

DUBLIN, IRELAND



26TH JULY - 8TH AUGUST 2015

ICASSI

2015

**48TH INTERNATIONAL
RUDOLF DREIKURS**
Summer Institute

Courses in Adler/Dreikurs
Theory and Practice

www.icassi.net





Introduction

ICASSI 2015 promises to be a most comprehensive and enriching learning experience, and the Faculty, Board, and Administrative team members all look forward to seeing you in Dublin, Ireland in July and August of 2015.

I am gratified that the annual Rudolf Dreikurs Summer Institute is going strong in its 48th year. It is a testament to the timeless value of the principles and teachings of Adler and Dreikurs. The 2015 Summer Institute is a reflection of ongoing efforts of ICASSI to ensure that our international institute brings fresh ideas, novel applications and updated course material to our participants. We are delighted to return to the fascinating land where leprechauns were said to have enlivened the life of citizens and that in modern life is a flourishing republic with fascinating cities and charming landscapes. With its old castles and rich history, Ireland is a wonderful setting for ICASSI again to take place.

We are pleased that ICASSI 2015 will see the addition of accomplished new faculty members and also have again the wonderful teachings provided by long-time favorite instructors. There will be a broad range of program options. As usual we have the fine diversity of courses and instructors from many nations. The 2015 plenary morning sessions will again be in English and German.

As always, the Summer Institute will bring together individuals from many nations, providing a truly unique opportunity to learn alongside and share experiences with colleagues from around the world. Participants will acquire knowledge and learn practical skills that will serve them in their professional and personal lives. The classes will deal with contemporary challenges in areas of parenting, couple relationships, school, counselling and clinical practice, the workplace and in multi-cultural relationships. Adlerian principles and methods facilitate human relations in very many areas of human life.

Adlerian psychology is as relevant as ever, with its focus on cooperation, equality, and mutual respect between individuals and groups, and its understanding of the whole person. In today's complex, fast-changing world, we must continue to find ways to help more people live healthy and strength-based lives. Whether you are a professional who counsels or teaches others or an individual or family member seeking personal development, you will benefit from the life-changing learning experience of ICASSI 2015.

Eva Dreikurs Ferguson
Co-Chair
ICASSI 2015

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1. ICASSI: International Committee of Adlerian Summer Schools and Institutes

A BRIEF HISTORY

ICASSI (the International Committee of Adlerian Summer Schools and Institutes) is a non-profit educational organization whose objective is to help professionals, students, and lay persons learn the teachings of Adler and Dreikurs and master appropriate skills, and to teach Adler's and Dreikurs' principles and methods where professional and personal development opportunities are needed.



Alfred Adler, a young colleague of Sigmund Freud in the early years of the 20th Century, developed a psychiatric and educational treatment and prevention approach that today would be called a strength-based and community-oriented psychology. The emphasis was on the fundamental motivation of human beings to belong and to contribute to the larger society in which they live.

Rudolf Dreikurs, a younger colleague of Adler, established ICASSI and the Summer Institute in 1962. Dreikurs created ICASSI because of his ongoing dedication to spreading the teachings of Adler to people around the world, not only as a psychological method of treatment, but as a philosophy of life.

In his early days of practicing psychiatry in Vienna, Dreikurs saw the need to extend his office into the community. He was convinced that use of Adlerian education methods in the home and in the school would enable children to reach a higher level of functioning. He believed they would develop a greater sense of their own strength and ability, and would learn the responsibility of citizenship in a free world. He was also convinced that prevention was more important than treatment.

From his immediate community, Dreikurs extended his work to the nation and then internationally, starting with his first visit to Brazil in 1937 and again in 1946. He moved to the United States in 1937, working internationally in Israel in 1959 and holding the first International Summer School in Denmark in 1962. He visualized the acceptance of "social interest" among a steadily widening group of people world-wide, who would experience living in harmony and peace.

It was Dreikurs' hope to hold the Summer Institute in a different country each year wherever there was a group in need of impetus to grow.

THEORY AND PRACTICE OF ADLER AND DREIKURS: IN A NUTSHELL

Adlerian psychology is holistic (each of us is a unique whole person), social, and purposive (human action is understood in terms of self-set goals, of which we usually are not aware). Mental health is understood in terms of a person's or a community's striving for contribution, equality, and mutual respect between individuals and between groups. Based on many decades of effective methods for prevention and treatment of psychological and social problems, Adlerian theory and practices offer concrete steps for improved human relationships in the family, school, and workplace, and in multi-national interactions.

The ICASSI Mission:

Using the theory and practice of Individual Psychology as learned through the teachings of Alfred Adler and Rudolf Dreikurs:

- Reach out to others through education, training, dialogue, and experience
- Enhance the spirit of social interest, sharing, and cooperation, and foster equality by making a common effort to eliminate the barriers between nationalities, age groups, genders, religions, social classes, races, professions, and any other artificial distinctions by which humans believe themselves to be divided
- Stimulate leadership in different countries and help potential and existing leaders in their efforts to establish a world of peace and cooperation.



ICASSI is proud of its foundation on a psychology of two languages, and provides translation to help participants share in the learning and exchange of ideas. ICASSI values the cultural and linguistic diversity that is fundamental to its success, and celebrates the more than 20 nations that participate each year.



FOR WHOM IS ICASSI INTENDED?

ICASSI offers a stimulating environment in which professionals, individuals, couples, and families learn within a diverse international collegial community. It provides unique instruction and experiential learning for professional and personal development provided by an international faculty. It is designed for:

- Counselors & Psychotherapists
- Psychologists & Social Workers
- Teachers & Educators
- Business Professionals
- Coaches
- Clergy
- People interested in understanding themselves & their relationships
- Birth, Foster & Adoptive Families
- Children & Youths
- Early Childhood Educators
- Health-Care Professionals
- Students at all levels
- People interested in the psychology of Alfred Adler & Rudolf Dreikurs

The ICASSI program is unique in providing the highest quality of professional education in an enriching social environment. Participants choose from a wide range of courses in the theory and techniques of Adler and Dreikurs, with application to counselling and therapy, business, schools, families, the community, and the workplace. Experiential workshops provide professional training for the practitioner and opportunities for personal growth to all participants. As encouragement, cooperation and respect are fundamental Adlerian concepts, all workshops follow codes of confidentiality.

In addition, ICASSI participants are given the opportunity to present seminars on issues of concern to them through Special Interest sessions.

Participants come to ICASSI from around the world, typically from over twenty different countries. Recreational and multi-cultural exchanges are therefore integral parts of the ICASSI experience and contribute to a strong sense of fellowship and connectedness. Social activities also provide opportunities for the exchange of ideas, viewpoints, stories, songs and laughter.

For parents wishing to bring their families, there are courses for teenagers and an excellent children's program for 4-11 year olds under the supervision of multilingual and multi-cultural leaders.

