Piloting Practice Supervision for the Government Counseling Cadre

Lessons and Reflections from Two Pilot Locations in Sri Lanka

The Asia Foundation 2020
The Asia Foundation has been investing in efforts to direct development work towards a more psychosocial approach in Sri Lanka for many years. The Foundation’s Mental Health and Psychosocial Support (MHPSS) team has worked across multiple settings to bring forth a myriad of initiatives to systematically conduct research and enhance the existing knowledge base in Sri Lanka on MHPSS insights, to upskill psychosocial workers and counselors, and to facilitate long standing dialogue and partnerships between governmental and non-governmental stakeholders.

Building on over a decade of work, The Asia Foundation launched a new initiative in 2019, in partnership with the Government of Sri Lanka. The Foundation’s initiative is called Improving Mental Health and Psychosocial Support Services Associated with Consolidating Transitional Justice (IMPACT). The initiative’s objective is to “improve access to quality psychosocial services for communities and populations experiencing high levels of need and those that are under-served, by strengthening the referral, cooperation, and outreach capacity of existing government and non-government service providers.” Through this pilot project, the Foundation sought to fulfill one of the important recommendations regarding supervision made in the its 2018 Mapping Study on the Capacity and Work Experience of Counseling Officers/Assistants attached to the Ministries of Social Services and Women’s & Child Affairs; that is, the introduction of practice supervision for state-sector counselors.

Since the launch of the IMPACT project in two pilot locations, the North Western Province and the Eastern Province, practice supervisors appointed to each region have been facilitating both group and individual sessions for the counselors. Practice supervisors have been focusing on directing counselors towards a more psychosocial approach, building a more reflective practice and helping them to understand and navigate their role as a counselor. It is anticipated that the relationship between the counselors and the practice supervisor will pave way for mentorship, teach learning, foster individual growth and ultimately enhance the systems and structures available for psychosocial support services within the country that will foster meaningful reconciliation initiatives.

This publication is a collection of articles written by the program staff of the MHPSS Unit at the Asia Foundation, its technical advisors, the regional practice supervisors as well as the counselors based in the selected locations. While the technical advisors and the practice supervisors reflect on the conceptualization of the project, its implementation, and the learnings gathered throughout the process, the counselors write about their own day to day challenges and experiences and reflect on the qualities and values that they believe they must embody in order to be accepted by their communities as credible ‘helpers’.

We hope that this publication will provide practitioners with greater insights into various aspects of mental health and psychosocial service development work across the country. We expect that the publication will be further expanded in the future with the addition of new articles in a second edition which will additionally explore processes, learning and experiences of this pilot initiative.

The Asia Foundation is privileged to have had the opportunity to work on mental health and psychosocial programs in Sri Lanka since 2005. Throughout our engagement we have sought to advance the thinking and theoretical basis for the delivery of services and promote practical, evidence-based solutions that serve to improve the quality and consistency of service delivery. We hope that this publication will provide an added new dimension to this work with its special focus on pilot efforts to introduce practice supervision in Sri Lanka.

Dinesha deSilva Wikramanayake
Country Representative
Decades of civil war hit Sri Lanka hard, socially, politically, economically and most specifically, psychologically. The 2004 Tsunami added to the trials of communities who were already devastated by the on-going civil war. The post-war context poses its own challenges, as the country struggles to reconcile with its past losses. One of the unforeseen consequences of all these human and man-made disasters is the rapid introduction of imported counseling and psychotherapy modalities to local survivor communities. Practitioners attached to many local and international non-governmental organizations are trained on how to use them; counseling centers are developed around the country and training manuals are created in local languages. Beyond the significant benefits of these mental health interventions in improving the overall wellbeing of the respective communities, there also emerged questions and complications about their application in the local context. One such complication is the lack of an existing infrastructure to properly monitor these interventions, specifically the lack of localized and evidence-based processes and practices to supervise the work of mental health practitioners who apply them.

As part of its on-going efforts to support the mental health and psychosocial support programs in the country, The Asia Foundation conducted a mapping study on the Capacity and Work Experience of Counseling Officers/Assistants attached to the Ministries of Social Services and Child Development and Women’s Affairs in 2017. One of its key findings was the need for expert counseling supervision at district levels; hence, The Asia Foundation introduced and placed two senior supervisors in the North Western and Eastern Provinces in 2019. The supervisors conducted both group and individual sessions with the counselors at the district level, helping them with both work-related challenges and personal struggles.

This book is a collection of articles that reflect on different aspects of the said expert supervision program, written by different professionals involved with the project as well as the counselors.

The papers, collectively, highlight the nuanced complications of both counseling practices and supervision processes in the local context. They narrate the kind of administrative, socio-cultural, political and personal challenges that counselors work with, on a daily basis as well as the ethical, socio-cultural and administrative complications that challenge both local and standard supervisory practices. The authors are active participants of the project; thus, they write subjectively, reflecting on and drawing from their own experiences. While such approach lacks a comprehensive ‘theoretical’ analysis or perspective, the personal standpoint of the papers makes the collection more appealing to a wider readership. Moreover, the papers offer insightful and pragmatic recommendations on how to improve the situation; in so doing, they provide a fertile basis to question, examine and recognize both the resources that should be validated and strengthened, and limits that need to be identified and addressed in order to improve the overall structure of counseling and psychotherapeutic service provision in the local setting.

Udeni M.H. Appuhamilage Ph.D.
Acknowledgements

This publication is the result of the combined effort of many individuals and organizations.

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The Asia Foundation has been privileged to work with the Ministry of Women and Child Affairs and the Ministry of Social Empowerment for over a decade and is glad to extend its gratitude towards the Counseling Unit and the Women’s Bureau as well as to the Additional Secretaries of the Northwestern and Eastern Provinces for their continuous support and endorsement of this pilot initiative.

The Asia Foundation would like to extend its gratitude for the support and guidance extended by Ms. Champa Malini Upasena, Mr Luxman Pathmakumara and Ms. Himadari Nandasena, of the Ministry of Women & Child Affairs and Social Security. It also appreciates the efforts of the practice supervisors, the technical advisors, and the Foundation’s technical team for the time they spent reflecting on the learnings of this project and their contributions to this publication.

In addition, the Foundation would also like to acknowledge Ms. Udeni Appuhamilage, for her work in providing insight into the papers by editing the content, Ms. Kaushi Jayawardena for the compilation of this publication, and Ms. Gimha Rajapakse, for her work in designing the publication. Moreover, Mr. Irham, Ms. N. Munas, Ms. O. Outschoorn, Ms. R. Skandkumar, Ms. R. Alles and Mr. Thilina who lent their time and effort to translate, summarize and copy edit segments of the publication and Bavana Printers, who supported the Foundation in printing the publication are also appreciated.
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Piloting Practice Supervision for the Government Counseling Cadre

Lessons and Reflections from Two Pilot Locations in Sri Lanka
Introduction

In 2005, following the recommendations of the Mental Health Policy of 2005 - 2015, a cadre of Counseling Assistants (CAs) were introduced to the Ministry of Women’s Empowerment and Social Welfare. The Ministry portfolio has been revised many times since then, an important change being the breaking of the Ministry into two, and designated as “Social Services” and “Women’s and Child Affairs”. The two Ministries have a counseling cadre of over four hundred spanning an island wide reach, based in divisional or district secretariats.

Counselors attached to the Ministry of Women and Child Affairs and the Ministry of Social Services were introduced with a pilot model of “practice supervision” in 2019. It was one of the key recommendations of the 2013 mapping study was the need to introduce an effective and accessible system of practice supervision. As Sri Lanka did not have the infrastructure for the provision of an effective and accessible system of one-on-one practice supervision, an eight step, peer-led supervision model (Francis and van der Veer, 2011) was introduced to the counselors. This eight-step peer support model, first introduced in 2015, was made mandatory for all the counselors appointed by the two ministries through a government circular issued in the same year (Dhammapala and Ferdinando, 2017). A second mapping study was conducted in 2017 to review the progress of the implemented activities and to identify the counselors’ needs that still remained unmet. The review highlighted the need for expert supervision as an addition to the Peer Support model introduced in 2015. However, the Technical Committee set up to steer and guide the project on Improving Mental Health and Psychosocial Support Services Associated with Consolidating Transitional Justice (i.e., IMPACT) wanted assurance that the pilot initiative of practice supervision would do no harm to the already functioning Peer Support model. In keeping with this recommendation, a sustainable group model for practice supervision that did not undermine the Peer Support model already in practice was introduced. Furthermore, the two pilot locations for practice supervision were selected: one a former war-torn area and the other with a high concentration of military families.

