

# ICCP 2019



4<sup>th</sup> International Conference on Counselling,  
Psychotherapy and Wellness and the 5<sup>th</sup> Congress of  
the Society for Integrating Traditional Healing into  
Counselling Psychology, Psychotherapy and Psychiatry.

3 – 6 January, 2019

CHRIST (Deemed to be University)

Bengaluru

India



# PROGRAMME

## **ACADEMIC PARTNERS**

Society for Integrating Traditional Healing into Counselling Psychology,  
Psychotherapy and Psychiatry.

Centre for Intercultural Education, University of Verona, Italy.

Centre for Diversity in Counselling and Psychotherapy, OISE, University  
of Toronto, Canada.

Centre for Youth Engagement, University of Massachusetts, Amherst,  
USA.

Miami University , Oxford, Ohio, USA.

Centre for Diversity in Counselling and Psychotherapy, University of  
Western Cape, South Africa.

SUKRUT, Psychotherapeutic Centre, Bengaluru, India.

Mary Seacole Research Centre, De Montfort University, Leicester , UK.

University of Malaysia, Sabah, Malaysia.

# Message



UNIVERSITY OF TORONTO  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION



ICCP 2019

4<sup>th</sup> International Conference on Counselling, Psychotherapy & Wellness

3-6, January, 2019

CHRIST University, Bengaluru, India

It is a great honour for the Ontario Institute for Studies in Education to be a co-partner in the 4<sup>th</sup> International Conference on Counselling, Psychotherapy and Wellness. We are extremely proud of our long-standing relationship with this Conference, and with the professional colleagues that play such an important role in advancing research in this field. Mental health has become a truly global issue of concern, and international contributions to our understanding of counselling and wellness are essential. I would like to express my sincere gratitude to the leadership of Christ University for hosting this important forum, and I wish all of the participants the very best as they engage in meaningful dialogue and productive conversation.

A handwritten signature in black ink, appearing to read 'Glen A. Jones'.

Glen A. Jones, Ph.D.

Professor and Dean

Ontario Institute for Studies in Education

University of Toronto

# Message



## Dear Congress Participants,

It gives me immense pleasure to welcome you all to the 4<sup>th</sup> International Conference on Counseling, Psychotherapy and Wellness, hosted by the Department of Psychology, CHRIST (Deemed to be University). It is an important season for us here at CHRIST, as we are celebrating our Golden Jubilee this year, and we are honored to have you with us at this special time.

This is the third time we are hosting this conference at CHRIST, with the active collaboration of our partnering institutions, Ontario Institute for Studies in Education, University of Toronto, Centre for Intercultural Studies, University of Verona and Centre for Youth Engagement, University of Massachusetts and all other academic partners. We are thankful to all these institutions for their contributions and for bringing their knowledge, resources and expertise to this conference.

The theme of the conference Counselling, Psychotherapy and Wellness is extremely relevant in the face of an everchanging economic, social and cultural context, and I hope that the academic exchanges and sharing of knowledge from the East and the West can enhance the practice of counselling and psychotherapy across the globe.

I hope that this congress will take us closer understanding to local and global challenges that we face as one human community and suggest perspectives to enable greater interconnected living.

Best wishes,

Dr. Fr. Thomas C Mathew  
Vice -Chancellor  
CHRIST (Deemed to be University)

# Welcome

## **ICCP 2019 Conference Secretariat**

### **Dear Colleagues and Scholars,**

We are honored to welcome you to the 4<sup>th</sup> International Conference on Counselling, Psychotherapy and Wellness, the 5<sup>th</sup> Congress of the Society for Integrating Traditional Healing into Counselling, Psychology, Psychotherapy and Psychiatry and the 6th International conference of SUKRUT.

The conference, fourth of its kind, seeks to create a platform to share research and practise in counselling and psychotherapy and traditional healing practices within a context of multiculturalism and diversity.

Thank you for responding to the invitation be part of this event. These conferences create a platform to share research and practice in counselling and psychotherapy and traditional healing practices within a context of multiculturalism and diversity.

We are also delighted that the conference has given rise to several meaningful academic collaborations between institutions and individuals. We hope that this conference will provide more of these opportunities to connect with each other.

There are several opportunities to socialize and get to know each other: the gala dinner on the 4<sup>th</sup>, the cultural evening and for the visiting International delegates a couple of sightseeing and shopping trips.

We are grateful to all the supporting institutions from different parts of the world who have contributed by way of keynotes and academic linkages. We are also grateful for the support received from the Leadership of Ontario Institute for Studies in Education and CHRIST (Deemed to be University). We look forward to an engaging and fulfilling experience at this conference.

Roy Moodley, PhD

Tony Sam George, PhD

(Conference Chairs)

## Special Invitees and Guests

### Tyrone Brian Pretorius



Professor Tyrone Brian Pretorius is the 7th Rector and Vice-Chancellor of the University of the Western Cape (UWC).

His career history reflects extensive leadership experience in higher education. At UWC he moved through the ranks from being an Academic Assistant, to being appointed as Lecturer, Senior Lecturer, Associate Professor, Professor, Head of Department, Senior Professor and Dean of the Faculty of Community and Health Sciences. In 2001 he was appointed as Deputy Vice-Chancellor: Academic, a position which he held until 2005.

Following his career at UWC, Prof Pretorius was appointed as President and Pro Vice-Chancellor of Monash South Africa, the local campus of Monash University, Australia. In 2013 the University of Pretoria appointed him as Vice-Principal (Academic), responsible for Teaching and Learning as well as planning and resource allocation.

Prof Pretorius is a Psychologist by training who earned his BA, BA (Honours) and Master of Arts (Psychology) degrees from UWC. He has published extensively in respected national and international journals in the fields of career psychology, coping, stress, statistics and research methodology. In addition, he has served as a journal editor, and authored and co-authored a number of books, monographs and chapters in books. He has been honoured by the Psychology Society of South Africa for his contribution to the discipline. He also participated in the Yale Southern Africa Fellowship programme (Yale University) and completed a Strategic Leadership Programme at Oxford University. He also holds two Doctoral degrees, a DPhil from UWC and a PhD from the University of the Free State.

He is an Emeritus Professor at Monash University in Australia. He is also President of University Sport South Africa and Chairman of the Board of University Sports Company.

### Nicole Girard



Nicole Girard, Consul General for Canada, Bengaluru, India.

Nicole Girard was named Consul General of Canada to Bangalore in October 2018. Nicole has over 10 years executive leadership experience in the Canadian government overseeing significant policy reform and managing major overseas Canadian migration operations.

A graduate with a BA in Law from Carleton University, she began her career in the Canadian government in 1989 when she joined the Department of Employment and Immigration and where she held various assignments in Ottawa related to immigration enforcement, strategic policy and refugee policy. In her most recent headquarters position, she was Director General of Citizenship and Multiculturalism policy. She served in Beijing from 2015 to 2018 as Migration Program Manager and Area Director for North Asia and Oceania, with oversight of Canadian migration programs in eight offices, including those in China, Japan, South Korea and Australia. Nicole is the recipient of 10 Canadian public service awards including a Deputy Minister's award for her leadership on comprehensive reform of Citizenship legislation. Early in her career, Nicole co-founded a successful small business. Nicole speaks English, French and Italian. She is married, and is the parent of one child who is a university student.

## Diya Dutt



Dr. Diya Dutt joined the United States-India Educational Foundation (USIEF) as Deputy Director in September 2008. She is responsible for supervising the administration of the Fulbright and Fulbright-Nehru program for Indian citizens, 21<sup>st</sup> Century Knowledge Initiative grants and the four USIEF offices in Chennai, Hyderabad, Kolkata and Mumbai.

She began her career as a policy analyst with the University of Illinois-Urbana Champaign in the area of higher education administration. She moved to Chicago to work as a Statistical Consultant with a reputed Cancer Research Institute. After returning to India, Dr. Dutt worked with different organizations--Confederation of Indian Industry (CII), British High Commission and Canadian High Commission-- in the area of trade and development. From 2004-2008, she was a cultural affairs specialist with the Public Affairs Section, U.S. Embassy, Delhi.

She has contributed articles on education and medical research in international referred journals. Diya holds a doctorate degree in Political Science from the University of Cincinnati, Ohio.

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Complete book of abstracts , Photographs of all sessions and speakers can be downloaded from [www.iccp2019.com](http://www.iccp2019.com)



## CONFERENCE PROGRAMME

2<sup>nd</sup> January 2019

10.00 -16.00	Pre conference workshop: Harnessing Creativity & Spirituality with Hypnosis <i>Scott Hoye &amp; David Paul Smith</i>	Sky View, Central Block Level 10
18.00	Welcome Reception and Dinner	BHM Restaurant
<b>DAY 01: 3 January 2019</b>		
08.00	<b>Registration</b>	Block IV, Zero Floor
09.00	<b>Inauguration</b>	KE Auditorium Block IV, 5 <sup>th</sup> Floor
	<p><b>Welcome</b> Dr Tony Sam George (CHRIST Deemed to be University) Dr Nina Josefowitz (OISE, University of Toronto)</p> <p><b>Inaugural Address</b>  Dr Fr Thomas C Mathew, Vice Chancellor , CHRIST (Deemed to be University)</p> <p><b>Address by Guest of Honor</b>  Ms. Nicole Girard, Consul General for Canada, Bengaluru</p> <p><b>Keynote Address</b> Prof. Tyrone Brian Pretorius, Rector and Vice Chancellor, University of Western Cape, South Africa</p>	
9.45	<b>Panel Keynote: Psychotherapeutic Healing Practices</b>	KE Auditorium
	<p><b>Positive Psychotherapy: An Integrative Transcultural Approach to Counseling and Therapy</b> <i>Andre Marseille</i></p> <p><b>North American Indigenous Psychology: The Integration of Western and Traditional Practices</b> <i>Jeff King</i></p> <p><i>Chair: David Paul Smith</i></p>	
10.40	<b>Tea</b>	KE Auditorium Foyer
<b>Symposium: Culture, Masculinity and Well Being</b>		
10.55	<p><b>Therapeutic and Wellness Benefits of the "Life Review" Process for Diverse Populations</b> <i>Lin Langley and Curt Shelton</i></p> <p><b>Counselling Male Clients: A Cross Cultural Approach to Therapy</b> <i>Marv Westwood</i></p> <p><i>Chair: Rachel Tribe</i></p>	
12.00	<b>Golden Jubilee Keynote</b>	KE Auditorium
	<p><b>Cross Cultural Issues in the Cognitive Behavioral Treatment of Depression</b> <i>Nina Josefowitz</i></p> <p><i>Chair: Varghese K J</i></p>	
12.20	<b>Lunch</b>	BHM Restaurant, Level Zero, Block IV & Basement , KE Hall



13.15	<b>Panel Keynote: Global South Psychologies</b>	KE Auditorium
	<p><b>Global Psychologies, Mental Health and the Global South</b> <i>Suman Fernando (on video)</i></p> <p><b>Introducing Global South Psychologies</b> <i>Roy Moodley</i></p> <p><b>Africa meets West: The Integration of African Indigenous and Western Knowledge in Psychology</b> <i>Mokgadi Moletsane</i></p> <p><b>Concepts of Self and Indigenous Approaches to Well- Being in East Asian Cultures</b> <i>Boon- Ooi Lee</i></p> <p><i>Chair: Anil Pinto</i></p>	
14.45	<b>Panel Keynote: Traditional Healing Practices and Psychotherapy</b>	KE Auditorium
	<p><b>Indian Healing Traditions in Mental Health /Traditional Healing Practices from India</b> <i>Meetu Khosla</i></p> <p><b>The Potential for Psychotherapeutic Healing and Wounding in a Guru Disciple Relationship</b> <i>Josna Pankhania</i></p> <p><b>Shifting and Transforming the Practice of Audiology: The Inclusion of Traditional Healing</b> <i>Dhanashree Pillay</i></p> <p><i>Chair: Roy Moodley</i></p>	
16.15	<b>Tea</b>	KE Auditorium Foyer
16.30	<b>Town Hall Seminars and Oral Scientific Sessions</b>	
	<b>Town Hall Seminars (TH)</b>	
	<p><b>TH-01: Psychotherapeutic Healing Practices</b> <i>Lin Langley, Jeff King, Curt Shelton, Marvin Westwood</i></p> <p>Discussant: Rachel Tribe</p>	601, Block IV, Level 6
	<p><b>TH-02: Research in Counselling and Psychotherapy</b> <i>Nina Josefowitz, Andre Marseille</i></p> <p>Discussant: David Paul Smith</p>	602, Block IV, Level 6
	<p><b>TH-03: Traditional Healing Practices and Psychotherapy</b> <i>Meetu Khosla, Josna Pankhania, Dhanashree Pillay</i></p> <p>Discussant: Abraham Khan</p>	603, Block IV, Level 6
	<p><b>TH-04: Global South Psychologies</b> <i>Roy Moodley, Mokgadi Moletsane, Boon-Ooi Lee</i></p> <p>Discussant: Varghese K J</p>	604, Block IV, Level 6
	<b>Oral Concurrent Scientific Session (OSP 1-7)</b>	501-508, Block IV, Level 5
<b>OSP 1</b>	<b>Evidence based Practice</b>	
<b>Venue</b>	<b>Room 501, Block IV, Level 5</b>	
<b>Moderator</b>	<b>Sunitha Mathai</b>	
<b>OSP 1.1</b>	Psychometric properties of the Evidence-Based Practice Attitudes Scale (EBPAS) among South African mental health care providers working with trauma <i>Anita Padmanabhanunni</i>	
<b>OSP 1.2</b>	A literature review on child sexual abuse prevention: Scoping the benefits of including mothers in intervention programs <i>Bhagyalakshmi K.C</i>	
<b>OSP 1.3</b>	I'm a survivor: Precautionary behaviours, emotions and attitudes to stabilize relationship security <i>Rachel Jayaseelan, Tony Sam George, Baiju Gopal</i>	
<b>OSP 1.4</b>	Psychological Distress and Self- Compassion among young adults <i>Sherin Lee Thomas, S. Thenmozhi</i>	