2. ICASSI Program at-a-glance

WEEK 1

Sunday, July 26	14:00-19:00	ICASSI Registration
	20:00	Opening Ceremony
Friday, July 31	19:00	Special Dinner for All Participants

WEEK 2

Sunday, Aug 2	16:00-19:00	ICASSI Registration for Week Two Arrivals
	20:00	Welcoming Ceremony for Week Two Arrivals
Friday August 7	17:30	Closing Ceremony
	19:00	Farewell Banquet for All Participants

MONDAY TO FRIDAY, WEEKS 1 AND 2

07:00 – 8:30	Bloc 0	Exercise and/or Mindfulness session options
07:30 – 8:45	Breakfast	
09:00 – 10:30	Bloc 1	Plenary Sessions
10:30 – 11:00	Break	
11:00 – 13:00	Bloc 2	Series A (200/400) Half-Day Courses Series B (100/600) Full-Day Courses (Morning Session)
13:00 – 14:00	Lunch	
14:30 – 16:30*	Bloc 3	Series A (300/500) Half-Day Courses Series B (100/600) Full Day Courses (Afternoon Session)
16:45 – 17:45	Special Presentations*	Tuesday, Wednesday and Thursday
18:00 – 19:00	Dinner	
20:00 – 21:15	Bloc 4	A variety of evening activities will be offered on Monday, Wednesday and Friday

*Special Presentations are sessions that provide an opportunity for participants and faculty to present a subject of their own choice in seminar format. A list of each day's special interest sessions is in the daily ICASSI Newsletter.

3. Course Selection Guide

ICASSI offers a variety of course options to meet participants' learning needs and interests, whether one registers for the first week, the second week, or for both weeks.

Each morning from 09:00 to 10:30 there is a Bloc 1 plenary lecture and demonstration that everyone attends. Following Bloc 1, participants choose from either Series A (half-day courses) or Series B (full-day courses).

Before the plenary lectures, participants also have the option to join with others for a morning exercise walk/run, or a Mindfulness meditation session. If you wish to join bring appropriate loose clothing

SERIES A: HALF-DAY COURSES (10-HOURS)

Series A offers two week-long half-day, 10-hour courses. Participants select one course for the morning, Bloc 2, and another for the afternoon, Bloc 3. Courses identified as (1 + 2) in the course descriptions section indicate that the course continues through Weeks 1 and 2; however, participants may choose to register for just the first or second week.

OR:

SERIES B: FULL-DAY COURSES (20-HOURS)

Series B offers a week-long intensive course (20-hours). Series B courses extend through both Bloc 2 and Bloc 3, and are intended for participants seeking a more in-depth examination of a given subject in a one week time-frame.

Two week participants may select one Series B course in each of Week 1 and Week 2, or may follow Series A in one week and Series B in the other week or Series A in both weeks.

Disclaimer: ICASSI reserves the right to change or cancel course offerings as necessary for programmatic reasons, e.g., if courses do not have minimum number registered, faculty illness, etc.

4. Program Week 1

4.1 BLOC 1: PLENARY LECTURES 9:00 – 10:30

Monday, July 27	<p>Individual Psychology: What does it mean for the 21st Century with Eva Dreikurs Ferguson</p> <p>Adlerian Psychology is more relevant today than ever, as it helps people understand ways to improve human relationships in all spheres of life. A review of the basic Adlerian concepts and their application to everyday problems will show how relevant Adler-Dreikurs work is in today's society.</p>
Tuesday, July 28	<p>Lifestyle Demonstration with Zivit Abramson</p> <p>Zivit will demonstrate the way Adlerian psychotherapy investigates the assumptions that are the source of the client's problems and strengths and show typical ways that Adlerians use to elicit the person's lifestyle.</p>
Wednesday, July 29	<p>ERs and Dreams: A Demonstration with Gerhard Baumer</p> <p>Gerhard will demonstrate how to use ER's and Dreams in counselling and therapy.</p>
Thursday, July 30	<p>Reflecting "As if" with Richard Watts</p> <p>This presentation will explain and demonstrate Reflecting As If (RAI), a brief, encouragement-focused counselling process based on the Adlerian understanding of "as if" and Acting As If.</p>
Friday, July 31	<p>Family Counselling Demonstration with Frank Walton</p> <p>The presenter will work with parents and children to demonstrate a typical initial family counselling session.</p>

4.2 BLOC 2 AND 3 : CLASSES FOR WEEK 1

Overview: Type A Courses (2 hours each day)

Week One Courses Mornings from 11:00 to 13:00			Week One Courses Afternoons from 14:30-16:30		
Bloc 2		English Courses		Bloc 3	
A201	Abramson, Z	Couples in conflict	A301	Balla, M	Family dynamics in action
A202	Balla, M	Intergenerational Patterns	A302	Bitter, J	Self-Care and Self-Awareness
A203	Bitter, J	Understanding Families and Their Dynamics	A303	Callus, J	Individual Psychology and Parenting
A204	Callus, J	Fundamentals of Individual Psychology	A304	Holder, J	Treatment Using Metaphors and Early Recollections
A205	Fitzgerald, M	The Spirit of Encouragement	A305	John, K	Social Equality in Action
A206	Ferguson, E. D	Individual Psychology in the Workplace	A306	Millar, A	Working with Trauma
A207	Joosten, T	Cooperative Problem Solving	A307	Schuerer, Y	Using Lifestyle Analysis for problem solving
A208	Millar, A	Becoming a Supervisor	A308	Vainker, B	Mindfulness
A209	Tate, B	Early Recollections: An Introduction			
A210	Walton, F	Family Counselling			
Bloc 2		German - English Courses*		Bloc 3	
A211	Heuschen, H	Health & Movement: An Holistic Approach / Lebensstil, Bewegung in sozialer Interaktion und Gesundheit	A309	Baumer, G	Dreams and Their Interpretation/ Träume und ihre Deutung
A212	Landscheidt, U	Basics of Art Therapy and Lifestyle/ Lebensstil und Kunsttherapie	A310	Salewsky, A.	Alcohol Dependency: Challenging the Patterns / Alkoholabhängigkeit: Die Muster durchbrechen
A213	Oberst, U	Dealing with Difficult Behavior of Children/ Umgehen mit schwierigen Kindern	A311	Heuschen, H.	Lifestyle Analysis and Realignment using Fairy Tales/ Lebensstilarbeit und Neu-orientierung durch Schreiben mit Märchen
Bloc 2		German Courses		Bloc 3	
			A312	Oberst, U	Emotionen in der Individualpsychologie

*The course is bilingual, unless all participants in the class agree it can be one language

OVERVIEW: TYPE B COURSES

(4 hours each day and during Blocs 2 and 3).

Choose only one Type B Course for this week.

English Courses		
B101	Bettner, B. L.	Crucial C's in Action
B102	Rasmussen, P.	Psychopathology from an Adlerian Perspective
B103	Shifron, R.	Supervision
B104	Watts, R.	Creative Strategies in Brief Therapy

OVERVIEW: CHILDREN'S AND YOUTHS' PROGRAM

Bloc 2		Youth's Program		Bloc 3	
A 220	Shoham, Y.	Personal Development for Youths 12-17	A 320	Hofstra, P.	Youth Recreation
Bloc 1 + 2		Children's Program		Bloc 3	
A 221	Hoekstra, W, Gruenig, R, Zelickman-Krizhak, G. & Radu, L.	Children's Program/ Kinderprogramm	A 321	Gruenig, R. & Irvine, M.	Children's Recreation/ Kinderfreizeitprogramm

4.3 COURSE DESCRIPTION FOR WEEK 1

Type A Courses: Week 1 Bloc 2 (11.00 - 13:00)

English Courses

A201, Abramson, Zivit - Couples in Conflict

How does a couple relationship start? How does it get into trouble? The course is both for people who wish to understand their own partnership issues a little better (whether they participate as a couple or as one of the partners), and for professionals who wish to experience or witness typical Adlerian ways of understanding couples difficulties.