A Two Faceted Approach: Group and Individual Sessions

Approximately 25 counselors were selected from both locations to participate in the first cycle of practice supervision. The counselors were grouped into smaller groups of 6 members; thus, each pilot location had four groups that ran for a 12-month cycle, facilitated by an external practice supervisor. The practice supervision...
sessions prioritized safety and security within supervision, understanding the role, scope and limitations of the counselor, directing the counselors towards a psychosocial approach, building a reflective practice and responding to prevalent issues such as family and marital disputes, and child education problems. The practice supervision model drew from the peer support model already in practice with a few new additions, namely having a practice supervisor within the group setting that allows reflective questioning and deeper discussions of the role and scope of counseling practice, mentoring, teaching and examining a given case within an established conceptual framework.

In addition to the group approach, each counselor was also given the opportunity to meet individually with the practice supervisor. These one on one sessions were utilized by only some counselors, indicating the variety and diversity of supervision needs and expectations. Those counselors who participated in individual sessions took it as an opportunity, both to talk about challenging clients as well as to seek emotional support for themselves.

**Case study**

Shriyanthi\(^1\), one of the counselors from the pilot project, is a member of a group of six; her group has been meeting on Tuesday mornings for the last seven months. She is looking forward to her upcoming session, as she needs the feedback of the practice supervisor and her peers to understand and find direction in a difficult case she is dealing with (See Text Box 1.2).

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\(^1\) Fictitious name

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**Practice Supervision Process**

The practice supervision sessions usually follow an eight step format (see Text Box 1.1).

1. **One practitioner from the group presents a problem.** The Practice Supervisor takes notes. The group listens. The Practice Supervisor asks the practitioner; ‘How can the group help you?’

2. The group asks relevant questions from the practitioner to clarify facts and for their further understanding. The Practice Supervisor also asks questions if required.

3. The group must explore the problem, keeping in mind the 5P model (Presenting problem, Precipitating factors, Predisposing factors, Perpetuating factors, Protective factors).

4. The group will discuss among themselves and the practitioner about different suitable ways forward.

5. Formulate and map out the problem conceptually.

6. The Practice Supervisor and practitioner talk among themselves about what the group has said. The Practice Supervisor asks the practitioner if there are any thoughts, ideas, questions from the group, which could be useful in handling the problem presented.

7. If necessary, the practitioner can continue elaborating on the problem, and steps 2 & 3 can be repeated.

8. The Practice Supervisor comments on themes or provides additional reflections.

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**Case:** The case is of a five-year-old boy who has been exhibiting aggressive behavior in class. The parents insist that he has not been exposed to violent behavior at home and has learned this behavior from outside. The parents have got the boy to promise to stop this behavior; he is beaten any time he breaks his promise. The counselor has not spoken to the child but has referred him to a doctor.

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**Observations of the Practice Supervisor:** The presenting counselor and the others are unable to break down the problem into causal and maintenance factors; instead, they try to deal with it as though it is one enmeshed whole, which needs one solution. The counselor tries to manage the child’s behavior by attempting to activate external controls (e.g., the principal and teachers of the new school) with the hope that these controls would stop the behavior. However, in doing so, the counselor fails to recognize and address the family’s learning and adaptation needs.

**Supervision:** The practice supervisor guides the group to map out the different factors required in problem analysis. Who is your client? What are the main issues the client is bringing
into the session? How could the child have come into this situation? How is the client feeling in all this? How can we support the client emotionally? Who else is involved in the case? Who should we get involved in the case? How can we use his network to support him?

The Model in Practice

A group-based model of practice supervision may not have been the kind of supervision the counselors expected when they requested expert supervision in the island-wide mapping study; perhaps the expectation was for a one on one model. While large scale mapping studies are needed and useful for development planning, budget allocations and understanding client demands and training needs of counselors, such studies may not capture the nuances of localized needs or reflect the perceived needs of all counselors in each location. For example, counselors may feel that practice supervision facilitated by an “external practitioner” can undermine the informal system for accountability already in place within their institution and district: like the informal setup of “senior” and “junior” counselors based on the number of years of service. Some may be satisfied with how things are progressing and need outside assistance only in the form of advice in relation to challenging cases. There may be still others who do not feel the need for any support with case/client management, but rather seek individual therapy sessions for themselves. These are perspectives that need negotiating and engagement in order to develop a system that involves the counselors, as well as one which goes beyond perspectives alone and is backed by knowledge and information.

Decision makers, counselor trainers, educators or development practitioners may read recommendations of the mapping study as a composite need applicable to the whole country, hence failing to appreciate the need to localize processes. Furthermore, decision makers may place measures of resource allocations which are commonly applied to the whole group, again missing the individual dimension. From a practical point of view, working out group dynamics is not always straightforward, nor is it easy to build safety and security among group members. The informal titles of senior counselor vs. junior counselor affect equity in group dynamics and hinder the building of a safe space where counselors can constructively engage with each other. Introducing and establishing a model of practice supervision needs to address these complexities with individual and group expectations and limited resources. Moreover, finding a fine balance between these conflicting demands is necessary to establish a supervision system that is healthy, reflective and sustainable.

Positive responses on the practice supervision model were articulated by counselors at the review meeting held in January 2020, as shown below.

Practice supervision creates the space for group learning. The practice supervisor fosters the learning of the group by being an empathetic listener, identifying training needs, instilling values, knowledge and skills in a facilitative, non-threatening manner. It sets a standard for skills and good practice. Adopting a practice supervision model enables more meaningful exchange of expertise and contextualized mentoring of counselors.

I am in the Tuesday morning group; there are 6 of us. I have also gone for individual sessions. The practice supervisor is very helpful as she goes into analysis of the case. While we didn’t have anyone to speak to in the past, we have someone now.

Male Counselor

There is a good attitude in our group, a good vibe. We learned about the role and scope of work of the counselor and got general direction to our work.

Female Counselor
The Way Forward

Continuing practice supervision should ideally be the way forward. The function of practice supervision should be to ground a helper in a clearer perspective of both the client’s presenting problems and the helper’s own position and views. For this to happen, the helper needs to have a clear understanding of the purpose and objectives of practice supervision and of its importance in helping counselors to provide effective support to clients. However, the current practice supervision initiative is implemented from a time limited fund, and thus one of the main challenges is about sustaining this initiative. Given how its continuity would significantly benefit the counselors, the need for a transition strategy is evident. Transition would require an on-site practice supervisor, or of a visiting practice supervisor acceptable to the counselors. Finding a suitable practice supervisor for this initiative is a challenge in itself due to the scarcity of professionals skilled not only in counseling, but also in mentoring and reflective practices suitable in the local context. What is emerging from this exercise is that the practice supervision model is promising (even though labour and cost intensive), more experience and insight is required to understand its full effects while also considering the concerns for sustainability.

While it is difficult to see what lies ahead at this early juncture of the pilot initiative, it is clear that the way forward needs to include running the practice supervision model a few more cycles, with the same group as well as with new groups. This will enable better understanding of the complexities of practice supervision and create room to inform each new cycle with the lessons learnt from the previous cycles. Mentorship style capacity building informed by the gaps identified by the practice supervisor through the repetitive application of the model also needs to be put in place. This may mean something as simple as facilitating group and individual learning through the use of a simple formulation model such as the 5 Ps\(^2\). The way forward also needs to include revising indicators (both quantitative and qualitative) to most effectively chart the direction of change. This will hopefully generate reliable and sufficient information on the scope of the pilot initiative for the government, donors and other relevant stake holders, and also to take this methodology forward to a wider audience. These developments hopefully will be useful to a wider audience on demonstrating the use and usefulness of practice supervision as an effective way to improve the quality of psychosocial support available to individuals and communities, especially those experiencing high levels of need, such as those directly affected by decades of conflict.

References


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\(^2\) The five Ps mental health model includes: Predisposing, Precipitating, Perpetuating Protective and Presentation factors
Number of counselors in North Western Province:

53

Number of counselors allocated to the 1st year of the Practice Supervision program:

24

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Number of counselors in Eastern Province:

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Number of counselors allocated to the 1st year of the Practice Supervision program:

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Reflections of Group Supervision Facilitation

Niluka Wickremesinghe & Roshan Dhammapala

Introduction

As the bus set off from the Colombo Fort station and weaved its way through different towns to Kurunegala, I watched the early morning hustle and bustle, the many people getting in and out of the bus and pondered about the diversity of this small island. As I looked outside the window and watched the changing landscape, the country’s social, cultural, ethnic and religious diversity and their various influences did not seem apparent. Yet, within a couple of hours, I would be listening to a group of counselors from the North Western Province narrate human problems that could differ demographically from my work in Colombo.

As a psychologist working in a non-government organization, my work has always been community based and focused on child protection and family mental health and wellbeing at grassroots level. Nevertheless, I was located in the capital and not a government employee. I remained reflexive about these differences and how they would shape my rapport with the counselors.