<b>OSP 2</b>	<b>Theories and Techniques in Counselling /Recent advances in counselling and Psychotherapy</b>
<b>Venue</b>	<b>Room 502, Block IV, Level 5</b>
<b>Moderator</b>	<b>Madhavi Rangaswamy</b>
<b>OSP 2.1</b>	Exploring the Psychotherapeutic Potential of Horse Riding <i>Shubhanginidevi Jhala, Salome Divya Vijaykumar</i>
<b>OSP 2.2</b>	Healing Through Play (Therapy: A Study on the scope of play therapy) <i>Rajika Kurup</i>
<b>OSP 2.3</b>	A Disaster related well-being: The role of PFA <i>Greeshma Antony, Amalu Krishna</i>
<b>OSP 2.4</b>	Mind Body Connection: Review of Recent Research <i>Sidhyartha Mukherjee, Nimisha Rastogi</i>
<b>OSP 2.5</b>	Cognitive Flexibility and Cognitive Distortion in Adaptive and Maladaptive Humour Styles: An Exploration <i>Jemimah Johnson, Padma Kumari</i>
<b>OSP 3</b>	<b>Research in Counselling and Psychology /Supervision in Counselling</b>
<b>Venue</b>	<b>Room 503, Block IV, Level 5</b>
<b>Moderator</b>	<b>Santhosh KR</b>
<b>OSP 3.1</b>	Do Indians Cope Differently? Insights from a Study of Cancer Caregivers <i>Shoma Chakrawarty, Dhanalakshmi D</i>
<b>OSP 3.2</b>	Perspectives of Mothers and Adolescents on Nagging <i>Sneha CS &amp; Madhavi Rangaswamy</i>
<b>OSP 3.3</b>	A Biopsychosocial Model of Animal Assisted Interventions <i>Unnati Hunjan</i>
<b>OSP 3.4</b>	Implications of family functioning and excessive use of technology in research and practice: A literature review <i>Ashwini Tadpatrikar</i>
<b>OSP 3.5</b>	Attitude towards Seeking Professional Counselling Help Among College Students <i>Aroline Tom</i>
<b>OSP 4</b>	<b>Diversity issues (gender, religion, class, caste, sexual orientation, special groups)</b>
<b>Venue</b>	<b>Room 504, Block IV, Level 5</b>
<b>Moderator</b>	<b>Jayasankara Reddy</b>
<b>OSP 4.1</b>	Society: Changing mirror of diversity <i>Anshu Shaji, Bhumika Prajapati</i>
<b>OSP 4.2</b>	Discrimination of the Marwari community in Sikkim: An exploration using secondary data <i>Bhasker Malu</i>
<b>OSP 4.3</b>	Exploring relationship between Androgyny and homosexuality <i>Bhumika Hada</i>
<b>OSP 4.4</b>	Understanding Blame Attributions in Rape among Legal Professionals <i>Dhanya Charly, K Jayasankara Reddy</i>
<b>OSP 4.5</b>	Evaluating the Social Determinants and Causes of Deviant Behaviors among Institutionalized Female Children <i>Deepika Theagarajan, Thenmozhi S, Siddharth Theagarajan</i>
<b>OSP 5</b>	<b>Integrating traditional and indigenous healing practices into counselling and psychotherapy</b>
<b>Venue</b>	<b>Room 505, Block IV, Level 5</b>
<b>Moderator</b>	<b>Sangeetha Thomas</b>
<b>OSP 5.1</b>	Integrating traditional healing practices with Cognitive Therapy: The attitude and perceived effectiveness in the clients <i>Elizabeth Sarah George</i>
<b>OSP 5.2</b>	Application of Consciousness Threshold in Therapy <i>Megha Jain</i>
<b>OSP 5.3</b>	Understanding the Various Perspectives on Traditional Healing Practices <i>Yashi Goel, Vaishnavi Joshi, Meetu Khosla</i>
<b>OSP 5.4</b>	Integrating traditional and indigenous healing practices into counselling and psychotherapy in Nagaland, India <i>Ningsangrenla Longkumar</i>
<b>OSP 6</b>	<b>Religion, spirituality, and transpersonal approaches</b>
<b>Venue</b>	<b>Room 507, Block IV, Level 5</b>
<b>Moderator</b>	<b>Smitha AG</b>
<b>OSP 6.1</b>	Use and Perceived Helpfulness of Metaphors in Dang-Ki (Chinese shamanism) Healing <i>Shiang Hann Andy Sim</i>
<b>OSP 6.2</b>	Assessment Effect of Spiritual Counseling in Cases of Anxiety and Depression in Addition to Standard Pharmacological Agents <i>Kaveri Joshi</i>
<b>OSP 6.3</b>	Relationship between Spiritual and Emotional intelligence with Valued living in undergraduate students <i>Vincy Joseph</i>
<b>OSP 6.4</b>	Sleep Practices of iGen: The quantitative analysis along with suggestive techniques <i>Surbhi Sanghvi</i>

<b>OSP 7</b>	<b>School and Adolescent Mental Health/ Coping and Resilience</b>	
<b>Venue</b>	<b>Room 508, Block IV, Level 5</b>	
<b>Moderator</b>	<b>Angela Ann Joseph</b>	
<b>OSP 7.1</b>	Flourishing through Character Strengths: A Conceptual Positive Schooling Model <i>Aneesh Kumar, Fahima Mohideen</i>	
<b>OSP 7.2</b>	Intercultural Competence at School: The Role of the Organizational Contexts <i>Marta Milani</i>	
<b>OSP 7.3</b>	The Impact of Future Time Perspective and Student Engagement in Academic Performance among Adolescents. <i>Jiji N Johnson, Mareena Wesley</i>	
<b>OSP 7.4</b>	Parent Adolescent Communication in Relation to Personality type and Suicidal Ideation <i>Anju S, Baiju Gopal</i>	
<b>OSP 7.5</b>	Exploring the Impact of Social Comparison on Suicidal Ideation among Adolescents <i>Mahima Khera</i>	
<b>Conversation Sessions</b>		
<b>Venue</b>	<b>Room 401, Block IV, Level 4</b>	
<b>Moderator</b>	<b>Scott Hoye</b>	
<b>CS-01</b>	Working with Threshold Concepts in the Helping Professions <i>Karleah Harris, Jonathan Trauth, Carolyn Slotten</i>	
<b>CS-02</b>	Demystifying Mindfulness <i>Manjula M Y</i>	
<b>CS - 03</b>	Diversity issues among Adolescents living with HIV - A Snehagram Model <i>Sreenath K, Sudhesh N.T</i>	
18.30	<b>Walking Tour of Christ University Campus and Dharmaram Vidya Kshetra (optional)</b>	Assemble on the ground floor of the KE Auditorium Building
19.00	<b>Dinner</b>	BHM Restaurant
<b>DAY 02: 4 January 2019</b>		
<b>08.30</b>	<b>Panel Keynote: Religion, Spirituality and Mental Health</b>	<b>KE Auditorium</b>
	<p><b>" A Curse from God." Psychological distress, Spirituality and Mental Health.</b> <i>Deone Curling</i></p> <p><b>Finding Objectified and Nonobjectified God Images in All Things</b> <i>Konrad Noronha</i></p> <p><b>Yogic Trance or Trance Logic?</b> <b>Making Space for Spirituality in the Scientific Field of Psychotherapy</b> <i>Scott Hoye</i></p> <p><b>Xhosa Traditional Healers' Beliefs About Maladaptive Aggression</b> <i>Sindiswa Stofile</i></p> <p><i>Chair: Viju P D</i></p>	
10.10	<b>Tea &amp; Poster Session</b>	KE Auditorium Foyer
<b>10.30</b>	<b>Panel Keynote: Recent Advances in Counselling and Psychotherapy</b>	<b>KE Auditorium</b>
	<p><b>Searching for a Swagger - Women's Agency in Culture and in Psychoanalysis</b> <i>Amrita Narayanan</i></p> <p><b>How Qualitative Data Analysis Happens: Moving Beyond "Themes Emerged"</b> <i>Elise Radina</i></p> <p><b>Arts-based engagement ethnography: Culturally sensitive research and community partnerships</b> <i>Anusha Kassin</i></p> <p><i>Chair: Manab Bose</i></p>	
12.00	<b>Lunch</b>	BHM Restaurant, Level Zero, Block IV Basement, KE Hall

11.30	<b>Panel Keynote: Diversity, Culture and Practise</b>	KE Auditorium
	<p><b>LAT (Living Apart Together) Transnational Couples: Promoting Mental Health and Well-being</b> <i>Rashmi Singla</i></p> <p><b>LGBTQ youth's experiences and perceptions of the South African Education System</b> <i>Fredrick Sylvester</i></p> <p><b>Applications of Cognitive Bias Modification: Looking Back and Looking Forward</b> <i>Elise M. Clerkin, Joshua C. Magee, E. Marie Parsons, Tony Wells, Courtney Beard, &amp; Nancy Barnett</i></p> <p><b>Loneliness, Social Anxiety, Social Influence and Addiction that contributes to online Social Networking: A study among adolescent in Malaysia</b> <i>Balen Radhakrishnan</i></p> <p>Chair: Vaishali Raval</p>	
13.00	<b>Lunch</b>	BHM Restaurant, Level Zero, Basement, KE Hall Block IV
14.00	<b>Journal Meeting</b>	
14.30	<b>Panel Keynote : Integrating Western and Eastern Healing Traditions</b>	KE Auditorium
	<p><b>Intercultural Education and Intercultural Competencies in Counselling</b> <i>Agostino Portera</i></p> <p><b>Oishii – Japanese Delicious Moment therapy</b> <i>Mami Yanai &amp; Ted Lo</i></p> <p><b>Re-Focusing Religious Experience in Psychotherapy: From Delusion to Creative Positive Imagination</b> <i>Joseph George</i></p> <p>Chair: Lijo Thomas</p>	
16.00	<b>Tea</b>	KE Auditorium Foyer
16.15	<b>Town Hall Seminars &amp; Specialist Workshops</b>	
	<b>Town Hall Seminars</b>	
	<p><b>TH-05: Religion, Spirituality and Mental Health</b> <i>Deone Curling, Konrad Noronha, Scott Hoye, Sindiswa Stofile</i></p> <p>Discussant: Viju P D</p>	501, Block IV, Level 5
	<p><b>TH-06: Recent Advances in Counselling and Psychotherapy</b> <i>Amrita Narayanan, Elise Radina, Anusha Kassin</i></p> <p>Discussant: Manab Bose</p>	502, Block IV, Level 5
	<p><b>TH-07: Diversity, Culture and Counselling and Practise</b> <i>Elise Clerkin, Rashmi Singla, Frederick Sylvester, Balen Radhakrishnan</i></p> <p>Discussant: Vaishali Raval</p>	503, Block IV, Level 5
	<p><b>TH-08: Integrating Western and Eastern Healing Traditions</b> <i>Agostino Portera, Mami Yanai/Ted Lo, Joseph George</i></p> <p>Discussant: Lijo Thomas</p>	504, Block IV, Level 5
	<b>Specialist Workshops (W)</b>	
	<p><b>W -01: Transcending the Dreaded Drama Triangle</b> <i>Saji Joseph</i></p>	505, Block IV, Level 5
	<p><b>W-02: Relational Space in Supervisory Relationships</b> <i>Vanaja Nair</i></p>	506, Block IV, Level 5
	<p><b>W - 03: Case Formulations: With, Across and Beyond Theoretical Models</b> <i>Chetna Duggal</i></p>	School of Education 3rd Floor, Block 2
	<p><b>W -04: Therapeutic Story Writing</b> <i>Shinto Thomas &amp; Sangeetha Thomas</i></p>	School of Education 3rd Floor, Block 2
	<p><b>W - 05 Animal-Assisted Interventions: Theory and Specific Techniques</b> <i>Unnati Hunjan</i></p>	Seminar hall, Block 2 , Level 0
18.30	<b>Cultural Program</b>	KE Auditorium
19.00	<b>Awards Night and Gala Dinner</b>	Birds Park