A202, Balla, Marion - Intergenerational Patterns

This course investigates the relationship between family myths, values, and current life problems. Using early memories and genograms, we will explore belief systems and their connections to the Adlerian Life Tasks. This didactic/experiential workshop aims to help participants balance life tasks and creatively move forward with vigor and zest.

A203, Bitter, Jim - Understanding Families and Their Dynamics

Using Adlerian family counselling, Family mapping, Dreikurs' four goals of children's misbehavior, lifestyle assessment, and the mistaken goals of parents, participants will get a chance to understand their own family-of-origin dynamics as well as how to re-orient current family interactions or work with other families. Demonstrations will be used.

A204, Callus, Joyce - Fundamentals of Individual Psychology

This practical course will help participants understand some very important concepts of Adler and Dreikurs; concepts that shed a different light on the way we see life. Questions related to personality, inferiority feelings and inferiority complex, birth order, family constellation, sound mental health, and so on will be addressed. This is a course for new and not-so-new persons at ICASSI.

A205, Ferguson, Eva Dreikurs – Individual Psychology in the Workplace

Adlerian psychology helps improve human relationships in all settings, including the workplace. Workplace solutions are applicable also to problems in the family and school. Participants' own work problems are discussed. Work roles, conflict resolution, group dynamics, and personality variables are viewed within the Adler-Dreikurs framework.

A206, Fitzgerald, Michael – The Spirit of Encouragement

The goal of this course is to create a feeling of courage and to express it. We plan to explore the mistaken ideas that fuel our discouragement. Examining the resolutions we concluded when we felt discouraged we will creatively explore these ideas using storytelling, rewriting them into common sense and sharing within a safe environment.

Type A Courses: Week 1

Bloc 2 (11.00 - 13:00)

A207, Joosten, Theo - Cooperative Problem Solving

In families, communities or professional settings, people meet problems. This course will explore practical ways of helping each other find encouraging solutions to these social challenges. The language and the incident method will get special attention. Participants will be able to apply the incident method. Case examples provided by the participants will be used.

A208, Millar, Anthea - Becoming a Supervisor

This class is designed for helping professionals who wish to develop supervision skills, whether in social and health care, early-years services, coaching or therapy. We will focus on building a supervisory relationship that combines equality and authority, ensuring ethical practice through encouragement and effective feedback, and the use of creative methods, particularly in relation to Lifestyle issues.

A209, Tate, Bruce - Early Recollections: An Introduction

Early Recollections (ERs) play a central role in Adlerian therapy. ERs are nonverbal messages and descriptions of how we view life. This course will introduce theory and also enable learners to develop practical skills to help them work with ERs. The course will include experiential and creative elements.

A210, Walton, Frank - Family Counselling

The primary means of teaching this course will be through live demonstrations with parents, children, and/or adolescents. Participants will be given the opportunity to participate in a family counselling demonstration and will have an opportunity to observe and experience use of "The Most Memorable Observation" as a means for understanding how one's belief system influences choice of parenting style.

German - English Courses*

A211, Heuschen, Helmut - Health & Movement: An Holistic Approach

Health has become the life task number one in the world. One's lifestyle and the lifestyle of the societies, however, can lead into chronic disease. The analysis of daily patterns of movements in relations to the patterns of movements in our early childhood can help to find out ways to a more healthy life.

A211, Heuschen, Helmut - Lebensstil, Bewegung in sozialer Interaktion und Gesundheit(Deu/Eng)

Im Sinne der Lebensstilfragen auf der Grundlage der Individualpsychologie wollen wir in vielen Spiel und Bewegungssituationen unsere Bewegungsmöglichkeiten in der Gruppe erleben und befragen. Dabei können wir entdecken, wie subjektive Sichtweisen Bewegungsformen einengen und auch zu Krankheiten führen können.

Über das Erleben von Bewegungsformen im Spiel werden neue Zugänge auf dem Weg zur Gesundheit begreifbar gemacht und eingeübt.

*These courses are bilingual, unless all participants in the class agree it can be one language

A212, Landscheidt, Uti - Lifestyle through Art Therapy

Art Therapy was developed by Sadie T. Dreikurs as a method to approach lifestyle through one's creativity. Working in the group with various materials we will discover aspects of our own lifestyle as well as learning to interpret the art of others. It will be exciting and relaxing (no artistic skills required). The course is based on "Cows can be purple" by Sadie T. Dreikurs

A212, Landscheidt, Uti - Lebensstil und Kunsttherapie

Kunsttherapie wurde von Sadie T. Dreikurs als Methode zur Lebensstilanalyse entwickelt.

Durch gemeinsames Arbeiten in der Gruppe werden wir sowohl eigene Aspekte davon entdecken als auch lernen, andere Kunstwerke dahingehend zu interpretieren.

Dieser Kurs ist spannend und entspannend zugleich (keine künstlerischen Fertigkeiten erforderlich). Basierend auf dem Buch: "Kühe können lila sein" von Sadie T. Dreikurs.

A213, Oberst, Ursula - Dealing with Difficult Behavior of Children

This experiential course is addressed to parents, teachers and school counselors who want to improve their ways of dealing with children with behavior and discipline problems. On the basis of the classical Adler-Dreikurs model, a systemic and strategic perspective is introduced and integrated. Class includes role-playing and enactment of problem situations.

A213, Oberst, Ursula - Umgehen mit schwierigen Kindern

Dieser Kurs richtet sich an Eltern, Lehrer und Schulpsychologen, die lernen wollen, besser mit Verhaltens- und Disziplinproblemen bei Kindern umzugehen. Auf der Basis des klassischen Adler-Dreikurs-Modells, wird ein systemischer und strategischer Ansatz aufgezeigt und integriert. Die Teilnehmer können eigene Problemsituationen vorstellen, die als Beispiel für experientiellles Lernen mittels Rollenspiel dienen sollen.

Children and youth program

A220, Shoham, Yoav - Personal Development for Youths Ages 12-17

This course is for youth aged 12-17 to facilitate the growth of self-understanding and to increase social interest and community-oriented behavior.

*Please note: The youth registered in this course may also participate in an early morning recreation program from 8:45 until 11:00.

A221, Children's Program (Blocs 1 and 2), Hoekstra, Willy; Gruenig, Richard; Zelickman-Krizhak, Galit & Radu, Liliana

This program will offer athletic, art, music and play activities. Adlerian child-rearing and classroom management principles will be used.

*Please note: The program runs through Blocs 1 and 2. Parents bring their children to the program at 8:45.