Kurunegala is the most populous district in the North Western Province and spans a large geographical spread which includes both an urban hub as well as vast agricultural lands. It attracts many migrant workers from other parts of the country. It also sees many of its own residents employed overseas as migrant laborers, leaving behind their families who face many mental health and psychosocial issues. The largest number of military widows and a significant number of Ranaviru families also live in this district.

The counselors assigned to the supervision group would be meeting with me at monthly intervals, as part of a new group supervision initiative that aimed to improve counselor wellbeing and skill development. The majority of the group members were recruited into the role of a counselor through the government’s graduate recruitment scheme and assigned to a District or Divisional Secretariat (DS) Office. They are accountable to both their local government (DS) authority as well as their respective line Ministry. In addition to an university degree, the counselors have completed a 2 year Diploma in Counseling. They varied in their range of experiences, with some having been in the field for only 5 years, while others reported 15 years of experience. Yet, they all reported limited opportunities for regular practice supervision, reflective work or self-care.

A peer support supervision model which had been introduced to the counselors a few years ago through an initiative of The Asia Foundation received positive reviews for its success in recognizing the need for counselors to have time set aside to seek support and reflect on their work together. However, a mapping study by The Asia Foundation in 2018 revealed that ‘almost half of the respondents continued to look for support on difficult cases outside of the peer review process. The persons they sought out for help, had specialist knowledge or experience in the field of counseling or mental health. This indicated that peer support, although a supportive space, did not regularly offer counselors the answers and direction they were looking for in relation to their client work. The need for technical guidance and supervision which counselors articulated in the Asia Foundation’s earliest mapping studies of 2013 appeared to still remain somewhat unresolved.

The group supervision model aimed at enhancing a peer support mechanism. The addition of a practice supervisor to this process was in response to the counselors’ expressed concern about the limits of the peer support group, specifically when they reached the limits of their collective knowledge. The new initiative comprised of groups of six from the two different ministries that met once a month with their...
practice supervisor for case discussions. Additionally, they would also have access to individual sessions with the practice supervisor, as the counselors reported personal issues that could not be discussed in the group. It was hoped that once established, the role of the external practice supervisor would phase out and someone within the group could be mentored to become facilitator.

Observations

The counselors have been engaged in peer supervision since 2014 and were aware of the purpose of reflective practice in therapeutic work. The peer supervision model followed 8 steps which included a presentation of the case, progress made and barriers encountered, acknowledging emotions of the client and counselor, appreciating positive actions by the counselor and finally offering suggestions by which the case could progress. At the end of the first few sessions, I noticed that the counselors engaged with their cases subjectively, driven by a sense of obligation to relieve clients of their difficult burdens by solving the problems for them, instead of identifying which problems the client needed guidance with, so that the counseling process could be navigated better. Although they had been practicing the 8 step model over the years, it was evident that the counselors placed most value on step 8. Their approach made sense to them in the face of working with individuals and families who were quite often severely disadvantaged and disempowered due to many factors such as low socio-economic capacity and education. Clients often sought support with the expectation of finding immediate relief rather than engaging with their battered sense of agency to work through problems. Counselors felt that their counseling had to be a tangible or directive helping model for these community members who, perceived counselors as individuals who had learned how to help people solve problems and thus are emotionally strong human beings. This placed pressure on the counselors to attempt to live up to such expectations, thereby designing solutions to the problems presented. Against this background, transitioning towards a more conceptually informed and grounded approach to counseling proved to be a challenge and one which they found rather lacking in impact and gratification. Nevertheless, two valued objectives emerged in our group supervision:

1. Establishing a safe, secure reflective space to share experiences and challenges with others in the same profession, and
2. Establishing a supportive learning environment within the group.

Establishing safety and security

I observed how each small group evolved, improving their own group’s dynamics, collective knowledge and skills. A key strength of collective work was about sharing experiences of working with similar clients and situations, and counselor dilemmas.

On the other hand, the barriers of group work were also about the group dynamics. For instance, age and seniority among counselors were cultural obstacles in ‘peer’ based models of supervision, as such seniority made equal participation difficult. The opinion of senior counselors in the group was given greater weight or they were perceived to ‘always know better’. Junior participants tended to contribute less or maintained a less-influential position. In cases of pre-existing animosity between colleagues, participation in the group was compromised and sometimes turned competitive. This situation could even interrupt the safe space of the group with critical comments, silence or disinterest in the session. In addition, the sharing of common experiences sometimes shifted focus away from the counselor who needed support, to the group’s narration of similar dilemmas. When the case being discussed centered around a current social issue common to all of them, I observed that a group discussion free of a structured format was enabling; it allowed them to ventilate and express opinions about helping, which offered reassurance and enhanced cohesion among group members. This was evident especially in discussing cases of domestic violence and alcohol abuse where they could express their own opinions/experiences related to these topics. Such sharing created an almost cathartic atmosphere within the group, and guided them to think critically about the case presented.

4 Senior and junior positions were established by years of service.
As one of the counselors said ‘it feels good to freely talk about these issues. I wish we could go on for longer’.

Establishing a learning supportive space

Although the counselors engaging in the existing peer supervision model had requested for an external supervisor, this approach was not sustainable in terms of logistics and cost. Hence the objective of practice supervision was to develop the group’s competencies to facilitate itself, while learning from each other’s experiences. In addition, it is hoped that introducing a practice supervisor would infuse conceptual knowledge of counseling approaches with their work and facilitate reflective practice. Thus, my role as the practice supervisor required that I needed to be conceptually competent in counseling and also experienced with supervision and working at the grass root level. This was necessary so that I could support the groups to contextually understand the issues brought to supervision, especially the possible struggles the counselors might experience in their practice.

Reflective practice

Although the counselors were deeply concerned about working out solutions for their client’s problems, there was some difficulty recognizing and acknowledging their own emotional responses to their clients’ stories. Therefore, an integral part of the group’s reflective work required them to identify the client’s feelings and how these feelings in turn may have influenced or affected the counselors. The feelings which were most frequently identified were sorrow and anger. Perhaps it was also a cultural phenomenon where the local language did not provide colloquial words to describe the spectrum of emotions and their subtleties. Being a product of the same culture as that of their clients’, which valued obedience and compliance, expected children not to cry or shout, and rarely taught them how to regulate or find constructive ways of regulating emotions, counselors often struggled to reflect on their own feelings and those of their clients, as well as how the clients’ emotions may have impacted them.

At times, I sensed that reflective work could put the counselor in a vulnerable position, exposing what could be seen by the group as a ‘weakness.’ Thus, it was important for the group to recognize how to respond supportively by acknowledging and reflecting on how counselors were impacted by their clients’ stories and in turn, how their feelings influenced their interventions and approach to work.

I facilitated modelling respectful and constructive feedback which promoted accountability. When counselors failed to be mindful about each other’s feelings, I used individual sessions to encourage personal reflection. Eventually, they need to grow, where each member needs to be mindful and enable each other to be respectful, supportive and reflective.

Culture and beliefs in counseling practice and helping

Culturally ingrained traditions and beliefs were observed to dominate the explanations and interpretations of social, psychological and inter-personal phenomena. Fear of the super natural, voodoo, the search for supernatural remedies, astrology, religious beliefs, ethnic stereotypes, cultural norms etc. tend to dominate over the application of counseling theory as a framework.
I observed that these beliefs made them overlook psychological theories and instead confine their interpretation of human phenomena to the local, the personal, the moral and the cultural. I attempted to help them by broadening their perspectives through offering a different opinion, sharing a different interpretation and introducing the value of critical thinking and diversity.

In the Sri Lankan context, the culture of ‘helping’ is such that when someone is in need, people take it upon themselves to help by way of sourcing a solution, perhaps by using a contact and even going out of their way to help that person. In addition, some counselors implied that their acts of ‘helping’ held religious significance. Their narratives include client’s expressions of gratitude in the form of a blessing “Godak pin”. According to Buddhist philosophy, helping those less fortunate than oneself through acts of alms is believed to earn merit (pin). Merit which one gathers as a result of good deeds and kind acts bring favorable life situations and determine the quality of the next life, leading eventually to spiritual enlightenment. Both culture and religious beliefs influence the ethos of helping and may not always align with the boundaries prescribed for counselors and clients. To do less, when you have the capacity to do and give more is to be in a position of personal conflict for most counselors, who would prefer instead to go the extra mile, ‘doing for’ rather than enabling clients to ‘do for themselves’. This may at times create a dependence on the helper whose intention may simply be kindness.

