inner power and give the utmost importance to personal wellbeing during this pandemic.

Supervision in Acceptance and Commitment Therapy



Dr Urmila Pillay

M. Phil from NIMHANS, Ph.D. from Brunel University, London. Post Graduate Diploma in CBT for Psychosis from King's College, London and Post Graduate Diploma in Neuropsychology from Bristol University, UK.

Supervision is an integral part of therapy practice-whether you are a trainee, newly qualified or a seasoned therapist. We never stop learning.

When we are beginners, it is likely that we perform ACT in 'chunks' i.e., using each part such as Defusion, Acceptance and other basic concepts separately. However, as we become more and more experienced in using ACT it becomes possible for us to move around the Hexaflex so as to enable clients to enhance their psychological flexibility. A Supervisor can guide the Supervisee to reach this stage.

It is important for the Supervisor to ensure-either through session transcripts or audio or video recording-that the therapeutic approach is ACT consistent. If it is not, Supervisee has to be shown what is not consistent with ACT and what needs to be done for being ACT-consistent.

The Supervisor can examine how much of the core concepts of ACT Hexaflex are being implemented in therapy. Is the supervisee able to clarify client's values and connect with a sense of meaning? Is the supervisee present, aware, open and connected to the experience? Is she/he able to set SMART goals according to the values of the client? Is she/he able to help the client to be aware of and accept difficult thoughts and feelings. Is the supervisee able to help the client to make effective changes in life through following workable action? Is the supervisee connecting with the client during the session? Is the supervisee able to be authentic during the session?

It is also imperative that the Supervisor creates a genuine therapeutic atmosphere during supervision and encourages supervisees to be authentic; encourage supervisees to be themselves and bring their own style to therapy; encourage them to use metaphors they prefer and feel comfortable with. There are different styles of delivering ACT therapy and the supervisee's individual style should be encouraged so long as client's needs are taken into account.

The supervisee could be encouraged to use ACT principles to deal with his/her own issues and any issues brought up in supervision, so using ACT becomes natural to her/him. Any barriers coming up for supervisees which are blocking them from moving forward as therapists could be understood in terms of FEAR and DARE. They could be encouraged to make a mistake, reflect on it, learn and grow. Finally, they should always be reminded of their values and encouraged to connect to their values at all times and take action which is consistent with their values.

Know your Supervisors



Ms Magdalene Jeyarathnam

Expressive Art Therapist

Board Certified Psychodramatist and Psychodrama Trainer

Membership Number: PM 010

I work with individuals, couples and groups including family groups in India. I have more than 25 years of experience in working with several state and central government agencies in India. Internationally, I have worked with UNICEF and WHO as Consultant on various counselling projects. I founded East West Centre for Counselling—an Expressive Arts Therapy Centre providing therapy services to schools, universities and organisations. I also founded the Indian Institute of Psychodrama, which is the first Psychodrama Training Institute in India. I also work with those from marginalised communities—sex workers, prisoners, people living with HIV and LGBTQ+ communities.

I highly recommend the RISEUP programme as it has given me a better perspective in supervision. This supervision model is holistic in its approach and a great opportunity to learn with senior colleagues in the field.



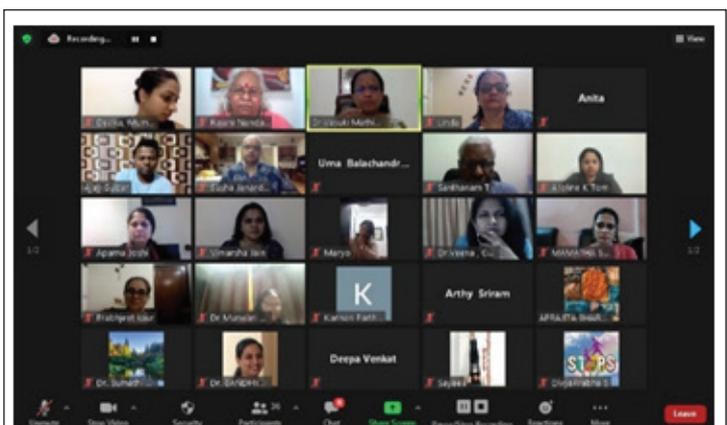
Ms Michelle Normen (M.Sc., M.Phil.)

LEAD-Psycho-Oncology Services, Cytocare Cancer Hospitals, Bengaluru

Membership Number: PM 017

My journey as a practising psycho-oncologist is touching a decade shortly. Psycho-oncology comes in at several points during an encounter with cancer. It starts at primary prevention, diagnosis, survivorship, death and beyond into bereavement. The focus of my work is to provide emotional support to patients and their families. This is in the form of counselling, psychotherapy and psycho-education that is tailor-made to suit individual/family needs based on the medical plan.