Das Programm bietet Sport, Kunst, Musik und Spielaktivitäten an. Innerhalb kleiner Gruppen haben die Kinder die Möglichkeit, Aktivitäten zu planen. Individualpsychologische Erziehungs- und Gruppenleitungsprinzipien werden angewendet.

*Bitte beachten Sie: Das Programm findet in Block 1 und in Block 2 statt. Eltern bringen ihre Kinder um 8:45 zu dem Programm.

A301, Balla, Marion - Family Dynamics in Action

This course offers participants an opportunity to understand a holistic approach to family patterns and their impact in the present day. The use of early recollections, birth stories and family sculpting will be presented in hands-on, movement-oriented experiences. **Open to Youth.**

A302, Bitter, Jim – Living Life More Fully: Self-Care and Self-Awareness with Social Interest

The paradox of living is that the best way to care for yourself is through positive connections with others, through making a contribution to the whole, and through loving as much as you can from wherever you are at a moment in time. Using mindfulness, personality priorities, and awareness exercises, the workshop focuses on living life more fully.

A303, Callus, Joyce - Individual Psychology and Parenting

Parenting- the most important job one can do in life- does not come naturally or easily. This workshop aims at showing "another way" for effective parenting. Topics include: how behavior is goal directed and how to redirect negative behavior; how discipline can be achieved without punishments; how low self-esteem can be reversed; how to achieve effective communication.

A304, Holder, Jim - Using Metaphors in Treatment and Reorientation

This workshop will focus on recognizing the metaphorical significance in memories when clients talk about their situation and give us recollections. The importance of meeting the client where they are in their misguided beliefs to promote movement will be discussed. Participants will learn to use "deep", "shallow", and "punch" metaphors while assisting clients in reorientation.

A305, John, Karen - Social Equality in Action

Social equality requires new ways of leading and relating, yet we struggle to exercise our rights and responsibilities. We look at leadership styles (autocratic, democratic, laissez faire), what prevents us from using our 'good authority', and explore feelings and actions that undermine democratic living, using ERs and psychodrama to identify lifestyle issues and dilemmas. **Open to Youth**

A306, Millar, Anthea - Working Safely with Trauma

In recent years, increased understanding of the neurological and biopsychosocial aspects of trauma has resulted in more effective processes that integrate well with an Adlerian therapeutic approach. This highly practical course will focus particularly on developing the therapeutic skills of ensuring safety and stability, developing dual attention and building on the person's resilience and social connection.

Type A Courses: Week 1
Bloc 3 (14.30 - 16:30)

A307, Schuerer, Yvonne – Using Lifestyle Analysis for Problem Solving

We use our lifestyle as a navigation system to deal with new situations we encounter. Identify your personal “law of movement” by sharing your experiences, and learn to become a more encouraged and encouraging person. Professionals can learn a variety of methods to help a client understand his way to cope with current challenges.

A308, Vainker, Brenda – Mindfulness

In this course, we will experience the core practices of Mindfulness-Based Cognitive Therapy, developed to treat relapsing depression. Mindfulness is a mind-body approach to life that helps us to relate differently to experience. We will discover how practising mindfulness helps combat depression, anxiety and chronic stress, and improves the quality of our lives.

Open to Youth.

German and English Courses*

A309, Baumer, Gerhard – Dreams and their Interpretation

We process our experiences and unsolved conflicts in our dreams. Dreams influence our emotions and unconscious expectations of the following day. There are similarities to lifestyle work with early recollections. We use dreams of participants and explore dream work from a practical and theoretical standpoint. This course is for all who are interested in dream analysis.

A309, Baumer, Gerhard. – Träume und ihre Deutung

Wir verarbeiten unsere Erlebnisse und unverarbeitete Konflikte in unseren Träumen. Träume beeinflussen unsere Emotionen und unbewußten Erwartungen des Folgetages, sind final. Traumarbeit ähnelt der Analyse von Kindheitserinnerungen im Rahmen der Lebensstilanalyse. Im Kurs bearbeiten wir Träumen der Teilnehmer und setzen uns praktisch und theoretisch mit der Traumanalyse auseinander. Dieser Kurs ist für alle geeignet, die sich mit Träumen beschäftigen wollen.

A310. Heuschen, Helmut - Lifestyle Analysis and Realignment Using Various Forms of Journal Writing Through Transforming in Fairy Tales

In this course we will take scenes from our childhood, teen years or adulthood. We will then role-play and write down the key scenarios. This will be followed by turning our life into fiction, by creating fairy tales. After reading this fiction we will discuss new ways of being in our present life.

A310, Heuschen, Helmut - Lebensstilarbeit und Neuorientierung durch Schreiben mit Märchen

Wir wählen Szenen aus unserem Leben, denen wir eine besondere Bedeutung beimessen. Die Lebensrealität in diesen Szenen schauen wir uns an. Mit Hilfe Lösungsstruktur von Märchen formen wir sie in eine fiktionale Welt. Von dieser Welt kehren wir mit eventuell neuen Perspektiven in die Realität zurück. Forschungsergebnisse über die Wirkung von Schreiben auf seelische Vorgänge werden uns hilfreich sein.

*These courses are bilingual, unless all participants in the class agree it can be one language

A311, Salewsky, Andrea - Alcohol Dependency: Challenging the Patterns

By looking at the development of alcohol addiction, we will take a look how alcohol is used to face the tasks of life and achieving a felt plus. By understanding why the unpopular features of alcoholic patients are logical and make sense we explore how to challenge the patterns in a Counselling context. The course is for both therapists and interested others of any age and experience. Open to Youth.

A311, Salewsky, Andrea - Alkoholabhängigkeit: Die Muster durchbrechen

Indem wir die Entwicklung der Abhängigkeit betrachten, werden wir betrachten, inwiefern der Alkohol dazu dient, die Lebensaufgaben zu erfüllen und zum gefühlten „Plus“ zu gelangen. Indem wir versuchen zu verstehen, warum die unbeliebten Eigenschaften von Alkoholpatienten durchaus logisch und auf ihre Weise sinnvoll sind, untersuchen wir, wie die Muster in der Beratung angegangen werden können. Der Kurs richtet sich an Therapeuten sowie andere Interessierte, unabhängig von Vorkenntnissen. **Offen für Jugendliche.**

German Courses

A312, Oberst, Ursula - Emotionen in der Individualpsychologie

Emotionale Prozesse sind intrinsisch mit unserem Denken und Verhalten verbunden; deshalb sind die Wahrnehmung, der Gebrauch und die Regulierung von Emotionen wichtige Fähigkeiten im täglichen Leben, in Beziehungen und am Arbeitsplatz. Diese Fähigkeiten können gelernt und trainiert werden. Allerdings sind emotionale Prozesse auch stark mit unserer privaten Logik verbunden. Daher können unsere emotionalen Fähigkeiten nur verbessert werden, wenn Lebensstilaspekte eingebunden werden. **Offen für Jugendliche.**

Children and Youth Program

A320, Youths' Recreation, 12-17 year olds, Hofstra, Pauline

Youths 12-17 from various countries will together determine the activities (games, art, drama, music, photography, etc.) to be engaged in during the session, using an interactive decision-making model. Activities focus on connecting with one another and developing capabilities in collaboration and team (play) work. Games are cooperative in nature and focus on including all participants.