Modeling Group Facilitation: Barriers and Breakthroughs

As the practice supervisor’s role would eventually phase out, the group needs to identify a few competent persons from within the group who would take the lead in facilitating reflective practice. However, in a social structure where hierarchy, age and authoritative leadership style are preferred, the establishment of a peer led group presented with its own limitations. For instance, I learned that a directive approach seemed to be more effective in promoting better participation and group work, while a more egalitarian approach did not; the latter yielded a low attendance and also somewhat inequitable participation. However, it also needs to be noted that despite the differences in their affiliations to different ministries, there was much appreciation and respect between them; anticipated barriers across demarcated service areas did not cause disagreement and a common professional identity appeared to exist. Such commonalities could help in the establishment and running of supportive supervision groups at local settings.

I discovered that it was important to allow opportunities for counselors to step up and facilitate the group. This meant I had to consciously take a back seat and allow them to sense the need for it, and it was encouraging to see some of them step up. In one such instance, the group had moved into a heated discussion on the topic of domestic violence. I allowed for it to unfold and take its course. As I began to feel the need for the discussion to be concluded, one of the counselors decided to take the initiative to do so. I was glad that I had held back. On another occasion when one of the young female counselors was discussing her struggle with the case of a young male client. A senior counselor pointed out that the issue seemed to be about a sexual problem which the young counselor was uncomfortable to explore and therefore circumvented.

May you gain much merit

May you gain much merit
Conclusion

This article aimed to describe my experience of piloting group supervision sessions for a group of counselors in the North Western Province of Sri Lanka. The objective of group supervision was to assist counselors to develop a support mechanism that could be sustained in a low resourced setting and encouraged reflective practice while enriching their knowledge and skills.

In practice, it was evident that the counselors need an external supervisor and it is something that they too have requested. However, for years they have worked in this manner, going into villages, occasionally taking control of the situation with authority, and being generous problem solvers for those who need support. Thus, I cannot help but wonder as we progress, whether the guidance and support I provided with traditional counseling models can sometimes be challenging for them and whether it helps or hinders their spirit of helping. Having a supervisor posing questions to them, to revisit the way they work and perhaps alter some of their methods may at times have felt like an imposition on an established system. The counselors are perceived by the communities as ‘helping’ agents and they play their part very well. What I felt they actually required and appreciated most (at least by those who accessed it) was individual support. As counselors they felt they had to present to the world as strong and competent persons devoid of any vulnerabilities. Thus, they carried their burdens silently and rarely found someone with whom they could share their difficulties without the fear of judgment. A majority of them expressed great relief after their individual sessions and expressed that this was what they needed.

As we move forward, I continue to hope that we are able to slowly bring change to their thinking, not for lack of value in what they do, but rather that their role has such significance to effect change within their communities. If so, they can move from being ‘helping’ agents to ‘change’ agents. The hope is that these reflections about personal beliefs, attitudes and practices would encourage a helping approach which was not led by subjective feelings that eventually depleted and exhausted them, but one which is conceptually grounded.

References

In the next section, four counsellors who are a part of the pilot supervision program share their stories and perspectives in article abstracts that are still in the process of development.

Two of the counsellors share their personal views about their work and how they perceive the sources of human problems among people in their predominantly Sinhalese communities in the Northwestern Province within which they live and work. The problems, they suggest, are characteristic of a changing society that is driven towards industrialised operations, success and competition. This is achieved by sacrificing more desirable collaborative qualities of less industrialized, agricultural communities that they leave behind.

They also write about what they believe are qualities and competencies they must inculcate in themselves in order hold credibility in the eyes of their community in order to occupy the role of their counsellor. This portrayal of what they each believe a counsellor should be or should strive to become is a combination of workplace expectations, community and social judgements along with a genuine need for endorsement.

Two of the counsellors living and working in the Eastern Province discuss their experiences as counsellors in their particular locality. They discuss the various challenges they encounter in their professional capacity as they navigate their interactions with the clients as well as their administrative supervisors. They also describe various forms of supervision they have experienced and learned from over the years.

Their narratives reveal that these competencies are a combination of social and communication skills, scientific method, moral integrity, resilience and the ability to somehow rise above the same social conditions which impact their fellow community members. However, what is perhaps left unsaid, is that unlike their community members, they rarely have an outlet to share their human limitations and vulnerabilities, which they too may encounter and from which they too, are not immune. Because to do so is to risk the loss of credibility of one who has capability to guide others through their problems.

Roshan Dhampapola
The Role of a Counselor

Chamila Weerasinghe

People today aspire to indulge in happiness and freedom throughout every waking hour of their life. However, this is not practical due to various daily social problems they are compelled to face, and this has resulted in rising incidence rates of psychological distress as well as non-communicable diseases worldwide. Connections among people suffer due to these various psychological, physical and conflicting social conditions and have resulted in selfishness, hatred, and unhealthy competition among people while suppressing nurturing human qualities such as equality, justice, being sensitive and listening to one another, and accepting others. These burdens along with the lack of healthy coping mechanisms to adapt to them are adding to the psychological burden experienced by mankind at present.

When providing their services in a situation like this, counselors who engage in providing psychological support to the many clients whom they meet daily, have understood the importance of their role and the necessity of supporting their clients to build their capacity to identify the protective factors and resources they already have, as well as to clearly identify their own constant thoughts, emotions, and behaviours. Identifying these could act towards experiencing the freedom, comfort and the success they’ve always wanted and it can also be hoped that this in turn would help the physical, psychological, social, and spiritual wellbeing of the clients themselves as well as the betterment of the society they live in.

In order for this to happen, the counselor needs to be competent with necessary subject knowledge, proper understanding about it and possess other related talents. The most important thing that is needed, could be pointed out as the systematic exploration of the content described by the client and identifying and eliciting the protective factors the clients show while making them aware of it. The counselor can use the scientific and systematic knowledge he/she has obtained as well as their artistic and creative talents in doing so. The counsellor who is able to work with skill and less confusion due to the combination of the above mentioned things is then competent enough to provide his/her clients with the necessary assistance they need.

Another important aspect in the role and work of a counselor is to provide the basic needs a client might require during a counseling session. These include the safety and security of the client, as well as water to drink and bathroom facilities in case they need it and conducting the session in a peaceful and calming environment. The counseling process is a scientific process and providing the physical factors required for it is a part of the work of a counselor. Moreover, conducting sessions in a way that does not harm the dignity of the client and conducting them in a respectful manner is also a part of the work of a counselor. The opportunity to work in an environment which will enable the counselor to provide the client with such facilities will be invaluable to a counselor.

The commercialization of counseling services, and the inaccurate teachings and trainings clients might sometimes receive, could act as negative impacts which the service might have to endure. However, counselors being self-aware and updated with accurate information and teachings will be extremely beneficial for the betterment of every counselor as well as for the entire counseling service. Acting with self-awareness will help the counselors identify the areas of improvement they require as well as an understanding of their own talents while being updated on the latest and accurate information and knowledge. This will help the counselor in addressing the variety of issues their clients bring to them from time to time.
Finally, it should be pointed out that assisting the client in developing skills to better face the challenging situations they are in and equipping them with tools to achieve their desired future goals can be understood as the most prominent assistance a counselor can give a client. It should be understood that a counselor will never advise a client on how to face their problems and that counseling sessions are not mere conversations between two parties.

As counselors, the most frequent thing we get to hear from our clients is that they do not have the support from anyone around them in getting their issues solved and that no one around them really understands that they are struggling with difficulties. When working with clients, including those who express such views, the role of the counselor revolves around assisting these clients in solving their problems by using systematic and scientific counseling approaches.

When considering the role of a counselor, it is important that he/she builds a good professional connection/rapport with the client by using techniques such as active listening and using clear and simple terms as well as through showing respect and valuing equality. Moreover, when engaging in discussions with clients it is important that the counselors use a proper tone and ways of speaking that are appropriate for the client; e.g. when conducting sessions with children.

Updated subject knowledge, and working with a clear mind are other factors that will help the counselor in continuing with his/her role in a successful manner and will play a key role when it comes to providing services to individual clients as well as when conducting successful community awareness programs. Accurate subject knowledge, and the ability to elicit the strengths of each client by using proper knowledge as well as by making them aware of their strengths, play a key role when it comes to conducting the role of a counselor appropriately. The most important outcome of this would be the clients being able to actively use these strengths in paving a clear path towards achieving their desired goals.

Counseling is a scientific process and it is the responsibility of a counselor to engage in theoretical and practical explorations of it. All these facts combined together with humanitarian qualities shown by the counselor will reassure the effectiveness and accuracy of the counseling process and accurately and effectively conducted sessions will be beneficial for all parties engaged; i.e. for the client as well as for the counselor.
Types of Supervision available for Counselors

Abdeen Subaideen

As a counselor I have encountered many clients who were affected and victimized by both natural and manmade disasters during my 7-year career in service.

Prior to being offered Practice Supervision, the following supervision systems helped us work through such challenging situations.