A major addition in my practice has been through the RISEUP model of Supervision through IAPS. It has provided guidance in building self-awareness. As a Supervisor, I feel empowered to understand trajectories especially in the field of psycho-oncology which can have blurred realities. My hope is that in the future, supervision will be understood and be given the credit it truly deserves.



The IAPS Executive Committee organised for its members a Question & Answer session with Mr Ajay Gulzar on 1st May 2021. This was to gain greater clarity on the NCAHP 2020 Act and its impact on practising professionals in the field of Psychology and its consequences on Supervision. The meeting was conducted online through Zoom. The members asked their queries which were very lucidly answered by Mr. Ajay Gulzar.

The whole session is available on our Facebook page: <https://youtu.be/j7A2ggOKHnc>

Emerging Researcher



Ms Tanuja Babre
Masters in Counselling Psychology
from Tata Institute of Social Sciences.
Novice Counsellors' Understanding of
Ethics in Counselling Practice.

-Tanuja Babre; Aparna Joshi

Introduction

Counsellors' endeavours are to create a safe space for clients in vulnerable situations. Their practice is intricately inspired by their subjective understanding of ethics and ethical codes. Ethics have been defined as beliefs that an individual or group maintains about what constitutes correct or proper behaviour or actions (Corey, Corey & Callanan, 1998). Therapists' knowledge of ethics is paramount in fostering client wellbeing and safety. Counsellors' ethical competency-defined as their understanding of ethics and ethical codes, their ability to recognise ethical situations and being responsible for their own actions (Sporrong, 2007)-is the cornerstone of professional development in the helping profession (Bhola & Raghuram, 2016). Regardless of its significance, the training in ethics received by counsellors in India is far from adequate (Babre, 2014). Thus, the counsellor's low ethical competency and/or inability to navigate ethical dilemmas can create blind spots causing unwanted harm to clients seeking therapy. The present article, therefore, seeks to shed light on novice counsellors' understanding of ethics in counselling.

Methods

The article draws data from a study titled, 'Ethics and ethical decision making amongst novice counsellors in India'. The study adopted a qualitative research design, whereby in-depth interviews were conducted. Novice counsellors were operationally defined as counsellors who were practising at the time of data collection and had work experience ranging from three to six years. All the participants were practising in Mumbai, either in private practice or employed under NGOs, hospitals and academic institutions. A purposive snowball sampling strategy was used to recruit ten novice counsellors as participants in the study. Out of ten, nine counsellors identified as gender female and one counsellor identified as gender male. All the counsellors had a Master's degree in Clinical or Counselling Psychology, and one of them was pursuing her Ph.D. The data was coded and thematically analysed. The following section discusses the findings of the study.

Results & Discussion

Findings of the study revealed that novice counsellors defined ethics as codes or rules that helped them decide the right course of action, a set of norms that segregated professional counsellors from lay helpers and rules which safeguarded client/ counsellor interest. Many participants also articulated their understanding of counselling ethics to be the ethical principles of confidentiality and non-judgemental attitude. The following section elaborates on each of these findings.

1. Defining ethics in counselling as codes or rules of the profession: Participants in the study, defined ethics as principles that set standards for their practice. Ethics were also perceived as codes and rules that helped counsellors decide what were right or wrong practices in the profession. While this may be the essence of ethics, practitioners must be cautioned against a black and white view of the subject as ethics often act as guiding principles when faced with an ethical dilemma that could be resolved from multiple viewpoints with multiple 'right outcomes'.

2. Defining ethics as norms that segregate professional counsellors from a lay helper: Some counsellors defined ethics as norms that separated them as professional practitioners from lay helpers like supportive friends, parents, mentors, teachers, etc. Participants recognised the practice of counselling as a professional practice purely because of being guided by ethical principles of confidentiality, non-judgemental behaviour, respect for autonomy, beneficence, etc. Ethics and ethical codes establish what behaviour and actions are considered acceptable as well as unacceptable in the practice of counselling thereby defining the counsellor's work within this fiduciary relationship which is absent in other helping relationships.

3. Defining ethics as rules that safeguard client and counsellor wellbeing: Counsellors also recognised ethics as regulations that ensured that the client's, as well as the counsellor's interests, were protected. Some participants highlighted the significance of ethics in carrying out a safe practice as practitioners dealt with delicate human emotions. Participants in the study reported relying on ethics to seek validation for their practices and actions in therapy, eg. not answering non-crisis client calls outside therapy or rejecting gifts as guided by the principle of maintaining boundaries.

4. Defining ethics as specific ethical principles: When asked to define ethics many participants equated it with ethical principles of confidentiality and being nonjudgemental. This synonymy of ethics in counselling with the principle of confidentiality or non-judgemental attitude depicts a commonsensical interpretation of ethics by counsellors, but on the other hand, it also points out a lack of knowledge and holistic understanding of other ethical principles.