A320, Jugendfreizeitprogramm, 12-17, Jahre, Hofstra, Pauline

Jugendliche (12-17 Jahre) aus verschiedenen Ländern beschließen gemeinsam mit Hilfe eines interaktiven Entscheidungsmodells, welche Aktivitäten unternommen werden. Die gemeinsamen Aktivitäten konzentrieren sich auf den Aufbau zwischenmenschlicher Beziehungen und die Entwicklung von Kooperations- und Teamfähigkeit. Die Spiele sind kooperativ und schließen alle Teilnehmer mit ein.

Type A Courses: Week 1
Bloc 3 (14:30 - 16:30)

A321, Children's Recreation, Gruenig, Richard & Irvine, Magnus

Come and have fun with us! Children will be offered art, music, athletic activities and games in a class that uses Adlerian child-rearing and classroom management principles. Small group meetings will give children the chance to plan activities.

A321, Kinderfreizeitprogramm, Gruenig, Richard & Irvine, Magnus

Komm und hab Spaß mit uns! Kindern wird ein Programm aus Kunst, Musik, sportlichen Aktivitäten und Spielen angeboten. Der Kurs wendet individualpsychologische Prinzipien an, wie z.B. Gruppentreffen zum Planen der Tagesaktivitäten.

Type B Courses: Week 1
Bloc 2 and 3

English Courses

B101, Bettner, Betty Lou - Crucial C's in Action

Adler's theory outlines what all human beings need: to belong, to improve, to find significance, and to be encouraged. For easy remembering we call them the "Crucial Cs" —to connect, feel capable, to count, and have courage. This course will explore their relationship to the lifetasks: friendship, intimacy, and occupation.

B102, Rasmussen, Paul - Psychopathology from an Adlerian Perspective

In this course we will discuss common clinical conditions categorized in the DSM and ICD systems. Emphasized will be major depression and bipolar depression, anxiety disorders, delusional disorders and somatic conditions. These conditions will be described from an Adlerian case-conceptualization model with presentation of Adlerian treatment strategies.

B103, Shifron, Rachel – Supervision

This course presents an Adlerian model for supervision. In the Adlerian model the supervisees are unique individuals who work according to their lifestyles. The supervisor has to understand the lifestyle of the supervisee. Therefore, issues concerning lifestyle and use of early recollections will be part of the workshop. Therapists, counselors and teachers are welcome to take part in this workshop.

B104, Watts, Richard - Creative Strategies in Brief Therapy

Brief therapy approaches are increasingly in demand. Due to this, many professionals are seeking effective and easy-to-use methods for assisting clients in achieving fast and lasting behavioral change. In this course, participants will learn (via discussion, demonstration, and practice) various Adlerian (and other) techniques uniquely suited for work in brief counselling, guidance, and therapy setting.

5. Program Week 2

5.1 BLOC 1: PLENARY LECTURES 9:00 – 10:30

Monday, Aug 3	What Really Matters with Theo Joosten (Lecture) Theo will discuss Adlerian insights related to sustainable values for humankind. The tension between long term and short term goals will be addressed.
Tuesday, Aug 4	Parenting with Jim Bitter Perfect parenting is a myth: To be a parent is to make mistakes every day. Using Dreikurs' four goals of children's misbehavior and the mistaken goals of parents, we can examine the mistaken patterns/interactions that characterize "frustrated parenting." We will use these mistaken goal concepts to focus a demonstration with a parent who wants to reclaim a more harmonious relationship with a child.
Wednesday, Aug 5	Understanding the Nature of Couples' Conflicts with Yvonne Schuerer In partnerships two personalities work and play together, but sometimes also crash into each other. This presentation shows, in a playful way, how the biased apperceptions within a partnership can meet, and how this can result in misunderstanding and disputes. It also shows how understanding the hidden goals behind a conflict can lead to reasonable compromises and agreements being reached.
Thursday, Aug 6	Life Tasks from a Relationship Perspective with Mary Mulcahy This presentation will take a look at relationships in general from the perspective of the life tasks identified by Alfred Adler: intimacy, work and friendship. The importance of Amy Lew and Betty Lou Bettner's Crucial C's to all relationships will be explored.
Friday, Aug 7	Directed Movement with Paul Rasmussen Adler spoke of the "Law of Movement." In this presentation, the importance of directed movement is addressed. As ICASSI comes to an end for 2015, we will all do best by thinking about the direction of our movement and sharing that good sense with others.

5.2 BLOC 2 AND 3 : CLASSES FOR WEEK 2

Overview: Type A Courses (2 hours each day)

Week Two Courses Mornings from 11:00 to 13:00			Week Two Courses Afternoons from 14:30-16:30		
Bloc 2		English Courses	Bloc 3		
A401	Abramson, Z	Neurosis from an Adlerian Perspective	A501	Abramson, Z	Why am I still single?
A402	Balla, M	Managing Life Transitions	A502	Balla, M	Family Dynamics in Action
A403	Bitter, J	Early Recollections in Counselling and Psychotherapy	A503	Bettner, B. L.	Couples Enrichment/ Therapy
A404	Ferguson, E. D	Individual Psychology in the Work Place	A504	Bitter, J	Understanding Psychopathology from an Adlerian Perspective
A405	John, K	Suicidal Behavior	A505	Holder, J	Dealing with Addictions through the Use of Early Recollections
A406	Joosten, T	Cooperative Problem Solving	A506	John, K	Leadership in Action
A407	Millar, A	Personal Growth following Trauma	A507	Schuerer, Y	Enhancing Social Interest
A408	Rasmussen, P	Adaptive Reorientation for Anger	A508	Shifron, R.	Unemployment and the Impact on the Family: For Therapists
A409	Tate, B	Sexual Orientation	A509	Shoham, Y	Encouragement in Stressful Situations
A410	Walton, F	Counselling Children who meet the Criteria for ADHD	A510	Sperry, J	Adlerian Case Conceptualization
			A511	Tate, B	It's All Fiction - Private Logic
			A512	Watts, R.	Mindfulness and Spirituality
Bloc 2		German - English Courses*	Bloc 3		
A411	Echle, E	Working with Stress/ Umgang mit Stress	A513	Baumer, G	Group Dynamics/ Gruppendynamik in Aktion
A412	Landscheidt, U	Advanced Art Therapy/ Kunsttherapie für Fortgeschrittene	A514	Echle, E	Communication with Youth/ Gewaltfreie Kommunikation mit Jugendlichen

*The course is bilingual, unless all participants in the class agree it can be one language

OVERVIEW: TYPE B COURSES

(4 hours each day and during Blocs 2 and 3).

Choose only one Type B Course for this week.