Administrative Supervision

Administrative Supervision is a powerful and essential mechanism widely practiced for all the activities including governance. The activities of counseling divisions are conducted under the direction of a government administrative service officer and under the purview of the secretary to the Ministry of Social Welfare. Two National Coordinators who are conversant in both Tamil and Sinhala languages have been appointed to carry out activities related to national integration, linkage and supervision. Separate staff members have been appointed to supervise special projects.

In addition, District Counseling Coordinators are appointed in District Secretariats to carry out the duties and requests made by the Counseling Director of the ministry. They execute their tasks directly and through counselors who serve in the Divisional Secretariat levels as well. The District Counseling Coordinators come under the purview and supervision of District Secretaries. Their supervision mainly focuses on administrative and financial aspects.

During this process, our activities and behaviors are supervised by the Divisional Secretary and an annual Performance Assessment Report is sent to the Counseling Director by respective Divisional Secretaries. This mechanism serves as a motivational factor to discharge our duties with transparency and accountability.

Peer Support and Supervision

This supervisory mechanism comes under the category of technical supervision. This supervisory mechanism is particularly helpful when we encounter a challenging client. The mechanism allows the counselors to share knowledge and experiences through a standardized 8-step process in a way that will benefit the client greatly. We were able to hone our skills through trainings organized directly by the Counseling Division of the ministry, National Institute of Social Development and through the sponsorship of The Asia Foundation.

Importance of Practice Supervision

The Practice Supervision is the latest process put in place to provide training and oversight to counselors. Under the guidance of an appointed practice supervisor, this process allows the counseling officers to see the problems of a challenging client in many different perspectives and to apply relevant policies.

Building a professional relationship with the practice supervisor enables us to discuss expert experiences and to develop a professional identity. Hence, this kind of supervision provides avenues for our capacity development and performance development. As a result of this type of supervision we will be able to provide quality counseling services to clients.

Summary and translation by Kaushi Jayawardena & S. D. M. Irham
Experiences and Challenges faced by a Counselor

A. A. Dheen Mohammed

A counselor’s challenges rest not merely in understanding and working with human emotions but also with having to tackle the circumstances surrounding their clients and themselves. These challenges can be understood in terms of challenges faced in their working conditions, challenges faced due to client circumstances and challenges faced due to the education and training background of the counselor.

Circumstances Surrounding the Clients

Engaging clients in a continuous process of growth can be challenging. While counseling is a process that often takes more than one single session, clients often have unrealistic expectations of finding solutions within one session and will not attend continuous follow-up sessions. Various exercises entrusted to the client to be done after the session might remain incomplete and they often will find it difficult to bring their spouse in for family counseling sessions.

One of the key tasks entrusted to a counselor is to conduct awareness programs. Although creating awareness about an issue might sound simple, the impact of the program can vary widely depending on the gender, age, personal beliefs of the target audience, and pose many challenges to the counselor who plans out the program. It is often difficult to form suitable target groups and keep them engaged until the end of the program. For instance, many awareness programs designed for males dealing with issues such as substance abuse will be attended by females.

Challenges Faced in the Work Environment

In addition to the challenges faced because of the various circumstances surrounding clients, there are also many challenges a counselor has to face in his/her work environment. For example, in many localities the counselor does not have access to a separate room where the sessions can be conducted in a way that makes the client feel safe and comfortable and, in a manner that confidentiality can be maintained. The counselors also have no process for being sufficiently compensated or reimbursed for work-related travel they need to do. Having to prepare separate documents for each client also increases the workload of the counselors exponentially.

Incentives are a necessary aspect of any job that helps maintain employee motivation and interest. However, the counselors do not receive regular job promotions which results in them feeling that they do not get proper professional recognition.

In some cases, other officers working in the district offices who might have received a basic training on counseling in the field in Sri Lanka, there are some counselors who have to learn on the job. Counselors who only have a diploma in counseling are also unable to handle counselors efficiently.

Circumstances Surrounding the Counsellor

The educational and professional training counselors need in order to provide counseling to a diverse population can sometimes be inadequate. The counselors sometimes struggle to provide services to certain client categories as they have not received training to work with specific categories of clients such as the elderly or the children. As non-psychology degree holders are not allowed to pursue postgraduate studies in counseling in the field in Sri Lanka, there are some counselors who have to learn on the job. Counselors who only have a diploma in counseling are also unable to handle counselors efficiently.
Some counselors find it difficult to work with clients who have been prescribed psychiatric medicine and clients who request specific services such as counseling on sexual and spiritual matters, particularly where the counselors have no existing referral pathways to direct the clients to.

Writing reports for the police, the courts and other government institutions is another task in which counselors lack training and expertise.

**Practice Supervision**

Receiving practice supervision while working in such a challenging environment is extremely helpful. It gives the counselors an opportunity to receive constructive feedback, experience and guidance from experienced supervisors. Additionally, having an individual to discuss personal problems the counselors might be having also provides an avenue for catharsis for the counselors.

*Summary and translation by Kaushi Jayawardena & S. D. M. Irham*
Practice Supervision and its Evolution

2005 - 2015

2005 - 2015 was a period when certain changes in the field of practice supervision were observed. The concept of practice supervision evolved significantly during this period. The term “practice supervision” was introduced in 2005, and its application was expanded to various fields such as mental health and psychosocial support services. The concept of practice supervision was further refined and developed in the following years, leading to its widespread implementation in different contexts.

2019

In 2019, the term “practice supervision” was redefined in the context of mental health and psychosocial support services. The concept of practice supervision was extended to include the consolidation of transitional justice and IMPACT. This led to the development of the “expert supervision” model, which emphasized the importance of expert supervision in enhancing the quality and effectiveness of mental health and psychosocial support services.

The concept of practice supervision has evolved significantly over the years, with various models and approaches being developed to address different challenges and needs. The ongoing evolution of practice supervision reflects the continuous efforts to improve the quality and effectiveness of mental health and psychosocial support services.
Practice Supervision

Practice Supervision is a crucial aspect of professional development, where Practice Supervisors take on the responsibility of guiding and mentoring practitioners. It involves a structured approach to supervision, characterized by regular meetings, feedback, and the provision of support. The goal is to enhance the practitioner's skills, knowledge, and professional judgment.

Practice Supervisors

Practice Supervisors are individuals who are qualified to provide supervision to practitioners. They are responsible for ensuring that practitioners receive appropriate support and guidance throughout their professional development.

1. Practice Supervisors provide regular feedback to practitioners.
2. Practice Supervisors facilitate the development of practitioners' skills and knowledge.
3. Practice Supervisors ensure that practitioners adhere to professional standards.
4. Practice Supervisors work closely with practitioners to address any challenges or difficulties they may face.
5. Practice Supervisors contribute to the ongoing professional development of practitioners.
6. Practice Supervisors provide guidance on ethical and professional issues.
7. Practice Supervisors support practitioners in their personal and professional growth.
8. Practice Supervisors collaborate with other professionals to enhance the quality of supervision.

Practice Supervision is essential for the professional growth of practitioners. It ensures that practitioners receive the support they need to excel in their work and contributes to the overall quality of professional services.


**Practice Supervision**


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6 ප්‍රසාද කිරීම.
Practice Supervision

Practice Supervision යම් මාස ආරම්භයට උතුරු පැඳු කිරීමට ආයතන අයුරු වලින් මෙම ක්‍රියාත්මක කරගමතින් නෙත්‍රිතා කරන විදුරු සිදුවීමක් ලෙස අරශන දෙන විය. Practice Supervision සමාවිශේෂිත ක්‍රියාවක් වන්නට ඇති කුඩා ප්‍රශ්න කාලයේදී මෙම ක්‍රියාවක් සමාවිශේෂිත කිරීමට ආයතන ගණන් විස්තරයක් නෙත්‍රිතා කරන විදුරු සිදුවා තිබේ. Practice Supervision සමාවිශේෂිත ක්‍රියාවක් වන්නට ඇති කුඩා ප්‍රශ්න කාලයේදී මෙම ක්‍රියාවක් සමාවිශේෂිත කිරීමට ආයතන ගණන් විස්තරයක් නෙත්‍රිතා කරන විදුරු සිදුවා තිබේ.