Participants in the study reported mixed perceptions on the definitions and utility of ethics in counselling practice. Knowledge of ethics allows counsellors to circumscribe their practice within the professional counselling relationship. Brennan (2013) points out that practitioners must build an understanding of foundations and principles of ethical conduct to run an ethical practice. However, the results point to a wide disparity amongst novice counsellors' ethical competency and further demonstrates the need for standardised training in this area. Low ethical competency as an outcome of inadequate training coupled with a lack of culturally relevant ethical codes and regulatory bodies complicate navigating through the convoluted terrains of therapeutic interactions. Courses on ethics and ethical decision making should be a mandatory component of counsellor post-graduate training. Building nuanced ethical competencies indicate that the training should go beyond 'what to do (or not)' and instead inculcate the process of 'how to think' when making ethical decisions (Bhola & Raghuram, 2016). Teaching methodologies can include the use of case studies, mock dilemma resolution sessions and exploration of personal and professional values. In addition to undergoing adequate training, counsellors have to continuously engage with ethical codes and adapt them to their work settings as well as cultural contexts, throughout their professional journeys. Thus, effective training on ethics with the use of innovative methodologies guided by cultural context is crucial in developing holistic and nuanced ethical competencies amongst

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Academic Supervision: An effective means for the professional development of trainee counsellors

(Adapted from the in-house practicum/internship handbook of Montfort College)



Dr Maxim Pereira

Assistant Professor, Montfort College,
Bengaluru, Karnataka

Indian Academy of Professional Supervisors, IAPS, organised a Zonal Meet on April 3rd, 2021, and the invited guests were academicians from different colleges in South India. The topic of discussion was **Supervision in Applied Psychology training in India: practices, challenges and way forward**. At the meet, I was able to share the following academic supervisory practice at Montfort College.

At Montfort College (the pioneer in offering Post Graduate Programme in Counselling Psychology in India), we believe that supervision is a fundamental component of the counselling practicum / internship experience. Practicum/internship students are supervised weekly by both faculty and on-site supervisors. The purpose of supervision is to help the student develop effective professional and clinical skills to function as a professional counsellor.

Supervision Batches and the Supervisor

The Counselling Psychology class is divided into batches of about 10 students as supervision groups. Each group is assigned a faculty member who teaches counselling courses and who practices counselling.

Types of Supervision

Group and Individual

Supervision Hours

Every four credit practicum/internship course has four hours of supervision per week, out of which two are group supervision hours and two are individual supervision hours.

Group Supervision

In the first meeting of the supervision group, the supervisor orients the supervisees to the practicum/internship, namely, the requirements (completion of certain number hours of counselling, the submission of the cases and the verbatim, the evaluation and so on) of the practicum/internship. Then the supervisor assesses the skills of supervisees by means of worksheets and demonstration of counselling skills in role play situations. Only those who clear these assessments are permitted to start their practicum/internship.

Those who do not clear the assessments are tutored by the supervisor and are assessed again after about two weeks. If they clear the assessments, they are permitted to start the practicum/internship.

The supervision group then draws up a schedule for presenting cases during the group supervision. Accordingly, during every group supervision session, two supervisees present their cases to the supervision group according to the prescribed format.

Apart from these the supervisor might give reading assignments to the supervisees and might conduct demonstrations/role plays of skills or techniques.

Individual Supervision

In an individual Supervision session which can last from 15–40 minutes, a supervisee meets the supervisor, at a predetermined time with the case in writing. The supervisee first presents the case and asks the supervisor for help in proceeding with the case. The supervisor gives feedback to the supervisee on his/her work and signs on the individual supervision attendance log.

Onsite Supervision

Supervisees get on-site counselling supervision if they are doing their practicum/internship in a counselling organisation or if the practicum/internship site has a counsellor. While some sites provide on-site counselling supervision, other sites provide only administrative supervision which is about following some rules and regulations of the site.

Consultation

With prior information to the supervisor, students may seek consultation for a particular case from a non-supervisor faculty member who is an expert in a particular mental disorder or a theory or a client group.

Impact on Practicum/Internship

The above mentioned structure of supervision has been very helpful to trainee/student counsellors in many ways.

Self-awareness and Self-growth

- Trainee counsellors learn to manage their initial anxiety in practising counselling.
- They learn to be more and more aware of themselves.
- They become aware of issues related to transference and countertransference.
- They learn to receive and give feedback.

Professional Development

- Trainee counsellors learn to hone their counselling skills
- They learn to apply techniques in the right way.
- They learn to apply theoretical concepts to various cases and thus gain competence in case conceptualisation. This way they enhance their clinical competence for case management.
- They sharpen their diagnostic skills.
- They learn to make referrals appropriately.
- They learn to look at cases from different perspectives.
- They become more confident in managing cases.