**DAY 03: 5 January 2019**

<b>8.30</b>	<b>Panel Keynote: Psychotherapeutic Healing Practices</b>	<b>KE Auditorium</b>
	<p><b>Hermetic Tradition, Modern Magic and Psychotherapy</b> <i>David Paul Smith</i></p> <p><b>Use of self in therapy</b> <i>Linda Lucas</i></p> <p><b>Iqbal's Model of a Healthy Human Personality</b> <i>Abraham Khan</i></p> <p>Chair: Marta Milani</p>	
<b>10.00</b>	<b>Special Symposium and Release of Report on USIEF Sponsored 21<sup>st</sup> Centaury Knowledge Initiative Award</b>	<b>KE Auditorium</b>
	<p><b>Cultural Competence and Evidence-Based Practice in Mental Health Training in Diverse Societies</b></p> <p><i>Vaishali Raval, Baijiu Gopal</i></p> <p>Chair: Diya Dutt, PhD, Deputy Director, United States - India Educational Foundation</p> <p>Release of Report: Dr Fr Thomas C Mathew, Vice Chancellor.</p>	
10.45	<b>Tea</b>	KE Auditorium Foyer
<b>11.00</b>	<b>Panel Keynote: School Counselling Policy and Research</b>	<b>KE Auditorium</b>
	<p><b>The Role of Context in Designing and Evaluating Counseling Programs</b> <i>John C Carey</i></p> <p><b>Evaluation of Intercultural Counseling Programs and Interventions: A Proposal</b> <i>Michael Trevisan</i></p> <p><b>Promoting Adoption of Evidence Based Practices (Ready, Willing, Able)</b> <i>Paul Flaspohler</i></p> <p><b>Positive Behavior Supports: A Three-Tiered Model for Prevention and Intervention</b> <i>Sarah Feffer</i></p> <p>Chair: Agostino Portera</p>	
12.45	Lunch	BHM Restaurant, Level Zero, Block IV Basement, KE Hall
<b>13.30</b>	<b>Town Hall Seminars, Specialist Workshops, Conversation Sessions and Oral Scientific Sessions</b>	
	<b>Town Hall Seminars (TH)</b>	
	<p><b>TH-09: Psychotherapeutic Healing Practices</b> <i>David Paul Smith, Linda Lucas, Abraham Khan</i></p> <p>Discussant: Marta Milani</p>	601, Block IV, Level 6
	<p><b>TH-10: School Counselling Policy and Research</b> <i>John C Carey, Michael Trevisan, Sarah Feffer, Paul Flaspohler</i></p> <p>Discussant : Agostino Portera</p>	602, Block IV, Level 6
	<b>Specialist Workshops (W)</b>	
	<p><b>W-06: Treating Depression with Cognitive Behavioral Therapy</b> <i>Nina Josefowitz</i></p>	603, Block IV, Level 6
	<p><b>W-07: Without Empty Chairs: Relational Gestalt within the Indian Cultural Context</b> <i>Vanaja Nair</i></p>	715, Central Block Level 7

	<b>W-08: Multicultural Competencies in Supervision</b> <i>Reupah Philips</i>	711, Central Block Level 7
	<b>W-09: Life's Transitions: Life Under Control !!</b> <i>Konrad Noronha</i>	604, Block IV, Level 6
	<b>W- 10 : Boundless Flow! Introduction to Process work</b> <i>Process Work Institute</i>	School of Education 3rd Floor Block 2
	<b>W-11: Mind Body Connection Followed by Healing Through Self-love &amp; Affirmations (3 hour)</b>  <i>Sidhyartha Mukherjee and Nimisha Rastogi</i>	Seminar Hall, Block 2 Level 0
	<b>Oral Concurrent Scientific Session (OCSS) and Conversation Sessions</b>	501-510, Block IV Level 5
<b>OSP -8</b>	<b>School and Adolescent Mental Health/ Coping and Resilience</b>	
<b>Venue</b>	<b>Room 501, Block IV, Level 5</b>	
<b>Moderator</b>	<b><i>Baiju Gopal</i></b>	
<b>OSP 8.1</b>	Perceived Parenting and Emotional Competency among only Adolescents of Working and Non-Working Women <i>Aditi Hebalkar, Baiju Gopal</i>	
<b>OSP 8.2</b>	Is wellbeing of secondary school students influenced by their engagement in mathematics learning? <i>Jacqueline Kareem, Syama S</i>	
<b>OSP 8.3</b>	A Correlational Study On Personality Traits And Religious Attitude Among College Students <i>C.D. Shakhivel</i>	
<b>OSP 8.4</b>	Acceptance, Emotional Competence and Coping among Parents of Learning Disabled Children <i>Ignatius Samson, Mareena Wesley</i>	
<b>OSP 8.5</b>	Development and validation of Disciplining Experience Measure <i>Eleanora Nallu E C, Sudhesh N.T, Santhosh K.R</i>	
<b>OSP 9</b>	<b>Caregiver experiences, stress and Burnout/ Psycho-oncology/Trauma</b>	
<b>Venue</b>	<b>Room 502, Block IV, Level 5</b>	
<b>Moderator</b>	<b><i>Miriam Mohan</i></b>	
<b>OSP 9.1</b>	Don't feel complete anymore! Process of Physical Identity reconstruction among Masticated Breast Cancer Survivors <i>Sangeetha Thomas, Elizabeth Thomas</i>	
<b>OSP 9.2</b>	The impact of trauma work on non-professional trauma counsellors in South Africa: Fortitude, Secondary Traumatic Stress and Burnout <i>Anita Padmanabhanunni</i>	
<b>OSP 9.3</b>	Self-Care, Burnout, and Compassion Fatigue in Oncology Professionals <i>Diti Kohli</i>	
<b>OSP 9.4</b>	Psychological Aftermath Among Parents Of Children With Microcephaly <i>Pragathi L K</i>	
<b>OSP 9.5</b>	Beyond numbers - emotional needs of persons diagnosed with cancer <i>Annie Alexander, Srinivasa Murthy R, Sreenath K</i>	
<b>OSP 10</b>	<b>Media and mental health/ Interpersonal Relations in the family context</b>	
<b>Venue</b>	<b>Room 503, Block IV, Level 5</b>	
<b>Moderator</b>	<b><i>Harishankar Moosath</i></b>	
<b>OSP 10.1</b>	Accuracy and Depiction of Mental Illness-A Beautiful Mind <i>Ankur Kapur, Harishankar Moosath</i>	
<b>OSP 10.2</b>	Couple Boundaries for Social Media: Perspectives of Spouses <i>Gayathri Santhosh, Padma Kumari</i>	
<b>OSP 10.3</b>	Exploring the Role of Distance in Trust and Marital-Quality in Married Women <i>Ezabella Johnson, Harishankar Moosath</i>	
<b>OSP 10.4</b>	Family Type and its Influence on the Personal Values of Adolescents <i>Pavithra N</i>	

<b>OSP 11</b>	<b>Diversity issues (gender, religion, class, caste, sexual orientation, special groups)</b>
<b>Venue</b>	<b>Room 504, Block IV, Level 5</b>
<b>Moderator</b>	<b>Manjula MY</b>
<b>OSP 11.1</b>	Exploring Equitable Gender Norms in the Indian Student Population <i>Thanushree VL, Sucheta Chakraborty</i>
<b>OSP 11.2</b>	Role of Psychosocial Factors in Intimate Partner Change among Male to Female Transgender <i>Basil Kuriakose, Mareena Wesley</i>
<b>OSP 11.3</b>	Caste-based Microaggressions: An Inquiry into Dalit Experiences <i>Fahima Mohideen, Rejoyson Thangal</i>
<b>OSP 11.4</b>	Personality and its influence on Resilience on Emerging Adults Post Romantic Dissolution <i>Sahen Gupta, Kritvi Balaji, Anisha Basu Choudhury, Anu Joseph</i>
<b>OSP 11.5</b>	Life Skills Intervention; A Review of its efficacy on HIV infected Adolescents <i>Sunaina G S, Aslesha Prakash, Preksha Jain, Vishwangi Vadnere, Sahen Gupta</i>
<b>OSP 11.6</b>	The Snehagram Model: An Applied Approach to Service Learning <i>Sahen Gupta, Devika Nair, Avnit Walia, Sreshtha Kaviraj, Sunaina G S</i>
<b>OSP 12</b>	<b>Identity development across the lifespan/Mental Health of College Students</b>
<b>Venue</b>	<b>Room 505, Block IV, Level 5</b>
<b>Moderator</b>	<b>Mareena Susan Wesley</b>
<b>OSP 12.1</b>	The Effect of Lyrical Music on Hopelessness in College Students <i>Sonia Elizabeth Prasadam, Elizabeth Thomas</i>
<b>OSP 12.2</b>	Features of Transition in Emerging Adulthood <i>Bhavleen Singh</i>
<b>OSP 12.3</b>	Impact of the Relational Autonomy on the Catholic Priests: Identity Development: A Conceptual Review <i>D Rajagopal Reddy</i>
<b>OSP 12.4</b>	To Study the Influence of Parents Educational Status on the Personal Values <i>Pavithra N</i>
<b>OSP 12.5</b>	Evidences of existence of emerging adults in India and the relationship between life satisfaction, well being and support among emerging adults <i>Shinto Thomas</i>
<b>OSP 12.6</b>	Future Oriented Environmental Decision Making and its Prerequisites: A Systematic review <i>Sreeja Gopinath, Aneesh Kumar</i>
<b>OSP 13</b>	<b>Research in Mental Health</b>
<b>Venue</b>	<b>Room 506, Block IV, Level 5</b>
<b>Moderator</b>	<b>Vijaya R</b>
<b>OSP 13.1</b>	Association between Sense of Coherence and General Health among Antenatal women <i>Neha Nanda, Lakshmisree K.V, Sangeetha Thomas</i>
<b>OSP 13.2</b>	Defense of Mental Health through Psychological Capital and Promotion of Psychological well-being among employees: Accomplishments and pathways ahead <i>Mukti Clarence, Viju P. D</i>
<b>OSP 13.3</b>	The narratives of earthquake affected children of Nepal using art <i>Nistha Shrestha, Baiju Gopal</i>
<b>OSP 13.4</b>	Mental Health Recovery among Women Prisoners of Tumkur All Women Prisons, Karnataka : An Impact Study <i>Rabbi I, Anita Mary</i>
<b>OSP 13.5</b>	Exploring the influence of acculturation on variance in mate preferences <i>Aishwarya Iyer, Joanna Wincenciak</i>
<b>OSP 14</b>	<b>Alternative Therapeutic Approaches/ Mind and Body Connection</b>
<b>Venue</b>	<b>Room 507, Block IV, Level 5</b>
<b>Moderator</b>	<b>Aneesh Kumar</b>
<b>OSP 14.1</b>	Resettling Refugee Immigrants with Horticulture Therapy <i>Jonathan Trauth, Karleah Harris, Carolyn Slotten</i>
<b>OSP 14.2</b>	Conceptualizing Traditional Treatment over Conventional Methods in Substance Induced Psychosis <i>Kirti Doshi, Mehar Mutchall, Smitha Baboo</i>
<b>OSP 14.3</b>	Music Therapy with Depressive Patients: A Theoretical Review <i>Udita Kaushik</i>