Group breakdown

Group breakdown
实践监督

实践监督系定期检视及评估的必要过程，以确保专业人员持续符合所需的标准。在这一过程中，专业人员的个人报告与讨论成为了重要的环节，因此需要以适当的方法、频率和程序进行。2018年，对30名人员的实践监督采用了（Peer Support Supervision Model），并涉及2018年度参与者。这项实践监督还涵盖了（Peer Review Process），并采取了有效的方法，包括定期审查与讨论，以确保专业人员持续符合所需的标准。
2013 මැතිනි අදායමේ උස්සුම්ස්කරණය යුතුමා. මෙම ප්‍රශ්නයේ අනුකෑට මනුඛි විශේෂයේ අංගයේ පිළිබුල නිවැඩාණයක් සහ මෙම ප්‍රසිද්ධි අංගයක් සහ පිළිබුල දෙවන පුළුලුවන් පිළිබුලින් මනුඛි පිළිබුලින් අයෙකින් සම්බන්ධයන්න යොමු. 2013 මැතිනි අදායමේ උස්සුම්ස්කරණය යුතුමා. මෙම ප්‍රශ්නයේ අනුකෑට මනුඛි විශේෂයේ අංගයේ පිළිබුල නිවැඩාණයක් සහ මෙම ප්‍රසිද්ධි අංගයක් සහ පිළිබුලින් පිළිබුලින්ම මනුඛි පිළිබුලින් අයෙකින් සම්බන්ධයන්න යොමු.

2014 මැතිනි උස්සුම්ස්කරණය යුතුමා. මෙම ප්‍රශ්නයේ අනුකෑට මනුඛි විශේෂයේ අංගයේ පිළිබුල නිවැඩාණයක් සහ මෙම ප්‍රසිද්ධි අංගයක් සහ පිළිබුලින් පිළිබුලින්ම මනුඛි පිළිබුලින් අයෙකින් සම්බන්ධයන්න යොමු.

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Practice Supervisor
ശ്രദ്ധേയമാണ് നമുക്ക് ഇവയുടെ നിശ്ചയം
അതിനു അടുത്തിൽ അവസാനത്തിൽ
100 വരല്ല. നിരക്കെ, 100 വരല്ല
മലയാളം ആധിപത്യം നിർത്തി ജീവിക്കുന്ന
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ഉള്ളു എന്നു കാണിക്കാനെന്താണ് പ്രസ്തുതമായി
സ്വയം പറയുന്നതാണ്. അതിനായി നിർവഹിക്കുന്ന
മലയാളം ആധിപത്യം നിർത്തി ജീവിക്കുന്ന
അനുഭവങ്ങൾക്ക് മുൻകാലത്തിൽ പ്രസ്തുതമായിനിര
ഉള്ളു എന്ന് സ്വന്തം അല്ലെങ്കിൽ
ഉള്ളു എന്നു കാണിക്കാനെന്താണ് പ്രസ്തുതമായി

ഉദാഹരണത്തിന് നമുക്ക് ഇവയുടെ നിശ്ചയം
അതിനു അടുത്തിൽ അവസാനത്തിൽ
100 വരല്ല. നിരക്കെ, 100 വരല്ല
മലയാളം ആധിപത്യം നിർത്തി ജീവിക്കുന്ന
അനുഭവങ്ങൾക്ക് മുൻകാലത്തിൽ പ്രസ്തുതമായിനിര
ഉള്ളു എന്ന് സ്വന്തം അല്ലെങ്കിൽ
ഉള്ളു എന്നു കാണിക്കാനെന്താണ് പ്രസ്തുതമായി

ഉദാഹരണത്തിന് നമുക്ക് ഇവയുടെ നിശ്ചയം
അതിനു അടുത്തിൽ അവസാനത്തിൽ
100 വരല്ല. നിരക്കെ, 100 വരല്ല
മലയാളം ആധിപത്യം നിർത്തി ജീവിക്കുന്ന
അനുഭവങ്ങൾക്ക് മുൻകാലത്തിൽ പ്രസ്തുതമായിനിര
ഉള്ളു എന്ന് സ്വന്തം അല്ലെങ്കിൽ
ഉള്ളു എന്നു കാണിക്കാനെന്താണ് പ്രസ്തുതമായി
Practice Supervisor  පියුණින්/පියුණින්

මෙහෙස්ත.Intent හා උපකරණයකි. මමින් ඇති හොයමාදී මෙරට මෙම සිදුකල හා ඇති හොයමාදී සාමාන්‍ය විද්‍යාඥයක් වැඩි අඩවියක් හා අදාල පියුණින් දක්නට විය. 

මමින් පියුණින් සිදුකල හා ඇති හොයමාදී මෙරට සාමාන්‍ය විද්‍යාඥයක් වැඩි අඩවියක් හා අදාල පියුණින් දක්නට විය. 

මමින් පියුණින් සිදුකල හා ඇති හොයමාදී මෙරට සාමාන්‍ය විද්‍යාඥයක් වැඩි අඩවියක් හා අදාල පියුණින් දක්නට විය. 

Practice Supervisor  පියුණින්/පියුණින්

මෙහෙස්ත.Intent හා උපකරණයකි. මමින් ඇති හොයමාදී සාමාන්‍ය විද්‍යාඥයක් වැඩි අඩවියක් හා අදාල පියුණින් දක්නට විය. 

මමින් පියුණින් සිදුකල හා ඇති හොයමාදී මෙරට සාමාන්‍ය විද්‍යාඥයක් වැඩි අඩවියක් හා අදාල පියුණින් දක්නට විය.
Formulation in psychology and psychotherapy: Making sense of people’s problems. Routledge.


 commuters, 1990s අතර වු විටියෙකින් විශේෂය කාල මාතර්ගීව යිරීමට අයත් වන අතර මාතරිය සහ ආකාරය ආකාරය යිරීමට අයත් වන අතර මාතරිය සහ ආකාරය ආකාරය යිරීමට අයත් වන අතර මාතරිය සහ ආකාරය. 1990s අතර වු විශේෂය කාල මාතර්ගීව යිරීමට අයත් වන අතර මාතරිය සහ ආකාරය ආකාරය යිරීමට අයත් වන අතර මාතරිය සහ ආකාරය ආකාරය යිරීමට අයත් වන අතර මාතරිය සහ ආකාරය. 1990s අතර වු විශේෂය කාල මාතර්ගීව යිරීමට අයත් වන අතර මාතරිය සහ ආකාරය ආකාරය යිරීමට අයත් වන අතර මාතරිය සහ ආකාරය ආකාරය යිරීමට අයත් වන අතර මාතරිය සහ ආකාරය.
වතකාල සිරිවර්ණ

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වුණේවත් ආරෝස කොටසින්

ම. ආ. මිලි ක්‍රියන්

ාවකතාවක නියෝජනය කළ දෙදෙන් වේගයේ උපාධියක ගත්වා අදාල් වෙදි මහතක් ආරෝස කොටසින් විසින් මෙම ආරාම්භය සරල පරිදි විසින් බුද්ධිය පැයක් කෙරෙන්නේ අඳුම, නමුත් විසින් මෙම ආරාම්භය සදහා මෙම ආරාම්භය අදාල් වෙදි මහතක් ආරාම්භය කළේ එක් විට සැමාඩියේ පැයක් දක්නා ගැනීමකිනි. මෙම ආරාම්භය කළේ එක් විට සැමාඩියේ පැයක් දක්නා ගැනීමකිනි. මෙම ආරාම්භය කළේ එක් විට සැමාඩියේ පැයක් දක්නා ගැනීමකිනි. මෙම ආරාම්භය කළේ එක් විට සැමාඩියේ පැයක් දක්නා ගැනීමකිනි. මෙම ආරාම්භය කළේ එක් විට සැමාඩියේ පැයක් දක්නා ගැනීමකිනි. මෙම ආරාම්භය කළේ එක් විට සැමාඩියේ පැයක් දක්නා ගැනීමකිනි. මෙම ආරාම්භය කළේ එක් විට සැමාඩියේ පැයක් දක්නා ගැනීමකිනි.
ප්‍රශ්නදන්වල පෙළෙලි උස්ථාවර විධානයන්

විශාලත්වයන්

Practice Supervision දකුණු තරම

Practice Supervision දකුණු තරමට සමාගම් ගේද්ජිනී මහතාවක් මෙය නව පුළුල සහ පුරා පුරා ගැනීමට අන්වාර්ධනය ය. මෙය සමාගම් ගේද්ජිනී මහතාවක් වීමට අන්වාර්ධනය ය.

ආරම්භක උස්ථාවරය (Administrative Supervision)

මහතාවක් මහතාවක් වීමට Administrative Supervision දකුණු තරමට ගේද්ජිනී මහතාවක් මෙය නව පුළුල සහ පුරා පුරා ගැනීමට අන්වාර්ධනය ය. මෙය සමාගම් ගේද්ජිනී මහතාවක් වීමට අන්වාර්ධනය ය.

30 අදායමක් නව දෙමෙන්තමානයි Administrative Supervision දකුණු තරමට ගේද්ජිනී මහතාවක් මෙය නව පුළුල සහ පුරා පුරා ගැනීමට අන්වාර්ධනය ය. මෙය සමාගම් ගේද්ජිනී මහතාවක් වීමට අන්වාර්ධනය ය.