English Courses		
B601	Buck, H	Integrative & Cross Cultural Approaches to Art Therapy
B602	Shaked, A	Psychodrama

OVERVIEW: CHILDREN' S AND YOUTHS' PROGRAM

Bloc 2		Youths' Program		Bloc 3	
A 420	Shoham, Y.	Personal Development for Youths 12-17	A 520	Hofstra, P	Youth Recreation 12-17 years/ Jugundfreizeitprogramm, 12-17, jahre
Bloc 1 + 2		Children's Program		Bloc 3	
A 421	Hoekstra, W, Gruenig, R, Zelickman-Krizhak, G. & Radu, L.	Children's Program/ Kinderprogramm	A 521	Gruenig, R. & Irvine, M.	Children's Recreation/ Kinderfreizeitprogramm

5.3 COURSE DESCRIPTION FOR WEEK 2

Type A Courses: Week 2 Bloc 2 (11.00 - 13:00)

English Courses

A401, Abramson, Zivit - Neurosis from an Adlerian Perspective

Although using the same term as Freud, "neurosis," Adler was not interested in diagnosis. He was interested in people's choices of the way they face life. We shall explore Adler's understanding of the neurotic attitude towards life and how it might apply to us. We will also identify ways to change. Both lay people and professionals are welcome.

A402, Balla, Marion - Managing Life Transitions

This course is designed to assist participants to identify and explore the losses and gains inherent in major life transitions, e.g. aging, career change, retirement, graduation, marriage, empty family nest, divorce. Through the use of early recollections, anniversary dates, and the exploration of life tasks, participants will gain increased insight and strategies to manage major life transitions.

A403, Bitter, Jim – Early Recollections in Counselling and Psychotherapy

Understanding early recollections opens the door to multiple therapeutic interventions. While Adlerians typically use them at the end of a lifestyle assessment to highlight meaning, early recollections can also be used to interrupt emotional reactivity, address trauma, change one's relationship with anxiety and depression, and re-orient lives toward increased social interest, to name a few. Consultations with participants are emphasized.

A404, Ferguson, Eva Dreikurs - Individual Psychology in the Workplace

Adlerian psychology helps improve human relationships in all settings, including the workplace. Workplace solutions are applicable also to problems in the family and school. Participants' own work problems are discussed. Work roles, conflict resolution, group dynamics, and personality variables are viewed within the Adler-Dreikurs framework.

A405, John, Karen – Suicidal Behavior

Suicide rates worldwide have increased 60% in the past 45 years, with suicide being one of three leading causes of death among 15-44 year-olds. Four times more males than females die of suicide, but more females than males attempt suicide. We will address the facts, myths, and disturbing effects of suicide and suicidal behavior.

A406, Joosten, Theo - Cooperative Problem Solving

In families, community or professional settings, people meet problems. This course will explore practical ways of helping each other find encouraging solutions to these social challenges. The language and the incident method will get special attention. Participants will be able to apply the incident method. Case examples provided by the participants will be used.

Type A Courses: Week 2
Bloc 2 (11.00 - 13:00)

A407, Millar, Anthea – Personal Growth Following Trauma

After a traumatic experience, it may feel as if everything is turned upside down, less safe and out of control. Some people develop distressing long term symptoms. This course will explain common post trauma effects, and offer an encouraging and safe space where participants can develop strategies to that enable healing, social re-connection and personal growth.

A408, Rasmussen, Paul - Adaptive Reorientation for Anger

The Adaptive Reorientation Strategy for Anger will be presented. The adaptive purpose of anger and lack of social interest in the expression of anger will be discussed. Ways to help enhance insights and provide more adaptive (social interest) ways for fulfilling the objectives of anger is described. Information can be used for individual and group counselling.

A409, Tate, Bruce - Sexual Orientation

In recent years there have been some important developments in enhancing equality – it is now possible for same-sex couples to marry in some places. This is not universal and many people face discrimination or worse. We will examine issues and cultural influences our clients may face. This course will examine issues relating to sexual orientation for professionals and non-professionals.

A410, Walton, Frank Counselling Children Who Meet Criteria for ADHD

The instructor will explain and demonstrate how an underdeveloped sense of community feeling and mistaken approaches to life frequently influence children to manifest behavior that meets the criteria for the ADHD diagnosis. Specific techniques to work with these parents and children will be offered and demonstrated with families/children with ADHD diagnosis.

A411, Echle, Erika – Dealing with Stress

The challenges of working life are rising constantly. Conscious stress management helps us to deal with those stressors and accomplish our professional goals successfully. Stress is a complex, important physical and psychological reaction. Dealing with continued personal or professional stress can become a problem. We will be talking about reducing stress and finding clarity, serenity and inner balance.

A411, Echle, Erika - Umgang mit Stress

Die Anforderungen der Arbeitswelt nehmen laufend zu. Bewusstes Stressmanagement hilft, mit Belastungen besser umzugehen – und berufliche Ziele erfolgreich zu erreichen. Stress ist eine komplexe, wichtige körperliche und psychische Reaktion. Als Dauerzustand durch familiäre oder berufliche Belastungen oder kleine Ärgernisse ist Stress problematisch. Wir besprechen, wie man Ballast abwerfen, abschalten, sich einen Durchblick schaffen, Gelassenheit erlangen und inneres Gleichgewicht finden kann.

A412, Landscheidt, Uti – Advanced Art Therapy

For participants who have had art therapy experience, this new course is an opportunity to enhance one's creative skills. Within the framework of Adlerian theory and by means of directed art activities, participants will be able to increase personal self-awareness and to learn how to interpret the art of others.

A412, Landscheidt, Uti – Kunsttherapie für Fortgeschrittene

Für Teilnehmer mit Erfahrungen in Kunsttherapie bietet dieser neue Kurs die Möglichkeit zur Vertiefung der bestehenden Kenntnisse. Dies betrifft einerseits eigene Lebensstilaspekte und andererseits die Deutungsfähigkeit fremder Kunstwerke. Das Buch "Kühe können lila sein" von Sadie T. Dreikurs wird als Grundlage empfohlen.

A420, Shoham, Yoav Personal Development for Youths Ages 12-17

This course is for youths aged 12-17 to facilitate the growth of self-understanding and to increase social interest and community-oriented behavior.

**Please note: The youth registered in this course may also participate in an early morning recreation program from 8:45 until 11:00.

Type A Courses: Week 2
Bloc 2 (11.00 - 13:00)

A421, Children's Program (Bloc 1 and 2), Hoekstra, Willy; Gruenig, Richard; Zelickman-Krizhak, Galit & Radu, Liliana

This program will offer athletic, art, music and play activities. Adlerian child-rearing and classroom management principles will be used.

*Please note: The program runs through Blocs 1 and 2. Parents bring their children to the program at 8:45.

A421 Kinderprogramm (Bloc 1 und 2), Hoekstra, Willy; Gruenig, Richard; Zelickman-Krizhak, Galit & Radu, Liliana

Das Programm bietet Sport, Kunst, Musik und Spielaktivitäten an. Innerhalb kleiner Gruppen haben die Kinder die Möglichkeit, Aktivitäten zu planen. Individualpsychologische Erziehungs- und Gruppenleitung-sprinzipien werden angewendet.

*Bitte beachten Sie: Das Programm findet in Block 1 und in Block 2 statt. Eltern bringen ihre Kinder um 8:45 zu dem Programm.

A501, Abramson, Zivit - Why am I Still Single?