All in all, the academic supervision process helps trainee counsellors to become semi-independent practitioners.



Raushni Khanna
Counsellor

The Gift of Professional Supervision

Most new counsellors enter the field of Mental Health with the intention of helping people become better versions of themselves and with the intention of giving back to the society in some way. While our intentions might be "pure", a lot of us are lost with the thought of navigating through various ethical, professional and administrative aspects of counselling and, it wasn't any different for me.

I am Raushni Khanna, a 26-year-old Counsellor from Chennai. After I completed my M.Sc. Psychology from Christ University, Bengaluru in March 2020, I knew I wanted to get into the field of counselling but I had no idea about how to. From the few professionals that I knew in the field, I was referred to IAPS and there was no turning back from there.

In July 2020 I started out as an intern with my supervisor. For the first few months she helped me get an understanding of how I could better qualify and equip myself after my Master's degree in order to start practising as a counsellor while also checking up on my personal self-care routine. We engaged in role plays, understanding various concepts and discussing a few trainings that I could do. Eventually with her guidance and support, I started practising as a counsellor in January 2021 and that's when my journey with supervision began.

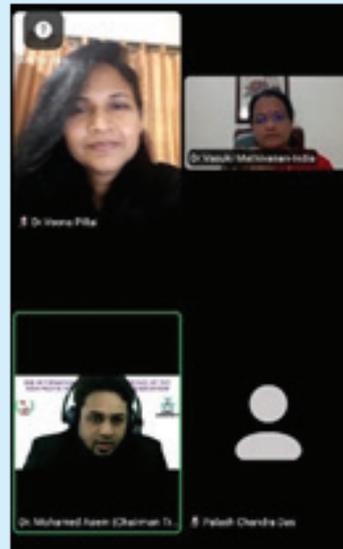
My supervisor is supportive, encouraging and approachable. I state this because from the little experience that I have had, being able to build a relationship with your supervisee as a supervisor in order to make her/him feel seen, heard, valued and motivated, is the most important skill set of a good supervisor and she definitely embodies that.

Ours is a country where the stigma against mental health is still so severe and where there is so much lack of awareness about mental health. It is our duty as mental health professionals of the country to make sure we are practising ethically and representing the mental health community in a good light rather than further increasing the stigma. One of the most important ways this can be taken care of is by taking up professional supervision.

I title my article as "the Gift of Supervision" because it really is a gift. I wonder why new professionals wouldn't want to take up a service like this that can benefit them professionally in so many ways. While the individual supervision sessions provide you an exclusive one-on-one conversation with an experienced professional in the field (which otherwise is definitely hard to have), the group supervision sessions help you learn so much from your peers in the field. They give you a better understanding of different techniques that can be used, different case studies, different perspectives, etc.

At a time like this when a lot of mental health professionals are feeling burnt out due to the increase in number of clients and the lack of enough mental health professionals in our country, another great aspect about supervision is how there is enough importance given to a mental health professional's own self care and mental health. Checking in with our own fatigue, challenges, biases, judgements, etc. on a regular basis is the only way we can be good counsellors to our clients and truly help them blossom in ways that they envision.

I'd like to conclude by saying that joining IAPS as an associate member makes me feel safe as a new professional. The discipline and professionalism with which sessions, workshops and webinars are carried out, helps me get a better understanding of how to groom myself professionally as a counsellor too. To all the IAPS members reading this, I thank you for all the great work that you all are doing to build a better mental health community for our country.



APSPA

Dr Vasuki Mathivanan was invited as a Presenter for the 2nd INTERNATIONAL VIRTUAL CONFERENCE OF THE ASIA PACIFIC SCHOOL PSYCHOLOGY ASSOCIATION. She spoke about the importance of professional supervision in a school setting.



Certificate of appreciation presented to Dr Vasuki Mathivanan, from Tribhuvan University, Nepal, for facilitating two webinars.

- 1: Counselling Supervision: Importance of Group Supervision and eclectic model of Supervision organised for Institute of Crisis Management Studies.
- 2: A webinar for the students of Tribhuvan University on Supervision with particular emphasis on RISEUP Model of Supervision.

Appreciation received for Assam Project of IAPS.



Peter Salovey Award given to Dr Vasuki for Commitment, Contribution and Dedication in Psychology



MIND BENDER

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2				9				10	
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4									
	5								

ACROSS

1. visual sensory memory (6)
2. anxious about situations (11)
3. system of moral values (6)
4. feeling of fear of what's to come (7)
5. uplifted mood (8)

Down

6. eating disorder (8)
7. thinking (9)
8. id.....superego (3)
9. a defence mechanism (10)
10. basic personality traits (7)

FORTHCOMING EVENTS:

- 1. RISEUP Training in Bengaluru**
- 2. POSH Training on 10th July, 2021**
- 3. South East Asian Symposium 13th November, 2021**



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