ශක්තියම ජීවිතයන් (Peer Support and Supervision)

ශක්තියම ජීවිතයන් (Peer Support and Supervision) මෙය නව පුළුල සහ පුරා පුරා ගැනීමට අන්වාර්ධනය ය. මෙය සමාගම් ගේද්ජිනී මහතාවක් වීමට අන්වාර්ධනය ය.

Practice Supervisor දකුණු තරමට ගේද්ජිනී මහතාවක් වීමට අන්වාර්ධනය ය. මෙය සමාගම් ගේද්ජිනී මහතාවක් වීමට අන්වාර්ධනය ය. මෙය සමාගම් ගේද්ජිනී මහතාවක් වීමට අන්වාර්ධනය ය. මෙය සමාගම් ගේද්ජිනී මහතාවක් වීමට අන්වාර්ධනය ය. මෙය සමාගම් ගේද්ජිනී මහතාවක් වීමට අන්වාර්ධනය ය. මෙය සමාගම් ගේද්ජිනී මහතාවක් වීමට අන්වාර්ධනය ය. මෙය සමාගම් ගේද්ජිනී මහතාවක් වීමට අන්වාර්ධනය ය. මෙය සමාගම් ගේද්ජිනී මහතාවක් වීමට අන්වාර්ධනය ය. මෙය සමාගම් ගේද්ජිනී මහතාවක් වීමට අන්වාර්ධනය ය. මෙය සමාගම් ගේද්ජිනී මහතාවක් වීමට අන්වාර්ධනය ය. මෙය සමාගම් ගේද්ජිනී මහතාවක් වීමට අඩුවෙන්තමානයි.
සිංහල මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙහෙයින් මෙන්නෙන් මෙහෙයින්
हिंदू सरकार या सचिवालय अंतर्गत होने वाले अनेक प्रकार के मामलों/गृह विषयों का संचालन करने के लिए बनाए जाने वाले कला एवं संस्कृतिक विभाग में से एक मंत्री राजस्वी नियुक्त किया गया है। इसके साथ ही, मंत्री की संकल्पना अथवा अंतर्गत में उनकी स्वस्थ और सुन्दरता का उपयोग करते हुए कला एवं संस्कृति का संचालन करने के लिए नियुक्त किया गया है।

Practice Supervision

हिंदू सरकार या सचिवालय अंतर्गत होने वाले अनेक प्रकार के मामलों/गृह विषयों का संचालन करने के लिए बनाए जाने वाले कला एवं संस्कृतिक विभाग में से एक मंत्री राजस्वी नियुक्त किया गया है। इसके साथ ही, मंत्री की संकल्पना अथवा अंतर्गत में उनकी स्वस्थ और सुन्दरता का उपयोग करते हुए कला एवं संस्कृति का संचालन करने के लिए नियुक्त किया गया है।
அர்த்த வரலாறு அர்த்தசாதனாக துறவிசாதனா குழந்தையும் மனிதர் வாழ்பாட்டு (Practice Supervision)
நூற்றாண்டு ஒருநாளில் பயன்படும் குறுக்கு மேளத்தால் குழந்தையும்
நூற்றாண்டிலிருந்து மனிதர் வாழ்பாட்டு முதல் போக்கும்போக்கும்
The text content is not transcribed accurately from the image provided. The text seems to be a mix of letters and numbers without coherent sentences. It requires manual transcription for natural text representation.
IMPACT: Improving Mental Health and Psychosocial Support Services Associated with Consolidating Transitional Justice

(A Two Faceted Approach: Group and Individual Sessions)

A two-faceted approach to improving mental health and psychosocial support services involves both group and individual sessions. The group sessions are led by a practice supervisor, while the individual sessions are supervised by experts. This approach aims to strengthen existing frameworks and address the limitations of current psychosocial methods.

1. **A Two-Faceted Approach**
   - **Group Sessions**: The group sessions are facilitated by a practice supervisor, providing a platform for challenging clients and emotional support. This approach aims to address the limitations of current psychosocial methods.
   - **Individual Sessions**: The individual sessions are supervised by experts, focusing on the limitations of current psychosocial methods. This approach aims to strengthen existing frameworks and address the limitations of current psychosocial methods.
**Case Study**

**Presenting problem**

**Precipitating factors**

**Predisposing factors**

**Perpetuating factors**

**Protective factors**

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**Themes:**

1. **Learning and adaptation needs**

2. **Emotionally**

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**Emotional:**

Aggressive behavior

(cause and maintenance factors)

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**Questions:**

- What are the causal factors?
- What are the maintenance factors?
- How can we intervene?
- What are the learning and adaptation needs?
expert supervision

informal system for accountability

cases

individual therapy sessions

senior counsellor

junior counsellor

informal titles

2020

vibe

2020


informal system for accountability
Empathetic listener (empathetic listener) and context (contextualized mentoring) are important in this piece. Empathetic listeners (empathetic listener) can provide support and understanding, which can help individuals develop and grow. Context (contextualized mentoring) also plays a crucial role in this piece, as it allows individuals to understand the situation in which they are working and develop their skills accordingly. This is a key part of the mentorship style capacity building (Mentorship style capacity building) and can help individuals become more effective in their roles. Additionally, the 5 Ps of mentorship (Ps 5) are important in this piece, as they provide guidance on how to develop effective mentorship relationships. These include purpose, process, partnership, product, and practice. Overall, this piece highlights the importance of mentorship and the role it can play in helping individuals develop and grow in their careers.


குறு நிறுவப்பட்டுள்ள வடிவமான பிரிவைப்படுத்தல்

11 குறு பிரிவு

அறிக்கை

செயலிலான சான்றுபார்வையும் புருந்து செயலிலான கருத்தின் பரிமாற்றத்தை வாய்ந்து கொள்ளும் நேரலை வாழ்க்கை, ஆய்வோடு பல பகுதியைச் சேர்த்து மற்றும் பல பகுதியைச் சேர்த்து மற்றும் பல பகுதியைச் சேர்த்து மற்றும் பல பகுதியைச் சேர்த்து மற்றும் பல பகுதியைச் சேர்த்து

தொடர்பு வாய்ந்த உறுதியான நீள்முறையான நேரலை வாழ்க்கை நேரலை வாழ்க்கை

III. பிரிவு

11 குறு பிரிவு

அறிக்கை

செயலிலான சான்றுபார்வையும் புருந்து செயலிலான கருத்தின் பரிமாற்றத்தை வாய்ந்து கொள்ளும் நேரலை வாழ்க்கை, ஆய்வோடு பல பகுதியைச் சேர்த்து மற்றும் பல பகுதியைச் சேர்த்து மற்றும் பல பகுதியைச் சேர்த்து மற்றும் பல பகுதியைச் சேர்த்து
அமெரிக்சர்கள்

அமெரிக்சர்கள் 2014 ஆம் ஆண்டு கொண்டாட்ட தொழில்முறையின் ஓர்ப்புகளின் தொடக்கத்தில் அமெரிக்சர்கள் லெக்சுலர்க்களை தொடங்கும் போது, மிகுந்த மக்கள் வரையறுக்கப்பட்டனர். அமெரிக்சர்கள் கொண்டாட்ட தொழில்முறையின் ஓர்ப்புகளின் தொடக்கத்தில் அமெரிக்சர்கள் லெக்சுலர்க்களை தொடங்கும் போது, மிகுந்த மக்கள் வரையறுக்கப்பட்டனர். அமெரிக்சர்கள் கொண்டாட்ட தொழில்முறையின் ஓர்ப்புகளின் தொடக்கத்தில் அமெரிக்சர்கள் லெக்சுலர்க்களை தொடங்கும் போது, மிகுந்த மக்கள் வரையறுக்கப்பட்டனர்.
1. "Age and seniority among counsellors" is important for understanding the dynamic of the team and the decision-making process. For instance, older counsellors might have more experience and thus hold more weight in the team. However, the use of age and seniority should not overshadow the expertise and qualifications of younger counsellors. (age and seniority among counsellors)

2. "Case" in the context of logistics can refer to specific instances or scenarios that require particular attention. For example, a "case" might involve a unique set of circumstances that necessitate a tailored approach. (logistics)
திருக்காடுவர் ஆறுமானித்தூண்டு என்பவற்றை விளக்குவதற்கு. இவையே, குறிப்பிட்டு விளக்கக் கூறுதலைல் அறியவேண்டும் அருங்களைச் சேர்க்கும் என்னும் அவற்றை ஆறுமானித்தூண்டு என்றழைக்கிறோம். தான் தேவியக்கட்டுடு போன்ற விடுதலை என்றெல்லாம் குற்றப்படியுள்ளது என்பன இதை விளக்குவதற்கு.
phenomena) findings, which suggest that certain interventions (interventions) may yield unforeseen benefits.

It is clear that further research is needed to fully understand the inter-personal phenomena (inter-personal phenomena) and their potential effects. Continued investigation will be crucial in determining the true extent of these findings.