<b>OSP 15</b>	<b>Eclectic Approaches in Counselling, Psychotherapy &amp; Wellness</b>	
<b>Venue</b>	<b>Room 508, Block IV, Level 5</b>	
<b>Moderator</b>	<b><i>Sreenath K</i></b>	
<b>OSP 15.1</b>	Mental health first aid kit in Indian Context <i>Mrnalini Ranganathan</i>	
<b>OSP 15.2</b>	Casting Couch Anxiety <i>Azadeh Nikoo</i>	
<b>OSP 15.3</b>	Process Oriented Psychology (Processwork) as confluence of the democratic and the mystical: an integrative attitude to psychotherapy <i>Ashish Pant, Divya Sankaran</i>	
<b>OSP 15.4</b>	Fearing what we want, and its relation to Individual-specific factors and Life Satisfaction <i>Abhishek Agarwal</i>	
<b>OSP 15.5</b>	Effectiveness of Therapeutic Intervention for Juvenile Delinquency in Contemporary Times <i>Astha Singh, Harshita Awasthi</i>	
<b>OSP 15.6</b>	Don't worry I am there, I am there with you: Performative narrative analysis of the experience of unconditional acceptance <i>Jennifer Antony</i>	
<b>Theme</b>	<b>Eclectic Approaches in Counselling, Psychotherapy &amp; Wellness</b>	
<b>Venue</b>	<b>Room 509, Block IV, Level 5</b>	
<b>Moderator</b>	<b><i>Anuradha S</i></b>	
<b>OSP 16.1</b>	Influence of religiosity on perceived stress and motivation among professional footballers in Mizoram <i>Vanhmingliani Hnamte, C. N. Bennett, Sreeja Gangadharan</i>	
<b>OSP 16.2</b>	In the Abode of the Guru- The Believer <i>Harghun Kaur</i>	
<b>OSP 16.3</b>	Scope of Online Counselling in India <i>Vishakha Khanolkar, Bani Kohli</i>	
<b>OSP 16.4</b>	Dysfunctional Thoughts in Patients Diagnosed with Somatic Symptom and Related Disorders <i>Eleanora Nallu E C, Baiju Gopal, Santhosh K.R</i>	
<b>OSP 17</b>	<b>Eclectic Approaches in Counselling, Psychotherapy &amp; Wellness</b>	
<b>Venue</b>	<b>Room 510, Block IV, Level 5</b>	
<b>Moderator</b>	<b><i>Padma Kumari</i></b>	
<b>OSP 17.1</b>	Stereotype Threat and Psychological Wellbeing in Children of Prisoners <i>Sruthy Nair, Aparna Sahu, Harishankar Moosath</i>	
<b>OSP 17.2</b>	Social Anxiety and Self-esteem of Undergraduate Girls Participating in Co-curricular Activities <i>Akhila Babu, Aleena George, Neelima Ranjith</i>	
<b>OSP 17.3</b>	Working with people who commit sexual offences: Psychologists' experiences <i>Rami Saglam</i>	
<b>OSP 17.4</b>	Use and Perceived Helpfulness of Metaphors in Dang-Ki (Chinese shamanism) Healing <i>Shiang Hann Andy Sim</i>	
<b>OSP 17.5</b>	Effect of Character Strengths On Career Attitude And Goal Selection <i>Poorva Deshpande, Himani Raichur</i>	
	<b>Conversation Sessions</b>	
<b>Venue</b>	<b>Room 401, Block IV, Level 4</b>	
<b>Moderator</b>	<b><i>Cathlyn Niranjana Bennett</i></b>	
<b>CS-04</b>	From personal insights to shared wisdom: Conversations on children and adolescents psychotherapy supervision <i>Chetna Duggal</i>	
<b>CS-05</b>	Introduction to Process Work <i>Process work Institute</i>	
<b>15.00</b>	Tea	

15.15	<b>Panel Keynote: Refugee and Migrant Mental Health</b>	KE Auditorium
	<p><b>Developing Partnerships around Mental Health with Refugee and Migrant Community Organizations</b> <i>Rachel Tribe</i></p> <p><b>Mental health resilience of internal migrants in India: Time to rethink psychological approaches ?</b> <i>Raghu Raghavan</i></p> <p><b>Community Collaborative Cultural Adaptation: A Community Engagement Model for Culturally Adapting Evidence-Based Interventions</b> <i>Kathleen Ann Burlew</i></p> <p><b>Culturally Adapted Cognitive Behavioural Therapy and Trauma-informed care for the immigrant and refugee community in Toronto Canada</b> <i>Natasha Brown</i></p> <p>Chair: John Carey</p>	
16.45	<b>CLOSING CEREMONY</b>	KE Auditorium
18.30	<b>Dinner and Fellowship</b>	BHM Restaurant
	<b>SUNDAY, 6 January 2019</b>	
7.00	Breakfast	BHM Restaurant
	Visit to Temples Around Bengaluru Local Sightseeing/ Shopping	
9.30 – 16.45	<b>SUKRUT'S 6th INTERNATIONAL CONFERENCE 2019</b>  <b>on</b>  <b>BUILDING WALLS: NEUROSIS TO PSYCHOSIS</b>	C 911, Central Block
9.30	Inauguration	
9.45	<b>Keynote Address on Building Wall- Neurosis to Psychosis</b> <i>Somdeb Mitra</i>	
10.30	Tea	
11.00	<b>Paper presentation</b> LGBTQ youth's Experiences and Perceptions of The South African Education System <i>Frederick Sylvester</i>	
12.00	<b>Keynote Address: Expressions of ambivalence and collegial walls in medical systems under pressure</b> <i>Megan Joffe</i>	
13.00	<b>Lunch</b>	Gourmet
14.00	<b>Consciousness is Fundamental: the Materialist Bias in Neuroscience and Alternative Assumption Offered by Depth psychology.</b> <i>David Paul Smith</i>	
15.00	<b><i>Understanding the Stigma of Mental illness - where is the clue?</i></b> <i>Santhosh Kumar</i>	
16.00	<b>Panel Discussion</b>	
16.30	<b>Closing</b>	

## KEYNOTE ABSTRACTS

### **Positive Psychotherapy: an integrative transcultural approach to counseling and therapy**

*Andre R. Marseille*

This session will present and discuss Positive Psychotherapy, a theory and technique of psychotherapy founded by Dr. Nossrat Peseschkian. Positive Psychotherapy (PPT) is an integrative multicultural approach to therapy that started in Germany. Presently, PPT is known worldwide and recognized by the World Council of Psychotherapy and the European Association for Psychotherapy as a method of psychotherapy. It has been introduced in more than 70 countries. One goal of the World Association of Positive Psychotherapy (WAPP) is spreading this transcultural method of counseling and psychotherapy throughout the world. Positive psychotherapy is practiced in more than 33 countries with approximately 30 independent centers and institutions, though nothing in the US.

Positive Psychotherapy is a form of short term psychotherapy. PPT is an integrative approach that synthesizes and integrates various stances and therapies. PPT is one part psychodynamic and one part humanistic. It is based on the study of 35 different cultures from around the world and draws on the Eastern ideas about psycho-spiritual healing as well as the modern scientific, psychological views of the West. It maintains a positive conception of humanity and their capabilities to solve his own problems.

The rationale for the session is to introduce PPT as a scientifically sound, promising and well researched therapeutic theory and model that integrates different psychological philosophical, religious and sociological perspectives and perspectives to bear in order to empower people to become his/her own advocates of health.

*Andre R. Marseille, PhD Counseling Summer 2018, George Mason University, Masters in Counseling Psychology, Howard university 2005. Andre Marseille will complete his doctorate in Counseling May 2018 from George Mason University. A practicing existentialist, he has worked under the mentorship of Dr. Clemmont Vontress for over 15 years. During that time, Andre has presented at numerous conferences, conducted various trainings and currently works in private practice and writes about existential and cross cultural issues. Andre is one of the few therapist in the United States currently training in Positive Psychotherapy around the world. Andre was the first Shinn-Yo En Foundation Peace Fellow at George Mason which took him to Japan to present his mental health work with refugees at the International Rescue Committee. Andre is primarily interested in working with urban at risk youth, crime victims and cross-cultural clients.*

### **North American Indigenous Psychology; The Integration of Western And Traditional Practices**

*Jeff King*

American Indian psychology continues to evolve as those working in Indian Country share their accumulated knowledge with each other. For the past 25 years, Native American psychologists have been meeting annually at the Society of Indian Psychologist Conference in Logan, Utah, United States to address the unique facets of providing mental health care to their respective communities. What has emerged over the years has been the recognition of the impact of Western scientific colonization on not only North American Indigenous people, but its impact on psychology and counseling. North American Indigenous psychology continues to de-colonize its epistemologies from the "gold standard" of evidence-based practice and establish a psychology based on "practice-based evidence." Examples will be given that highlight this divide. One example is that members of the American Psychological Association Ethics Committee met Native psychologists at this conference, heard the various dialogues and talked with a number of Native psychologists. As a result, they recognized the deep divide between cultures and the need to revisit what are, indeed, culturally-congruent ethical guidelines.

Keywords: Indigenous, Native American, American Indian, Traditional Healing, Counselling

*Jeff King is Professor, Department of Psychology, Western Washington University Bellingham, Washington, USA. He holds a PhD in Psychology from Pennsylvania State University. He served as Director, Centre for cross cultural research and director for Native America Counselling*

### **Culture, Masculinity and Well Being Symposium**

#### **Therapeutic and Wellness Benefits of the "Life Review" Process for Diverse Populations**

*Lin Langley (Douglas College), Curt Shelton (BCIT)*

Life Review is a process of reflecting, writing, telling, and receiving feedback on one's life stories. Participants write on "life themes" identified in Birren and Deutchman's original work (1991); they then read their "life stories" to and receive feedback from members of a small group. Although not psychotherapy, numerous therapeutic and wellness benefits of Life Review have emerged from research on diverse groups. These include studies with older adults, university students, terminally ill persons, family physicians, young men after severe accident or injury,

college age men with depression, older men with prostate cancer, and male military veterans who experienced traumatic events in combat deployments. This session will present the research foundations of Life Review, overview the model, and describe its process and benefits. Examples and discussion will allow attendees to consider the uses of Life Review in counselling and wellness initiatives.

*Lin Langley, is Lin Langley, MA, CAGS, Senior Instructor of Communications, Faculty of Language, Literature and Performing Arts Douglas College, Canada.*

*Curt Shelton, MA, RCC, Counsellor, British Columbia Institute of Technology (BCIT)*

### **"Culture, Masculinity and Well Being" Symposium**

#### **Counselling Male Clients: A Cross Cultural Approach to Therapy**

*Marv Westwood & Rob Bedi (UBC) Curt Shelton (BCIT) Anil Kumar*

A cross-cultural, gender-informed approach to therapy has particular advantages in working effectively with male clients. This approach requires that the counsellor/therapist understand the impacts of culture(s) of masculinity; how our clients are shaped and socialized within their own unique gendered worlds. As in all forms of cross cultural counselling, having profound respect for the client worldview is a prerequisite to ethical and effective change. This does not mean endorsing harmful or antisocial stereotyped "male" behaviours, but instead helping men connect with the positive aspects of their gendered worldview to find a culturally coherent path toward a more positive relationship with self, family, community, workplace and the world.

*Marv Westwood, PhD, R.Psych.is Professor Emeritus, Counselling Psychology, UBC. His major areas of teaching and research focused on development, teaching and delivery of group-based approaches for counselling clients, and men's psychological health. How counselling and psychotherapy approaches can adapted to be congruent with the "cultures of masculinity" is a core interest area. He developed the UBC Veterans Transition Program to help promote recovery from war related stress injuries for which he received both the Queen's Golden and Diamond Jubilee Medals in 2005 and 2013. In 2012 he established the Centre for Group Counselling and Trauma.*

### **Cross Cultural Issues In the Cognitive Behavioural Treatment of Depression**

*Nina Josefowitz*

This talk will present a brief overview of the treatment of depression using cognitive behavioral therapy (CBT), including an overview of the current evidence for the effectiveness of CBT. CBT was initially developed in North America in the 1970s, since that time it has been applied to many different ethnic, religious, and cultural groups throughout the world, including different regions of India and Pakistan. Cultural modifications identified in the literature for delivering CBT will be presented. The talk will also include ways in which the presenter has adapted CBT in her work in China and Ethiopia. Ways in which CBT has been modified both in the structure of therapy as well as the content will be discussed as well as how to modify CBT to ensure its relevance to different cultural groups

*Nina Josefowitz is Psychologist, Department of Applied Psychology and Human Development, Counselling and Clinical Psychology Program, OISE/University of Toronto. Founding Member of the Canadian Association of Cognitive and Behavior Therapy*

### **Africa meets West: The Integration of African Indigenous and Western Knowledge in Psychology**

*Mokgadi Moletsane*

The study explores the challenges faced by psychologists and mental health professionals in South Africa. In a multi-cultural and multi-lingual society such as South Africa, one would expect that the mental health profession would reflect the demographic characteristics of the country. However, many psychological tests used in South Africa are imported from Europe and America and not taking into consideration the diverse population of the country. South Africa is marked by clients who are traditional and whose belief systems may differ from that of Europeans and Americans. This has resulted in the challenge of psychologists' training being informed by Eurocentric and western knowledge, yet within a context where psychological service provision is required for people whose belief system is often based on African beliefs. Psychology therefore, needs to address issues of diversity if it is to be responsive to the needs of the population it serves. Cultural awareness and sensitivity are thus of paramount importance when providing psychological services. As clients from diverse backgrounds and cultural groups have their own believe systems which may differ from that of practitioners, it is crucial that mental health practitioners take into account that South Africa is a multicultural country and not disregard the importance of cultural differences that exist. On the other hand, South African youth of all cultures are exposed to the global world and globalization where overseas travel is considered part of growing into early adulthood. Therefore, the integration of Western and non-Western ideas and identities will inevitably occur and should be accepted within traditional cultures.