Often being single is experienced as a sad situation forced on the individual. The personal assumptions and expectations that we are not aware of, can be an obstacle in our way towards entering a couple relationship. Participants will be encouraged to volunteer for demonstrations of individual work.

A502, Balla, Marion - Family Dynamics in Action

This course offers participants an opportunity to understand a holistic approach to family patterns and their impact in the present day. The use of early recollections, birth stories and family sculpting will be presented in hands-on, movement oriented experiences. **Open to Youth**

A503, Bettner, Betty Lou –Couples Enrichment/Therapy

Some say an intimate relationship is the hardest. Intimacy requires social feeling and a readiness for cooperation. Real love requires courage. This course explores the task of intimacy—goals, hopes, expectations, choices, wants vs. needs, use of emotions, and methods for resolving conflicts. This course is open to individuals and couples, and those who work with couples.

A504, Bitter, Jim - Understanding Psychopathology from an Adlerian Perspective

Understanding the purpose and functional dynamics of those suffering with a clinical diagnosis is one of the first steps in conceptualizing effective interventions in psychotherapy. This bloc focuses on case conceptualization from diagnosis to treatment, using Adlerian principles to help re-direct clients toward the useful side of life. Working with anxiety, depression, trauma, and schizophrenia and delusional disorders is emphasised.

A505, Holder, Jim - Dealing with Addictions Through the Use of Early Recollections

From an Adler-Dreikurs perspective, participants will learn how private logic sets an individual up for addictive behaviors. A key to treatment and awareness is how the addiction itself reinforces the belief system. Processes used will include Early Recollection interpretations, the re-writing and re-reading of ERs, and honing the therapist's sensitivity, predictive potential, and perceptive reasoning.

A506, John, Karen - Leadership in Action

Whether you work as a manager, supervisor, teacher or facilitator, optimism, good communication, and ability to envision and model for and with others are essential leadership components. Examining birth order, ERs, and collaborating in teams, participants will assess their own leadership styles and gain new insights into being strong, compassionate role models, and leaders.

Type A Courses: Week 2
Bloc 3 (14.30 - 16:30)

A507, Schuerer, Yvonne - Enhancing Social Interest

Clients and students who try to find their place in life in a mistaken way need the therapist's/ teacher's support to develop a solid feeling of self-esteem and belonging.

Participants will learn through methods such as role-play and art-therapy, how to help clients/ students strengthen their trust in themselves and others, and how to help increase skills in communication and cooperation. **Open to Youth.**

A508, Shifron, Rachel - Unemployment & the Impact on the Family: For Therapists

Unemployment is a painful experience for the individuals and extremely difficult for their family members. In this workshop the issue of unemployment will be conceptualized according to the Adlerian theory. The use of Early Recollections will be emphasized in the process of training therapists and counselors in various interventions with their clients.

A509, Shoham, Yoav - Encouragement in Stressful Situations

This program has been built specially for ICASSI and is designed to prevent stress using an Adlerian approach that integrates activities, the use of case studies, as well as theoretical discussion. Various ways of dealing successfully with stressful situations using Adlerian psychology in daily life are presented.

A510, Sperry, Jon - Adlerian Case Conceptualization

Case conceptualization is considered by many to be the most important competency expected in clinical practice today. This presentation describes a step-by-step strategy and process for developing a concise, accurate, and compelling case conceptualization and treatment plan based on the client's basic pattern of movement which integrates other key Adlerian constructs.

A511, Tate, Bruce - It's All Fiction - Private Logic

Fiction is a key concept within Individual Psychology. Use is made of elements of fiction in helping clients understand their lifestyle and in creative therapeutic approaches.

This course will explore aspects of fiction and how we can make use of them within our own lives through presentation, discussion and experiential exercises. No prior knowledge of Adlerian theory is required.

A512, Watts, Richard - Mindfulness and Spirituality

This class will cover two topics: Mindfulness & Spirituality. We will discuss mindfulness and mindful procedures and explore how they may be used with our clients. Adlerian therapy respects clients' spiritual beliefs and these can facilitate the therapeutic process. We will discuss and practice selected techniques and procedures that are useful for spiritually sensitive Adlerian counselling.

A513, Baumer, Gerhard - Group Dynamics

An experiential and theoretical course to improve self-awareness and understanding of group processes. This course shows how group dynamics and Adlerian lifestyle analysis can be combined successfully to change goals and lifestyle patterns. Learn to lead groups successfully from an Adlerian perspective and improve your group leadership skills.

A513, Baumer, Gerhard - Gruppendynamik in Aktion

Dieses Seminar soll Gruppenprozesse nachvollziehbar machen, Selbsterfahrung und vertiefte Menschenkenntnis ermöglichen. Es zeigt wie Gruppendynamik und Lebensstilanalyse erfolgreich verbunden und Lebensstilmuster und unbewußte Zielsetzungen in der Gruppenarbeit verändert werden können. Teilnehmer lernen Gruppen mit adlerianischen Methoden erfolgreicher zu führen und ihre Kenntnisse in Gruppenleitung zu verbessern.

A514, Echle, Erika – Nonviolent Communication with Youth

Mutual respect and equality are the basis of successful communication. By changing our attitudes, our language and our style of communication also change, which makes equal and non-violent communication possible. In this course we will be practicing effective communication strategies, preferably with young dialog partners. YOUTH ARE THEREFORE PARTICULARLY WELCOME. Open for Youth.

A514, Echle, Erika, Gewaltfreie Kommunikation mit Jugendlichen

Gegenseitiger Respekt und Gleichwertigkeit sind die Grundlage erfolgreicher Kommunikation. Eine Veränderung unserer Einstellungen verändert auch unsere Sprache und unsere Art zu kommunizieren wodurch gleichberechtigte und gewaltfreie Kommunikation ermöglicht wird. In diesem Kurs werden wir effektive Kommunikationsstrategien, am besten mit jugendlichen Gesprächspartnern, üben. JUGENDLICHE SIND DESHALB BESONDERS HERZLICH WILLKOMMEN. Offen für Jugendliche.

Children's and Youths' Program

A520, Youths Recreation, 12-17 year olds, Hofstra, Pauline

Youths 12-17 from various countries will together determine the activities (games, art, drama, music, photography, etc.) to be engaged in during the session, using an interactive decision-making model. Activities focus on connecting with one another and developing capabilities in collaboration and team (play) work. Games are cooperative in nature and focus on including all participants.

A520, Jugendfreizeitprogramm, 12-17, Jahre, Hofstra, Pauline

Jugendliche (12-17 Jahre) aus verschiedenen Ländern beschließen gemeinsam mit Hilfe eines interaktiven Entscheidungsmodells, welche Aktivitäten unternommen werden. Die gemeinsamen Aktivitäten konzentrieren sich auf den Aufbau zwischenmenschlicher Beziehungen und die Entwicklung von Kooperations- und Teamfähigkeit. Die Spiele sind kooperativ und schließen alle Teilnehmer mit ein.

Type A Courses: Week 2
Bloc 3 (14.30 - 16:30)

A521, Children's Recreation, Gruenig, Richard & Irvine, Magnus

Come and have fun with us! Children will be offered art, music, athletic activities and games in a class that uses Adlerian child-rearing and classroom management principles. Small group meetings will give children the chance to plan activities.