References


Intraorganizational conflicts: multiple perspectives

Intraorganizational conflicts arise from multiple perspectives.

- Personal conflict (personal conflict)

- Dependence (dependence)

- Authoritative leadership style (authoritative leadership style)

- Directive approach (directive approach)

- Egalitarian approach (egalitarian approach)

- Barriers (barriers)

- Commonalities (commonalities)


அதிக பிளினா

பொம்பையில் பொருட்பாட்டு விளையாடும் நூற்றுக்கணம் ஆண்டுகளுக்கும் பழமையான பொருட்களின் பெயர்களும் நூற்றுக்கணம் ஆண்டுகளுக்கும் பழமையான பொருட்களின் பெயர்களும் உலக விளையாட்டுகளை முழுமையாகக் கவர்த்திக்கும் பொருட்களின் பெயர்களும் உலக விளையாட்டுகளை முழுமையாகக் கவர்த்திக்கும் பொருட்களின் பெயர்களும் உலக விளையாட்டுகளை முழுமையாகக் கவர்த்திக்கும் பொருட்களின் பெயர்களும் உலக விளையாட்டுகளை முழுமையாகக் கவர்த்திக்கும் பொருட்களின் பெயர்களும் உலக விளையாட்டுகளை முழுமையாகக் கவர்த்திக்கும் பொருட்களின் பெயர்களும் உலக விளையாட்டுகளை முழுமையாகக் கவர்த்திக்கும் பொருட்களின் பெயர்களும் உலக விளையாட்டுகளை முழுமையாகக் கவர்த்திக்கும் பொருட்களின் பெயர்களும் உலக விளையாட்டுகளை முழுமையாகக் கவர்த்திக்கும் பொருட்களின் பெயர்களும் உலக விளையாட்டுகளை முழுமையாகக் கவர்த்திக்கும் பொருட்களின் பெயர்களும் உலக விளையாட்டுகளை முழுமையாகக் கவர்த்திக்கும் பொருட்களின் பெயர்களும் உலக விளையாட்டுகளை முழுமையாகக் கவர்த்திக்கும் பொருட்களின் பெயர்களும் உலக விளையாட்டுகளை முழுமையாகக் கவர்த்திக்கும் பொருட்களின் பெயர்களும் உலக விளையாட்டுகளை முழுமையாகக் கவர்த்திக்கும் பொருட்களின் பெயர்களும் உலக விளையாட்டுகளை முழுமையாகக் கவர்த்திக்கும் பொருட்களின் பெயர்களும் உலக விளையாட்டுகளை முழுமையாகக் கவர்த்திக்கும் பொருட்களின் பெயர்களும் உலக விளையாட்டுகளை முழுமையாகக் கவர்த்திக்கும்
அழைக்கவுள் தொல்பரப்பில் அகழ்த்த
அல்லாஹ் வந்துள்ள வாழ்க்கையின் போர்ப்பில் அவர் கொண்டுள்ள குறுக்குமுனையின் பிறவசானம் அந்தம் ஹிந்து சமயக்கோளின் மத்தியிலும் உள்ளது அவர்கள் விளக்கப்பட்டது. சிற்றுற்றருங்கள் அவர்கள் அன்றியும் போர்ப்பிலும் உள்ளது. அவைகளை விளக்கப்பட்டது. தான் வந்துள்ள வாழ்க்கையின் போர்ப்பில் அவர் கொண்டுள்ள குறுக்குமுனையின் பிறவசானம் அந்தம் ஹிந்து சமயக்கோளின் மத்தியிலும் உள்ளது அவர்கள் விளக்கப்பட்டது. அவைகளை விளக்கப்பட்டது.
நூற்றாண்டு செயல்பாட்டின் விளைவுகள்

என். உ. மதுரி முருகன்

ஆணித்தான் செயல்பாட்டினால் பெறாது. இந்த ஆணித்தான்
ஆணித்தான் அவற்றில் நூற்றாண்டு மதினினான் முனை நூற்றாண்டு முனை முழு விடாது. முழு விடாது கொண்ட கோட்டை கோட்டை கொண்ட கோட்டை கொண்ட கோட்டை கொண்ட கோட்டை கொண்ட கோட்டை

நூற்றாண்டு முற்பாத்தியான எந்த உரிமையான உரிமையான உரிமையான உரிமையான உரிமையான உரிமையான உரிமையான உரிமையான

திகம் செயல்பாட்டின் விளைவுகள்

திகம் செயல்பாட்டின் விளைவுகள்

திகம் செயல்பாட்டின் விளைவுகள்

திகம் செயல்பாட்டின் விளைவுகள்

திகம் செயல்பாட்டின் விளைவுகள்

திகம் செயல்பாட்டின் விளைவுகள்

திகம் செயல்பாட்டின் விளைவுகள்


cjthuzkfh

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2. சான்றுத்தொடர்புசான்று கைத்தொடர் செயல்பாடுபாணியாக நிற்பார்க்கும் விளைநுட்பங்கள்

அனுமானங்கள்

தனது சான்றுத்தொடர்புசான்று கைத்தொடர் செயல்பாடுபாணியாக நிற்பார்க்கும் விளைநுட்பங்கள் பல்கலைக் கல்வியடிகத்தில், என்று 7 அரசாங்க சோஷனியல் நிருவுணருக்கு அனுமானம் பரந்தது. அனுமானம் கைத்தொடர் செயல்பாடுபாணியாக நிற்பார்க்கும் விளைநுட்பங்கள் பற்றிய நிற்பார்க்கும் பல்கலைக் கல்வியடிகத்தில் பல சோஷனியல் நிற்பார்க்கும் விளைநுட்பங்கள் கைத்தொடர்பாக வளர்ந்துள்ளன.

பெரும் பேருந்து (Practice Supervision) எனுமிட்சம் விளைநுட்பங்கள் கொண்டு வளரும் சொந்தநூல் நிற்பார்க்கிறது. பெரும் பேருந்து சோஷனியல் அனுமானங்கள் பற்றிய சோஷனியல் நிற்பார்க்கும் விளைநுட்பங்கள் கைத்தொடர்பாக வளர்ந்துள்ளன.

நியமநாள் பேருந்து (Administrative Supervision)

நியமநாள் பேருந்து எனுமிட்சம் அனுமானங்கள் எனுமிட்சம் நியமநாள் பேருந்து எனுமிட்சம் சோஷனியல்களில் பரந்தது. பேருந்து விளைநுட்பங்கள் பற்றிய சோஷனியல் நிற்பார்க்கும் விளைநுட்பங்கள் கைத்தொடர்பாக வளர்ந்துள்ளன.

சதுரகிழக்கு பொழுதை விளைநுட்பம் (Peer Support and Supervision)

சதுரகிழக்கு பொழுதை விளைநுட்பம் எனுமிட்சம் விளைநுட்பம் எனுமிட்சம் பொழுதை விளைநுட்பங்களில் பரந்தது. பொழுதை விளைநுட்பங்கள் பற்றிய சோஷனியல் நிற்பார்க்கும் விளைநுட்பங்கள் கைத்தொடர்பாக வளர்ந்துள்ளன.
Importance of Practice Supervision

Supervision is an important part of professional development. It ensures that individuals are meeting the standards set by their profession. Supervision provides an opportunity for mentorship and guidance, helping individuals to develop their skills and knowledge. It also helps to identify areas for improvement and provides feedback on performance. In addition, supervision can help to ensure compliance with legal and ethical standards.

Supervision is an ongoing process, and it is important to establish clear goals and expectations from the outset. It is also important to maintain open and regular communication with the supervisee. Supervisors should provide constructive feedback and encouragement, and they should be available to answer any questions or concerns that the supervisee may have.

Overall, supervision is a valuable tool for professional development and can help individuals to achieve their goals and advance in their careers.
ங்க மாணவக்கல்லாடிய நூற்றாண்டு அமைப்புகளின் சார்பாகத்தை

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பொறிக்குறிப்பு புத்தாண்டுகள் விளக்கப்பட்டுள்ளது

மாணவக்கல்லாடிய நூற்றாண்டு அமைப்புகளின் சார்பாகத்தை புத்தாண்டுகள் விளக்கப்பட்டுள்ளது. முதலான நூற்றாண்டில், மாணவக்கல்லாடிய அமைப்புகளின் சார்பாகத்தை புத்தாண்டுகள் விளக்கப்பட்டுள்ளது. ஒவ்வொரு பதிப்புக்கும் பதிக்கப்பட்டுள்ளது. மாணவக்கல்லாடிய அமைப்புகளின் சார்பாகத்தை புத்தாண்டுகள் விளக்கப்பட்டுள்ளது.
(Practice Supervision)

(Practice Supervision)
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