*Mokgadi Molestane is Professor, Educational Psychology Department. University of the Western Cape. Bellville, South Africa*

### **Concepts of Self And Indigenous Approaches to Well-Being in East Asian Cultures**

*Boon- Ooi Lee*

Thomas Csordas (1994) has argued that the locus of efficacy of most healing systems (including psychotherapy and indigenous therapies) is not the transformation of symptoms, psychopathology, symbolic meaning or social relationships, but the self that encompasses all these attributes. However, since the meanings of self vary across cultures, this poses a challenge to cross-cultural applications of Western psychotherapy that is primarily embedded in an individualistic view of self that may not be shared by people in non-Western societies. This presentation aims to explore the embodied, interdependent and cosmocentric sense of self reflected in the explanatory models and therapeutic processes of indigenous approaches in East Asian cultures. East Asian people perceive self as inseparable from a larger whole comprising other people, divine forces, spirits, nonhuman agencies, physical environments, and the cosmic order. As such, East Asian indigenous approaches do not aim to uncover or actualize one's unique inner attributes, as in the case of many forms of Western psychotherapy, but guide individuals to live in harmony with other beings, environments and the cosmic order. Understanding the ways in which local ontologies and corresponding concepts of self shape healing practices sheds light on the worldviews and rationales of indigenous approaches to well-being.

Keywords: Indigenous Healing, East Asia, Self, Psychotherapy

*Boon-Ooi Lee, Ph.D. is Senior Lecturer and Programme Leader for MA in Counselling and Guidance at Nanyang Technological University in Singapore. Dr Lee's research focuses on culture and mental health, particularly, in indigenous healing systems, cultural psychopathology, health beliefs, and illness representations. His research is interdisciplinary combining psychology, cultural psychiatry, and medical anthropology.*

### **Indian Healing Traditions in Mental Health /Traditional Healing Practices from India**

*Meetu Khosla*

Indian theoretical insights and traditional healing practices provide valuable insights into counselling, psychotherapy and well-being. Theories and practices from classical Indian thought have contemporary relevance to modern mental health sciences and hold the potential to complement and enrich modern science in content, theory-construction, practical applications, and basic research methodology. Indian psychological constructs derived from the Yoga Sutras and Bhagvad Gita as karma, dharma and bhakti yoga provide the practical orientation towards systematic exploration of the mind and body relationship, mind-control, coping, self development and consciousness. Yoga and meditation facilitate self-discovery in developing emotional, cognitive and interpersonal competencies that enhance personal transformation, growth, health and well-being. The traditional Hindu healing practices, rituals, beliefs, notions of morality, spirituality, mysticism highlight the importance of cultural sensitivity in counseling and psychotherapeutic techniques in dealing with mental illness.

*Meetu Khosla is Shastri Fellow, Fulbright-Nehru Fellow, ICSSR Fellow, Erasmus Mundus Fellow. Published 45 research papers in National and International Journals, several book chapters, Book "Introduction to Physiological Psychology" by Sage. Delivered 150 keynotes, talks, seminars, presentations in conferences and in Universities in India, USA, Canada, Poland, France, Germany and Switzerland*

### **The potential for psychotherapeutic healing and wounding in a guru disciple relationship**

*Josna Pankhania*

The guru-disciple tradition of yoga in India, has proven to be a vulnerable juncture in the transmission of transnational yoga. Although there are many individual gurus that have made formative contributions to the practice of contemporary yoga worldwide, few organisations that support such a teaching model have managed to navigate the power dynamics without scandal and abuse. The guru-disciple relationship has been compared to the analyst/analysand relationship as transference is inherent in both these relationships. Thus the guru-disciple relationship offers great potential for healing. However, when this relationship is compromised through the abuse of power by the guru, the potential for wounding the disciple is also great. Drawing on prominent case studies this paper will explore the harmful consequences of sexual abuse when it is perpetrated by gurus against their disciples.

Keywords: Guru, Disciple, Sexual Abuse, Spirituality, Yoga, Analyst.

*Josna Pankhania is a registered counsellor, clinical psychotherapist, lecturer, researcher and yoga teacher and has worked and published in many related areas. Josna advocates for the rights of women and people from culturally and linguistically diverse backgrounds; she helped found the Race Awareness in Counselling Education (RACE) Division of the British Association for Counselling.*

## **Shifting and Transforming the Practice of Audiology: The Inclusion of Traditional Healing Practices and Psychotherapy.**

*Dhanashree Pillay*

Science and Religion have been debated for centuries. Patient assessment and management have traditionally focused on the medical model of detecting and curing a disease, facilitating a narrow focus on the physical needs, without considering the patient holistically. Patient care operates both in the temporal and the spiritual spheres. Inclusive models of patient care are becoming favourable as the diversity of patients and health practitioners becomes more evident. We live in a diverse spiritual society therefore audiological care needs to shift its practices to include traditional healing practices and psychotherapy. Data was collected from three studies that are interconnected to the topic of discussion. Study 1: Narratives of 7 participants, who reported a supernatural healing of a sensorineural hearing loss, were recorded during an interview. Study 2: Twenty-five Muslim adults completed a questionnaire pertaining to their perceptions and experiences with Hakeems. Four Hakeems were interviewed to obtain their perceptions of speech-language pathologists and audiologists. Study 3: Forty-one audiologists in Gauteng were required to complete a questionnaire relating to their perspectives of traditional healers. The overall well-being of the Audiology patient should be a priority of the audiologist. Grief, distress and confusion are evident emotions that occurred after the diagnosis of a hearing loss. The belief in God, prayer and supernatural occurrences of healing were key concepts within these studies. The participants in study 1 and 2 indicated the frequent use of religious and spiritual care in conjunction with medical care. The audiologists in SA are willing to collaborate with traditional healers to share information however there was uncertainty with regards to the methods for the incorporation of spirituality and beliefs into the audiological practices. A health mental health status and the physical health of the patient should be equally valued.

There is a need to shift and transform the audiological practices to ensure that integrated and holistic care is provided to dynamic and diverse populations, such as that of South Africa. The inclusion of traditional healing practices and psychotherapy will enhance the service delivery within the field of Audiology.

*Dhanashree Pillay Audiologist/Lecturer at the University of the Witwatersrand and has worked in rural KZN and has been involved in the Red Cross Air Mercy Service outreach programs within Northern KZN. She is a board member of the PADI (People for the Awareness of Disability Issues) organisation in South Africa and she is a member of the Standards Division at the SABS (South African Bureau of Standards) where she is involved in the writing up of policies and procedures. Dr Pillay has published in scholarly journals and has presented at both national and international conferences. She is a reviewer for Speech Pathology and Audiology journals. Dr Pillay's research interests focus around the areas of: Amplification, Spirituality, Religion, Traditional beliefs and practices, Sports Medicine and Noise.*

## **"A Curse from God." Psychological distress, Spirituality and Mental Health.**

*Deone Curling EdD Women's Health in Women's Hands*

*Claire Barnes PhD (C.): University of Toronto (OISE)*

*Joelleann R. Forbes MSW (C.): Factor Inwentash Faculty of Social Work – University of Toronto*

The once narrow Western notion of "mind body" connection in psychotherapy is now expanded to a more holistic approach of caring that includes mind, body and spirit. Religion and spirituality has become key elements to Western therapeutic practice. Today clients, particularly clients originally from the south and eastern parts of the world, provide spiritual and religious explanations for their psychological distress. Clients often refer initially to intergenerational and ancestral mediums to provide meaning to their mental health concerns (e.g. obeah and being cursed). Explanations of psychological distress are often foreign to Western therapists however; these explanations are practical accounts for mental crises in many cultures. Instead of Western therapists' creating pathology in clients' reality, this is an opportunity for therapists to encourage spiritual exploration to form therapeutic alliance and healing. The aim of this presentation is to encourage Western therapists to be open to traditional beliefs and practices; introduce the significance of building appropriate partnerships with spiritual healers and religious leaders; outline the importance for therapists to be competent and comfortable in the engagement of clients' religion and spirituality and demonstrate practical strategies to therapists to integrate clients' religious and spiritual values as part of the healing and treatment modality. Key words: Traditional healing, spirituality, mental health

*Deone Curling is a therapist at Women's Health in Women's Hands Community Health Centre in Toronto Canada for twenty years. She holds an EdD in counseling psychology from the University of Toronto. She has extensive experience working with immigrant and refugee women that have experienced complex trauma. Her research and publication interest include traditional healing, trauma awareness care, and intersectionality of oppressions in psychotherapy.*

## **Finding Objectified and Non Objectified God Images in All Things**

*Konrad Noronha*

Older adulthood including one's spirituality and religious beliefs is not a time of spiritual stagnation. This qualitative study examined the God images of eight vowed religious men, over the age of 75. The study hypothesized that participants' God images would include images beyond Ana Maria Rizzuto's definition of object, in object relations theory. The researcher speculated that the findings would indicate the presence of nonobjectified God images. The study also utilized continuity theory as a complement to object relations theory which offers a theory of continuous adult development. The methodology was interpretative phenomenological analysis. Lifelines that were prepared by the participants prior to the interview, and two religious objects that they brought to their interview, served to triangulate the findings. The findings posit that although participants presented with objectified God images, they also reported maintaining nonobjectified God images simultaneously. Furthermore, not all representations of God were present in childhood, and new God images emerged later in life. The findings offer insights into probable experiences of the general population, not only about objectified and nonobjectified God images, but also the emergence and maintenance of God images throughout life.

Keywords: Vowed Religious Men, Object, Nonobjectified, Emergence, Maintenance

*Konrad Noronha is Director and Coordinator, Pastoral Management Program, Jnana Deepa Vidyapeeth, Ramwadi, Pune 411014*

## **Yogic Trance or Trance Logic?**

### **Making Space for Spirituality in the Scientific Field of Psychotherapy**

*Scott Hoye*

Mindfulness meditation, yoga nidra, and spirituality have become a staple in psychotherapy. Psychotherapy is a healing modality that is essentially born out of the western scientific paradigm. How do we bridge the gap between the two in a more comprehensive manner? How do we retain the spiritual elements of indigenous practice while integrating them into the practice of therapy? How can we apply scientific principles to our spiritual practice? This paper will explore these questions, and provide examples of the connection between the western modalities of biofeedback and hypnosis to such spiritual, indigenously based practices as yoga nidra and mindfulness. It will offer suggestions for further research and practice that integrates the two, while maintain the their integrity.

Keywords: psychotherapy, hypnosis, yoga nidra, mindfulness meditation, biofeedback, mind-body therapy

*Scott Hoye is Licensed Clinical Psychologist in private practice and Holds a PhD from Chicago School of professional Psychology*

## **Xhosa Traditional Healers' Beliefs About Maladaptive Aggression**

*Sindiswa Stofile*

This paper provides insights into how Xhosa traditional healers conceptualise maladaptive aggressive behaviour. It draws on an in-depth qualitative phenomenological case study, the design of which comprises unstructured and semi-structured interviews with ten Xhosa diviners (amagqirha). The study found that;maladaptive aggression; is construed by Xhosa traditional healers to be a culturally and socially unacceptable way of expressing one's spiritual pain or suffering. The traditional healers described three groups of interrelated factors which influence aggression. These factors are (1) intrapersonal factors, which include individual experiences, personal spirituality and predisposition to aggression; (2) interpersonal factors, which include family and community relationships (3) spiritual factors which involves affliction by supernatural agents such as ancestral spirits and witchcraft. The results of this study suggest a need to broaden aetiological understandings of maladaptive aggression and to create awareness of classifications of maladaptive behaviour in other traditions.

*Sindiswa is Senior Lecturer, Department of Educational Psychology University of the Western Cape, South Africa*

## **Searching for a Swagger**

### **Women's Agency in Culture and in Psychoanalysis**

*Amrita Narayanan*

In 2018, in the popular press, women worldwide lamented the totalizing aspects of motherhood on women's Eros. In these narratives, the spectre of perfect mothering looms large, overpowering and dampening women's access to their own ambition and sexuality. What do cultural emphases on perfect mothering suggest about mothers and fathers and their desires? How might the Grand Recits on perfect mothering obfuscate other forms of erotic identification that are available to women? How might psychoanalysis have been complicit in the creation of this spectre? Reading a range of Indian, Classical analytic and feminist psychoanalytic theorists alongside each other, this paper unpacks the link between the cultural Grand Recits about mothers, and



women's self-experienced loss of agency, arguing that a post-colonial psychoanalysis begins with a valorization of localized petit recits of women's creative appropriation of erotic and other forms of agency.

*Amrita Narayanan straddles the two worlds of professional psychoanalytic psychotherapy and writing. She holds a doctorate in clinical psychology and has a private practice in Goa. As a writer, her central preoccupations have been women, sexuality and identity. She has been published in academic journals as well as popular press periodicals in India and abroad. Her most recent work is an edited anthology *The Parrots of Desire: 3000 years of Erotica in India* (Aleph Books, 2017).*

#### **How Qualitative Data Analysis Happens: Moving Beyond “Themes Emerged”**

*M. Elise Radina, Aine M. Humble*

This presentation describes an in-press book detailing the processes behind qualitative data analysis. In the first section, authors of 13 chapters describe their data analysis for recently published work (in the past 5 years) on family-related issues. Topics and methodologies vary (e.g., autoethnographic account of having a stillborn child; multi-site, longitudinal study about caregiving support in long-term care). A companion website provides supporting visuals for most chapters—screenshots, images, and figures. The second section is four “dialogues” between first-section authors on (a) reflexivity, (b) qualitative data analysis software, (c) arts-based analysis, and (d) data display. We describe how this book offers “behind the scenes” narratives showing the complexity and messiness of data analysis as researchers make sense of diverse types of data (e.g., observations and interviews). The intent is not to provide a “step-by-step formula” but to provide readers with a variety of stories about how data analysis actually occurs.

*M. Elise Radina is a Professor in the Department of Family Science and Social Work at Miami University (Oxford, OH). Dr. Radina is a qualitative methodologist whose research focuses broadly on families and health with a particular emphasis on mid and later life women in family contexts. Dr. Radina is guest co-editor for a special issue of the *Journal of Family Theory & Review* (Volume 4, Issue 2) on “Qualitative Methodology, Theory, and Research in Family Studies” (along with Elizabeth Sharp and Aniza Zvonkovic). Dr. Radina has focused her program of research on health and aging among mid and later life women in the context of families. She has published over 30 peer-reviewed articles that have appeared in such scholarly journals as *Cancer Nursing*, *Family Relations*, the *Journal of Family Nursing*, *Nursing Research*, the *Journal of Family Theory & Review*, the *Journal of Contemporary Ethnography*, and *Sociological Perspectives*.*

#### **Arts-Based Engagement Ethnography: Culturally Sensitive Research And Community Partnerships**

*Anusha Kassan, Susanne Goopy, Nancy Arthur*

The 21st century has been identified as the age of migration (Castle, 2003). At this time, Canada is seeing its highest influx of newcomers in years, with the majority of immigrants and refugees representing children, adolescents, and emerging adults (Statistics Canada, 2017). Entering the school system often represents the first point for newcomer youth in the host country (Li, 2010; Naraghi, 2013). The long-term contributions that these young newcomers will make in their new environment are largely dependent on their experiences integrating into school in Canada following migration (Alberta Education, 2010; Stewart, 2014). Researchers have begun to explore the experiences of newcomer youth and their multiple stakeholders through the lens of school integration (see Kassan, Takchuk, & Gallucci, in press). Broadly defined, school integration includes the adjustment of newcomer youth across all aspects of student life, inside and outside the educational setting (e.g., English Language Learning, academic performance, classroom behaviour, social networking, emotional and familial well-being, involvement in school life, and understanding of the educational system). This presentation will discuss the manner in which school integration can be used as a lens to conduct culturally sensitive, meaningful, ethical research with newcomer youth and their communities in Canada.

Keywords : Culturally Sensitive Research; Community Partnerships; Arts-based Engagement Ethnography; School Integration; Migration

*Anusha Kassan, PhD is an assistant professor in Educational Studies in Counselling Psychology at the University of Calgary. Her program of research is informed by a social justice lens and centers on the migration experiences of different populations (e.g., newcomer youth, same-sex binational couples, and LGBTQ newcomers). She also conducts research in the area of counselling training and supervision.*

#### **LAT (Living Apart Together) Transnational Couples: Promoting Mental Health And Wellbeing**

*Rashmi Singla, Ambika Varma*

The axiom ‘intimate couples stay under the same roof’ has been challenged globally, with couples increasingly maintaining separate residences across nations. This is a phenomenon that has received little academic investigation. The paper presents preliminary results from an ongoing research project, which explores LAT transnational couples, i.e. partners who are residing/have resided in different countries (for a minimum of one year) primarily related to dual careers. Within a theoretical framework combining gendered emotional reflexivity, digital-communication and spirituality, the relationship dynamics are studied. Through in-depth interviews with

17 heterosexual- and three homosexual-couples we explore the psychosocial aspects of togetherness and separation, emphasizing 'good practices' in sustaining relationship. The states of being together and apart are intertwined, leading to mutually enabling and constraining factors for the couple in many ways. While quality time together, construction of fun memories, parting rituals, systematic online contact, and spiritual acceptance emerge as resources, mobility costs (economic, temporal and affective), pressure to have quality time, work/ life segmentation, society- and social network related dilemmas, restrictive migration laws, emerge as constraints. Lastly, 'good practices' for promoting the mental health and wellbeing of LAT couples are delineated along with suggestions for relevant services for those experiencing psychosocial problems.

Keywords : Living Apart Couples, Ongoing Empirical Project, Gendered Emotional Reflexivity, Digital Communication, Spirituality , Resources And Constraints, good Practices

*Ms. Rashmi Singla, PhD, Psychology Masters (Copenhagen University, Denmark), MSc (Delhi University, India) Psychotherapy Specialist Associate Professor, Department of People & Technology, Roskilde University, Denmark. NGO – TTT. Research and extensive publication dealing with movements across borders especially migration. Transnationalism, Eastern, Western Psychology and family relationships, mental health promotion, psychosocial intervention.*

### **LGBTQI Youth's Experiences and Perceptions of the South African Education System**

*Frederick (Toni) Sylvester and Zahra Rahbeeni*

While South Africa is one of the first countries in the world to outlaw sexual discrimination, there is still a great deal of discrimination, prejudice and stigmatization based on ones gender identity and sexual preference. The aim of this research study is to focus on the reasons for the continuous rise in discrimination against LGBTQI youth in the South African schools. Placed within a LGBTQI This study is based on the experiences and perceptions of 5 self-identified LGBTQI youth who attend school in South Africa. The study focused on how LGBT youth are treated at school, how their sense of safety and belonging is affected and how innovations to certain school policies and curricula can help create a better environment for these individuals. Research was conducted through the qualitative research approach of Interpretive Phenomenological Analysis (IPA). Through semi-structured interviews, participants shared their experiences and perceptions of the South African school system. The findings concluded that most of the participants had negative experiences in the schooling environment including verbal, emotional and physical homophobic bullying and harassment. All participants shared the same feelings of the importance of innovations to current school policies and curricula to better accommodate LGBT youth in schools. Based on the outcome of this study, it is recommended that teachers and schools be educated on LGBTQI issues to better capacitate learners who experience difficulty in the South African school environment, while at the same time spreading awareness on LGBTQI issues to lessen the stigma surrounding these individuals.

*Frederick Sylvester is faculty member in the department of Educational Psychology, University of Western Cape, South Africa*

### **Applications of Cognitive bias modification: Looking back and looking forward**

*Elise M. Clerkin, Joshua C. Magee, E. Marie Parsons, Tony Wells, Courtney Beard, & Nancy Barnett*

Cognitive Bias Modification (CBM) procedures refer to methods used to directly change cognitive processing biases that are thought to contribute to the maintenance or development of psychopathology. In this paper, we provide a brief overview of existing research literature focused primarily on CBM for anxiety. Next, we evaluate the potential utility of CBM across two different applications. First, we evaluate an application of CBM focused on changing interpretations of intrusive thoughts tied to the Importance and Control of Thoughts ( $N = 77$ ; Clerkin, Magee, Parsons, 2014, *Journal of Obsessive-Compulsive and Related Disorders*). Results from this study indicated that training effectively engaged the mechanisms of action (interpretations and beliefs regarding the Importance/Control of intrusive thoughts). Further, changes in beliefs tied to the Importance/Control of intrusive thoughts mediated the influence of training condition on stressor responding. Second, we evaluate an application of CBM focused on changing attention biases tied to alcohol and social threat cues ( $N = 86$ ; Clerkin, Magee, Wells, Beard, Barnett, 2016, *Behaviour Research and Therapy*). Multilevel models indicated that across time, there were meaningful changes in symptoms of alcohol, anxiety, and certain types of attention bias. However, contrary to expectations, there were no significant differences in outcomes as a function of condition. Finally, we consider our research findings in conjunction with the broader CBM literature, and offer recommendations to strengthen the promise of CBM for meaningfully influencing symptom change in the context of anxiety and related problems.

*Elise M. Clerkin is a licensed clinical psychologist and associate professor in the Department of Psychology at Miami University. Prior to joining the faculty in 2012, Elise received her BA in History (minor, Psychology) from Northwestern University, followed by her PhD in Clinical Psychology from the University of Virginia. Elise also completed an APA accredited clinical psychology internship at the University of Illinois at Chicago Medical Center, and a T32 postdoctoral research fellowship at Brown University's Center for Alcohol and Addiction Studies. Elise is currently the director of the Anxiety, Cognition, and Emotion (ACE) Laboratory at Miami University.*

**Loneliness, Social Anxiety, Social Influence and Addiction that contributes to online Social Networking: A study among adolescent in Malaysia**

*Balan Rathakrishnan*

The present study aimed to identify the contribution of loneliness, social anxiety, social influence and addiction on online social networking. In the study 220 students from different seven schools in Johor Bahru district of Malaysia were taken as sample. The obtained data was statistically analyzed by descriptive statistics through SPSS 17 version. Results demonstrated that social influence is an influential variable and has great contribution on online social networking. Further the study also revealed that loneliness was found to be the weakest factor in online social networking.

Keywords: Social Networking, Loneliness, Social Anxiety, Social Influence and Addiction

*Balan Rathakrishnan is Associate Professor Faculty of Psychology and Education, University Malaysia Sabah, Malaysia*

**Intercultural Education and Intercultural Competences in Counselling**

*Agostino Portera*

The keynote analyses the role of educational opportunity in a time of globalisation, increasing migration and life in a multicultural society. Considering the primary challenges facing contemporary society, Portera, reflecting on the question of which is the most appropriate education policy and counselling approach, gives an epistemological and semantic account of the concept 'intercultural education', distinguishing it from multicultural and transcultural education. Starting with an historic overview of various conceptualizations of meetings/clashes among people with different linguistic, religious, cultural or ethnic features, distinctive theoretical elaborations are reviewed. Above all the talk will consider the situation in the USA and in the European context. Then, using his own research and that of others, he proposes finding a model of intercultural competences in counselling, that also integrated same eastern philosophical concept and patterns like Tao and Chakra.

Keywords: Intercultural Education, Intercultural Competences, Intercultural Counselling

*Agostino Portera has published eight books and several articles on globalisation, identity, migration, intercultural education and intercultural competences. His latest book: Manuale di pedagogia interculturale; Risposte educative nella società complessa (Handbook of Intercultural education), Laterza, Roma (2013), and Intercultural and Multicultural Education: Enhancing Global Interconnectedness (edit in 2011 whit C.A. Grant) Routledge New York; and Intercultural Education and Competences for the Global World, Newcastle: Cambridge Scholars Publishing (2017) deals with opportunities of intercultural intervention in schools, families, workplaces and media. He studied Psychology in Rome, obtained his PhD in education at the University of Freiburg (Germany) and has been a Visiting Professor at the Universities of Würzburg, London, Thessalonica, UCLA Los Angeles, OISE Toronto, Victoria, Wellington. Agostino is currently professor of intercultural education and director of the Centre for Intercultural Studies in the University of Verona (Italy). He is also a board member of the International Association for Intercultural Education (IAIE), on the scientific committee of many educational journals (in Italy and abroad) and member of the editorial board of Intercultural Education, (Carfax Publishing, London) and the Korean Multicultural education Review (Carfax Publishing, London).*

**Oishii – Japanese Delicious Moment therapy**

*Ted Lo, Mami Yanai*

This presentation will explore the history and philosophy of Japanese traditional medicine, and present the development of an integrative therapy based on a holistic B-P-S-S (biological- psychological- social- spiritual) paradigm. Oishii could be translated as "savouring beauty" A unique feature of the therapy is the goal of attaining a Delicious Moment – a moment of aesthetic appreciation of one's life and the world leading to unconditional acceptance and healing. This will be followed by a description of the process of the practice of DM Therapy in an Integrative Mental Health Centre in Toronto. This is the integration of the knowledge base of western psychiatric practice and naturopathy inspired by the traditional healing philosophy.

We will offer a special Delicious Moment dinner to allow participants to enjoy a personal experience on the appreciation of the idea of Delicious Moment.

*Ted Lo, Assistant Professor Psychiatry at University of Toronto, consulting to the Culture, Community and Health Studies program. He does consulting with the Cultural Consultation Team of Mount Sinai Hospital, the CATS program at Centre for Addiction and Mental Health. He is also a consultant at the Hong Fook Mental Health*

*Association, and Across Boundaries Ethnoracial Mental Health Centre. Dr. Lo has provided cultural competence training to mental health professionals and physicians for the past four years. He was appointed to Mental Health Commission of Canada to lead their diversity initiatives. He is President of FACT (Friends of Alternative & Complementary Therapies) and was awarded Prix Clarite by Canadian Complementary Medicine Association in 2002.*

*Mami Yanai is a licensed Naturopathic Doctor, speaker and educator who is passionate about wellness promotion. She encourages each individual to live an authentic life filled with purpose, clarity, and love for their journey of optimal health and wellness. Mami completed her undergraduate degree in Music Therapy and Psychology with honors at the University of Miami and then the postgraduate program in Naturopathic Medicine at Canadian College of Naturopathic Medicine. She also received additional training in hypnotherapy, aesthetic acupuncture, Ayurvedic medicine, and Reiki healing. As a clinician, Mami has a strong interest in mind-body-spirit medicine, in particular with respect to life-long wellness promotion under high-stress situations such as chronic illness, overwhelming responsibility, and life changing circumstances. Her holistic approach is based on the integration of modern science, psychology and traditional medicine.*

### **Re-Focusing Religious Experience in Psychotherapy: From Delusion to Creative Positive Imagination**

*Joseph George*

Personality formation is a complex process that involves the utilization of a wide variety of forces and motivations at various stages in life, especially during the formative years. These forces and motivations not only refer to the intrapsychic domain (Freudian instincts) but also to the relational matrix and the socio-cultural environment. The nature and meaning of religious and ritual experiences are ardently discussed not only in religious circles but also in therapeutic contexts across the globe. In the analytically oriented circles, particularly in the West, the negative side of religious life is highlighted while the positive ones are conveniently ignored but professionally justified, following the Freudian tradition. Religious experiences of the counsellee are subjected to thorough analytical process exploring its link with psychopathology. With this professional inclination the religious experiences of the counsellee do not get adequate validation in clinical practice, including pastoral counselling. The thrust of this paper is to explore the effect of religious practices from a theoretical framework with a view to draw implications for clinical practice. The argument is based on Victor Turner's 'liminality' and the power of rituals, insights from the Object Relations Theorists – particularly Donald W. Winnicott's 'transitional phenomenon', and Erik Erikson's 'hallowed presence.' Though Freud has written quite a lot on the process of fantasy during various developmental stages which is an important aspect of psychic development, he has not given due attention to religious experiences. For him the religious materials did not qualify for the 'reality' due to the question of subjectivity.' The argument here is for the integration of the objective-subjective domains facilitates the creation of the 'transitional space' which is central to experience wellness.

*Joseph George, is Professor and Dean of Doctoral Studies, at the United Theological College, Bengaluru. He obtained his advanced level clinical training and doctoral degree from the Candler School of Theology, Emory University, Atlanta, USA. Along with his teaching and clinical training he has been a practicing counsellor over 25 years.*

### **Hermetic Tradition, Modern Magic and Psychotherapy**

*David Paul Smith*

Much of modern magick utilizes rituals and imaginal techniques that can be found in standard uses of clinical hypnosis. In fact, self-regulation strategies in general, e.g., mindfulness, hypnosis and guided imagery can be traced back for hundreds of years in all cultures around the world. Once can see modern self-regulation as a more rational, evidence based utilization of age worn practices but now simple therapeutic strategies practiced in the light of reason. However, this paper argues that our very psychological nature precludes a simple therapeutic interpretation of these techniques, particularly in long term psychotherapy. The use of these techniques often draw people into phenomenology of the sacred, and therapeutic outcomes can involve experiences that can be defined, at least, as regression in service of the ego if not psychotic. A depth psychological framework that is sympathetic to mythic and religious dimensions of thought is necessary for progress in these cases.

*David Paul Smith is Licensed Clinical Psychologist and editor of the International Journal of Traditional Healing and Critical Mental Health. He is President and CEO Integrative Psyche Services, S.C. and part time faculty at Saybrook University, California.*

## **Use Of Self in Therapy**

*Linda Lucas*

The Satir Transformational Systemic Therapy Model (STST) is unique encompassing both the intrapsychic and interactive components of therapy. Much therapy of the past has been focused only on clients' behaviour, cognition or affect. This model is focused on bringing about change at the level of Being, as well as changes in doing, feeling and perceiving. The process taps the universal yearnings of individuals within their personal family and social systems and helps them work towards a sense of responsible wholeness. The process requires that the therapist has a high level of therapeutic competence and congruence. STST processes are supported by recent therapeutic and neurobiological research. Evidence-based research supports therapeutic processes that are experiential, systemic, positively directional and change focused in providing neurological changes in clients. The models focus on the congruence of the therapist is supported in research supporting how important it is that therapists provide the conditions for attachment, hope, positive possibilities and safety in order for clients to achieve deep and lasting change.

*Linda Lucas is Licensed Clinical Professional Counselor, Idaho, USA and President, Satir Institute of the Pacific Surrey, British Columbia, CA*

## **Iqbal's Model Of A Healthy Human Personality**

*Abraham Khan*

Mental health problems and related symptoms may correlate with the development of a healthy human personality. Such a personality is not free of religious presupposition, especially in a multi cultural or religiously pluralistic society. This paper proposes the model of a healthy human personality or self enriched by the thinking of Muhammad Iqbal, an Islamic philosopher, poet, jurist, on the relation between love and personality. The self for Iqbal has the potential to develop through a process of differentiation assimilation, as it passes through different developmental stages. Each stage correlates with ego strengths that are rat of a ground plan for human development. Insights are drawn form Iqbal lectures and his celebrated philosophical poem The Secrets of the Self. The model of self according to Iqbal holds out two possibilities. One is the understanding and treating mental health problems of individuals who might be even outside any specific faith tradition. The other is for a colloquy or dialogue with mental healthcare practitioners committed to humanistic or Neo-Freudian theories of psychological development and meaningful human existence.

Keywords: Iqbal, Mental health, Self, Personality, Stages, Love

*Abraham H. Khan is a professor in the Faculty of Divinity at Trinity College, and Graduate Director and is cross-appointed to the Graduate Centre for the Study of Religion at the University of Toronto. He is a past president of the Canadian Theological Society and past editor of its newsletter. He chaired the program units Kierkegaard Seminar and History of the Study of Religion in the American Academy of Religion for five years each and was a senior fellow at Harvard University's Center for the Study of World Religions. He is a member of the Joint Centre for Bioethics, and the Centre for Ethics, at the University of Toronto; general editor of the Toronto Journal of Theology and consulting editor of the Encyclopedia of Caribbean Religions; convenes the Kierkegaard Circle and the Religion, International Diplomacy, and Economics Colloquia Series at the Munk Centre; and was an executive officer of the International Association for the History of Religions (2005-2015). Prof. Kahn is also Vice-President of the Institute for the Advanced Study of Religion, Trinity College, and Associate Chair of the Secretariat for the 2010 IAHR World Congress in Toronto.*

## **Symposium: Cultural Competence and Evidence-Based Practice in Mental Health Training in Diverse Societies**

*Baiju Gopal*

*Vaishali Raval*

Cultural competence (CC) and evidence-based practice (EBP) are important cornerstones of effective mental health care in diverse societies (Whaley & Davis, 2007), yet, little attention has been devoted to training in these areas globally. Psychology departments at Christ University in Bangalore, India and Miami University, in Ohio, USA came together to collaborate on a project funded by the United States India Education Foundation to develop effective training models in CC and EBP. Specifically, we worked on five objectives: assessing training needs of graduate students, faculty, and practicing clinicians in CC and EBP, revising graduate curricula at both institutions, promoting capacity building of faculty at both institutions, promoting capacity building of clinicians through developing and offering certificate programs and workshops, and developing an electronic resource center. In this symposium, we will describe progress made on each objective over the past three years. In addition, we will summarize findings based on the data collected for the first objective regarding the training received and further training needs in CC and EBP. The findings are based on focus group discussions (n =15 in India, n = 11 in USA, with 4 to 7 participants per group) and surveys (n = 450 in India, n = 350 in USA) with graduate students, faculty, and practicing clinicians. We will conclude with recommendations generated through these data for training programs in India and USA.

Keywords: Cultural Competence, Evidence-based practice

*Baiju Gopal is Associate professor, Department of Psychology, CHRIST (Deemed to be University). He is one of the principal investigators of the project titled 'Culturally competent and evidence-based mental health care for diverse societies under Indo US 21 st Century Knowledge Initiative award in collaboration with Miami University, USA, funded by USIEF. He was also a co-investigator in the major research project on psycho-cultural elements in the indigenous healing practices of mental illness in Karnataka funded by UGC, New Delhi.*

*Vaishali Raval Professor and Associate Chair Department of Psychology University of Miami, OHIO. Conceptualized from an interdisciplinary perspective, her research examines parenting, emotion and emotion communication in the family context, and child health outcomes in international populations and ethnic minority groups in the United States, particularly Asians and Asian Americans. She is Project director for the project titled 'Culturally competent and evidence-based mental health care for diverse societies under Indo US 21 st Century Knowledge Initiative award.*

### **The Role of Context in Designing and Evaluating Counseling Programs**

*John Carey*

The importance of understanding cultural context in order to determine the appropriateness of the goals and processes of discrete counseling interactions has been appreciated for decades. However, we have only recently begun to appreciate the important role that contextual factors play in determining the appropriateness and effectiveness of counseling programs as they are designed, implemented and evaluated in school and community settings. Counseling programs are composed of a mixture of preventative and remedial services and interventions that are intended to benefit recipients. Often these programs are designed and evaluated by people who do not share a common context (e.g. regarding culture, history, language, attitudes, values, world view, class) with the recipients of services. Often, counseling programs that have been successful in one context are adopted by program designers in a second context without adapting them to local contextual circumstances and conditions. Both these cases present the danger that the program will fail to meet the actual needs of the recipients of services. To create programs that genuinely benefit the recipients of services, counseling program developers and evaluations need to understand the various contextual factors that affect design and effectiveness of counseling programs and need to be skilled in involving local stakeholders in the design and evaluation of programs.

*John Carey is Professor Emeritus and Director for Centre for Youth Engagement, University of Massachusetts. Carey has expertise in the development and evaluation of interventions to promote self-direction and engagement of children and youths. He recently served as the Co-PI directing the evaluation component of a large IES-funded cluster randomized trial of the impact of Student Success Skills on students' school engagement, metacognitive skill development and academic achievement. He is the co-developer of Eccomi Pronto, an early elementary school program to increase students' self determination skills and school engagement and of the Protective Factors Index, an assessment system that uses teacher ratings to measure students' social-emotional development. Dr. Carey is very active internationally. He has been a Fulbright Specialist at Christ University (Bangalore) and Korea University (Seoul) where he assisted counseling programs to develop an orientation towards evidence-based practice. In addition, Dr. Carey has recently edited the International Handbook for Policy Research on School-Based Counseling. He is currently leading a 12-nation comparative study of the activities of school-based counselors. Finally, Dr. Carey has extensive experience in program and grant management having served as an Associate Dean, Department Chair, Program Coordinator, Center Director, and Principal Investigator over the past 28 years.*

### **Evaluation of Intercultural Counseling Programs and Interventions: A Proposal**

*Michael S. Trevisan*

Intercultural counseling programs and interventions are activities that are designed and/or delivered by members of one cultural group to benefit the mental health needs of members of another cultural group. What is known broadly about intercultural programs and interventions is just now emerging. One thing is clear; evaluation is viewed as an important tool to improve capacity of intercultural programs and interventions to deliver their intended benefits. Evaluation literatures in the U.S. and Australia, for example, provide some guidance for developing evaluation models and practices that are culturally sensitive. These ideas could be used in whole or in part to address the evaluation expectations for intercultural mental health programs and interventions. These literatures also implore for the cultural competence of the evaluators of culturally-based programs and services. An evaluation framework is proposed that could be used for the evaluation of intercultural mental health programs and services. Special considerations for evaluation of intercultural counseling programs and interventions accompany this framework, based on recommendations found in the literature.

*Michael S Trevisan is Professor, Educational Psychology and Dean, College of Education, Washington State University. Dr. Mike Trevisan has been conducting educational research and evaluation for 28 years. He is currently Dean of the College of Education and Professor of Educational Psychology at Washington State University where*

he has worked for 20 years. Dr. Trevisan is widely published in the fields of evaluation and assessment. Dr. Trevisan is Associate Director for the Learning, Performance Research Center at Washington State University. He has been Principal Investigator or Co-Principal Investigator on many grants and contracts that require evaluation, and has obtained more than \$8 million in external funding. Dr. Trevisan has conducted numerous EAs and contributed to EAs as a consultant. He has taught courses in evaluation, research methods, measurement, and statistics. Dr. Trevisan obtained his Ph.D. in Educational Psychology with an emphasis in measurement, statistics, and evaluation from the University of Washington in 1990.

### **Positive Behavior Supports: A Three-Tiered Model for Prevention and Intervention**

*Sarah Feffer*

This presentation will introduce attendees to Positive Behavior Interventions and Supports (PBIS) as a framework to organize prevention and intervention for all students within a school. Teachers, counselors, and psychologists work together to implement a three-tiered framework to support student needs. Tier 1, the primary tier, encompasses universal preventive supported aims to address the needs of all students within the school. Data are collected and reviewed, and when a student is determined not to respond, targeted and/or individualized interventions are delivered within the context of Tiers 2 and 3 (Sugai & Horner, 2009). Tier 2 supports provide students with more skill instruction and opportunities for practice, and should be easily accessible for students determined to be at-risk for behavioral or mental health concerns. Tier 3 interventions are more intensive and individualized. There is evidence that PBIS leads to positive academic, behavioral, and mental health outcomes for students in schools. This approach focuses on proactively developing and teaching clear behavioral expectations, and providing opportunities for frequent reinforcement for students who are engaging in expected prosocial behaviors. Specific examples of practices from U.S. schools will be shared.

*Sarah Feffer is Assistant Professor, School Psychology and Associate Director for the Centre for Youth Engagement, University of Massachusetts, Amherst. received her doctoral degree from the University of South Florida's APA accredited program in school psychology in 2013. She completed her predoctoral APA/APPIC accredited internship at the May Institute and her postdoctoral fellowship at UMass' PSC. Her research and clinical interests include disruptive behavior in children and adolescents, assessment and intervention related to academic and behavioral competence, and working with families and communities to support student success. Her current research investigates a phenomenon called the Positive Illusory Bias and symptoms of ADHD. Dr. Feffer teaches graduate level courses in prevention, development, developmental psychopathology, and single subject design. Dr. Feffer was the 2014 recipient of Division 16's Dissertation of the Year Award.*

### **Promoting adoption of evidence based practices (Ready, Willing, Able)**

*Paul Flaspohler*

In this paper, we describe the development of a strategic prevention support system designed to facilitate effective implementation of evidence-based prevention programs in elementary and middle schools. Given the well-documented problems in introducing new ideas to schools and sustaining innovative practices, it is critical that attention be given to understanding barriers and facilitators of the adoption and implementation of evidence-based practices (Flaspohler, Anderson-Butcher, Paternite, Weist, & Wandersman, 2006). This presentation will describe strategies used to assist elementary and middle schools (N=13) with selecting and implementing evidence-based prevention programs. The presenters will discuss implementation of innovative recruitment and support strategies used to assist elementary and middle schools (N=13) to plan, implement, evaluation, and sustain evidence-based prevention programs (e.g., PATHS, the Olweus Bullying Prevention Program, Caring School Communities, and others). Participants will learn about the best practice process model used to select and implement evidence based practices. Preliminary evidence of successful implementation (first year fidelity at 70%-100%) and outcomes will be presented. The strategies and results of this presentation will be useful to participants interested in fostering the adoption of school-based prevention programs.

*Paul Flaspohler is Director for Research and Evaluation and Associate Professor, Department of Psychology, Miami University. Paul is a clinical-community psychologist, and works to integrate teaching, research, and service through modeling and involving students in self-evaluation, through community and school-based research projects, and through teaching about using research and evaluation in the service of communities and schools. Since joining the faculty at Miami in 2004, he has received nearly \$2,000,000 in extramural funding to support community and school-based research and action projects. This funding includes support from the federal, state, and local government as well as regional school districts and public and private foundations. In 2000, he was co-recipient of the American Evaluation Association's President's Prize for Innovation in Evaluation.*



## **Developing Partnerships around Mental Health with Refugee and Migrant Community Organisations**

*Rachel Tribe*

This presentation discusses partnerships with refugee and migrant community groups in the UK and internationally. This has taken place in community settings outside the traditional consulting room. Therapeutic skills and cultural understandings of psychological distress have been shared. Through these partnerships, both partners have developed their understanding of different cultures, explanatory health and psychological distress models. This has expanded all our professional understanding and repertoires. Working in an innovative manner can benefit those who have euphemistically been labelled 'hard to reach' groups. It can do this in non-stigmatising, accessible and culturally appropriate ways. Evidence suggests that mental health services developed in conjunction with service users and the wider community may lead to better usage, more appropriate and accessible services, and an improved sense of inclusivity. We used a variety of mediums including sport. We set up a web portal on mental health and wellbeing for refugees and migrant groups containing a range of resources, this be introduced.

*Dr. Rachel Tribe is Professor of Applied Psychology at the School of Psychology, University of East London. She is a trustee of the Centre for Research and Evaluation- International Federation (Careif) and one other international mental health charity. In 2014 she was awarded the British Psychological Society Award for Challenging Social Inequalities in Psychology.*

## **Adapting Evidence Based Interventions**

*Kathleen Ann Burlew*

Behavioral interventions, albeit evidence-based, may not be as effective for cultural groups other than the original group. Growing evidence demonstrates that both grounding interventions in cultural/community knowledge and collaborating with community stakeholders potentially increase the effectiveness of interventions. This presentation will describe Community Collaborative Cultural Adaptation, our model for forming university/community collaborations to culturally adapt evidence-based interventions for different target groups. The 8 steps of the model provide concrete strategies at the preparatory stage (community engagement, recruitment of the research team, orientation/training of university and community collaborators), the cultural adaptation stage (two rounds of theater testing, a strategy in Wingood and DiClemente's ADAPT-ITT [2008]), and the final stage (revisions, pilot testing, and sustainability). The presentation will illustrate the model by describing our community-engaged project aimed at culturally adapting an HIV risk reduction intervention to become effective for improving the sexual health of low-income Black teen girls in the USA.

*Kathleen Burlew, Ph.D., is a McMicken Professor of Psychology at the University of Cincinnati. She received her Ph.D. in Social Psychology from the University of Michigan in 1974 and later completed postdoctoral training in clinical psychology. Her areas of specialization include health and social behavior, clinical psychology, and program evaluation, especially intervention research. Her current research interests include the efficacy of interventions for at-risk youth, efficacy of family interventions for children of substance abusers, the diagnosis of schizophrenia and other disorders in African American patients, the accuracy of self-report in substance abuse research, and psychosocial correlates of sickle cell disease. She has served as Editor-in-Chief of The Journal of Black Psychology and has co-edited and co-authored several book, including *African American Psychology: Theory, Research, & Practice* (Sage 1992), *Reflections on Black Psychology*, and *Minority Issues in Mental Health**

## **Mental health resilience of internal migrants in India: Time to rethink psychological approaches?**

*Raghu Raghavan*

Internal migrants are among the most vulnerable communities in India, often confronting a range of complex, related physical and mental health problems and needs. This paper will outline current understandings of the mental health issues confronting internal migrants in India, and will also suggest some gaps as well as strengths in our current knowledge. This paper draws on research currently being undertaken as part of Medical Research Council, Arts and Humanities Research Council and Global Challenges Research Fund (UK) funded international project to use community theatre methodologies to explore the mental health and resilience narratives of internal migrants in Pune, India. In the assessment of the mental health needs of internal migrants, 'deficit' models of mental health have tended to predominate hitherto. Deficit models have been criticised in other areas of mental health, and this paper explores whether more positive, salutogenic or 'asset' based approaches to mental health assessment might be also be relevant when considering the mental health needs of internal migrants in India. This paper will go on to argue that, as well as the mental health challenges confronting internal migrants; we might also explore their resources for resilience. Some migrants, for example, are able to secure (and remain in) employment; and some find fulfilment in their lives in spite of the significant challenges they face. How do they do this? What are their resources for resilience? And might such insights have relevance for future health/mental health interventions for these and other communities. This calls for rethinking the way we use psychological approaches with vulnerable and marginalised communities.

*Raghu Raghavan is Professor of Mental Health/Director of Mary Seacole Research Centre, Faculty of Health and Life sciences, De Montfort University, Leicester, United Kingdom and health psychologist with expertise in mental health and disability, cultural diversity, participatory research and co-production. His research is encapsulated by four overarching, but inter-related themes which address issues in mental health, disability and wellbeing: improving access to services/interventions, user involvement, practice and service development and inclusion. His current funded research programmes focusses on (1) conceptualisation of dementia in minority ethnic communities; (2) research participation from diverse ethnic communities (3) loneliness and social isolation in migrant communities; (4) detection and diagnosis of dementia in primary care for Black Asian and Minority Ethnic communities; (5) Mental health resilience of slum dwellers in India; and (6) Improving access to breast screening services for South Asian and African Caribbean population. He has published widely on mental health and disability, ethnicity and service improvement. He am currently editing a book on Mental Health, Ethnicity and Cultural Diversity: Exploring narratives for transformative services. He is also co-ordinating the International Transcultural Mental Health Network <http://www.itmhn.org/> for research collaboration and knowledge exchange.*

**Culturally Adapted Cognitive Behavioural Therapy and Trauma informed care for the immigrant and refugee community in Toronto Canada**

*Natasha Browne*

Trauma can be defined as a deeply distressing or disturbing experience. The events which can be considered traumatic are wide ranging indeed - from what might be considered the stuff of ordinary life such as divorce, illness, accidents and bereavement to extreme experiences of war, torture, rape and genocide. CA-CBT (Culturally Adapted Cognitive Behavioural Therapy) has been designed to increase the accessibility of the treatment and its effectiveness in populations that are typically underserved by the mental health system. It is a product of an intensive development process (detailed literature review, focus groups with English speaking people of Caribbean heritage living in the Greater Toronto Area and interviews with mental health workers who provide services to this population Immigrants and refugees that are arriving to the Greater Toronto area have been observed to face several obstacles, including significant histories of rape, abuse, war, torture and genocide The use of CACBT in the context of trauma informed care will be reviewed as a model of therapeutic intervention with the immigrant and refugee population in the Greater Toronto area.

*Natasha Browne is a registered Psychologist with the College of Psychologists of Ontario. In addition she is a member of the Ontario Psychological Association, Canadian Psychological Association and American Psychological Association. Dr. Browne operates a general private practice providing assessment, consultation, supervision and individual psychotherapy services to clients from diverse ethno-racial backgrounds, gender and socio-economic backgrounds. In particular, Dr. Browne has several years of experience in both the assessment and treatment of motor vehicle accident victims.*