A521, Kinderfreizeitprogramm, Gruenig, Richard & Irvine, Magnus

Komm und hab Spaß mit uns! Kindern wird ein Programm aus Kunst, Musik, sportlichen Aktivitäten und Spielen angeboten. Der Kurs wendet individualpsychologische Prinzipien an, wie z.B. Gruppentreffen zum Planen der Tagesaktivitäten.

Type B Courses: Week 2
Bloc 2 and 3

English Courses

B601, Buck, Hala. - Integrative Art Therapy: Understanding Self and Others Including Globally Mobile Families and Immigrants

Art, body and ERs are powerful ways to explore issues of belonging and differentness, especially relevant for immigrants, mixed marriages, and mobile cross-cultural lifestyles. Whether this applies to you or you work with such individuals, it's important to understand the hidden challenges and strengths of living between worlds and its effect on identity and sense of "home." No artistic skill required.

B602, Shaked, Anabella. - Psychodrama

Psychodrama applies dramatic methods to facilitate insight and personal growth. Based on Adlerian principles, Psychodrama offers a holistic experience on cognitive, affective, and behavioral levels, and recognizes a person's private logic. Psychodrama uses active methods to offer multiple perspectives to life situations. This course allows for creative exploration of self and relationships.

6. Children and Youths Programs

THE PROGRAM

While at ICASSI, parents or guardians are responsible for their children and youth at all times. Youth and children are NOT allowed to attend ICASSI without a parent or guardian accompanying them. Parents and guardians are expected to be clear about rules, boundaries and expected behavior. Children and youth are all expected to be housed in rooms with their parents or in adjacent rooms.

ICASSI offers a unique, international, educational program for children and youths. Qualified teachers will lead the children, through play, into the basics of Individual Psychology. There is a special value to having a multi-lingual (English, German, Dutch) experience in this children's program, as children become more culturally aware and comfortable in a global society. The objective of the teachers is to encourage children to find their place confidently in the group. The educational world of ICASSI is determined by people learning with each other about the world around them. Here the approach is "Help me do it by myself with others in a way that my abilities will contribute to the community." Parents are included in this process. The program is a unique opportunity for young people to learn and socialize in an encouraging atmosphere.

The Children's Program is open to children, ages 4 to 11 during Blocs 1, 2 and 3. Children must be at least 4 years old and toilet trained to participate in ICASSI's Children's Program.

The Youth Program is open to youths, ages 12 to 17. Youths from various countries will together determine the activities (e.g., game, art, drama, music, photography, etc.) to be engaged in during the session, using an interactive decision-making model. Team activities are cooperative in nature and focus on including all participants. All youth 12-17 will participate in Bloc 2 Personal Development for Youth 12-17 and Bloc 3, Youth Recreation. As an option during Bloc 3, Youth 16 to 17 who have been to ICASSI before may also participate in adult courses in Bloc 3 that indicate they are open to youth.

Parents of children under 4 years of age must make their own arrangements for child care. ICASSI does not provide care to this age group. Information to help parents find resources may be provided on request.

PARENT MEETINGS

Staff running the programs for children and youth will be available during registration to meet with parents and respond to their questions. Parents and their children and youth are required to meet with program staff on Monday evening of each week. It is REQUIRED that all parents attend. The time and place of the meetings will be announced at registration and at Bloc 1 on Monday morning. See the newsletter in case you forget the location.

7. Site 2015: Dublin, Ireland

OUR SITE

This year we will be in Dublin, Ireland, voted the Friendliest City in Europe by TripAdvisor twice. The city is situated on the River Liffey, so one can see many bridges and river views. It is a medieval city that has small alleys and broad streets and beautiful architecture with a grand history of poets, scholars and writers. It has been awarded the title of Unesco City of Literature and they even have literary pub crawls for those so inclined. The home of Jonathan Swift, James Joyce, W B Yeats, Bram Stoker, and many more writers and poets makes it a city of interest to millions. Dublin is a great city to explore on foot and we will be not far from city center in our venue. Dublin's museums and galleries harbor ageless treasures and you can visit them for free. The renowned 9th century Book of Kells is on display in Trinity College and there's always music playing in Dublin city – not only traditional Irish music but also rock bands and disco for those dancing demons.

Our venue this year is Dublin City University (DCU) on the near north side of Dublin, Ireland. DCU is a young, dynamic and ambitious university, with a distinctive mission to transform lives and societies through education, research and innovation. Since admitting their first students in 1980, DCU has continued to grow year on year; almost 50,000 students have now graduated from DCU and are playing key roles in many sectors across the world. It is a compact university and walking distances should be relatively short.

We will be using Hampstead Apartments and all have ensuite toilet/bathroom facilities. Both single rooms and double rooms (a double having two twin beds) are available. All rooms have a work desk and chair, a storage area for clothes and Wi-Fi available. All of the rooms are ensuite and five rooms share a living and kitchenette area with a microwave and refrigerator available. Telephones (incoming calls only) and cable connection are located in the living area of each apartment. All guests can avail of the shared kitchen/living areas; however, the university does not furnish cooking utensils or equipment so be prepared to bring your own. There are two launderettes on site and there is a large swimming pool that can be used for approximately 5 Euro each time. Children must be accompanied by adults to use this pool.

The conference rooms have a system called climatronic control rather than air conditioning. The university has a park and playground as well as tennis and football fields on site. There is a Café that is open from 8:00 am to 9:00 pm that sells tea/coffee and snacks and there is a SPAR shop onsite that sells tea/coffee, sandwiches, salads, snacks and chocolate. There is also a pharmacy and bank on site. A bar is also on site, which has an outside area that can be used for music and singing and a large gathering place called the HUB which will be available for us on certain evenings.

TRAVEL ARRANGEMENTS

There are many options for reaching Dublin City University.

By Air

DCU is located on the north east side of Dublin and close to the airport. If you live near a city serviced by Ryanair you may want to check for especially cheap flights to Dublin (DUB). If you come by plane to Dublin Airport (DUB), take a short taxi ride to Dublin City University (it costs about 20 Euro and lasts about 15 minutes). Ask the driver to take you to the Ballymun entrance into the campus, close to the reception area of the university housing.

You can also catch a bus from the airport to campus but the bus stop is not close to the reception area and you need to have exact fare ready. This option is not recommended. The following buses are available: 16A, 41, 41A, 41B, 41C.

By Car

The following should help for those driving. You can also check the DCU website for a map and details (www.dcu.ie). Parking is available for free on campus but park only in properly designated areas. Do follow the rules or your car may be clamped. The speed limit is 30 kph throughout campus and the fines begin at 80.00 Euro.

M50 Southbound

Proceed along the M1 until you come to the roundabout that intersects with the M50 (Junction 3). Proceed along the M50 and take the Ballymun Road exit (Junction 4). At the traffic lights on the roundabout, take a left and drive through Ballymun. Turn left at the Collins Avenue/Ballymun Road crossroads (approximately 500 meters). DCU is located to the right after the third set of traffic lights on Collins Avenue.

M50 Northbound

Drive through the Westlink toll bridge and continue along the M50 until the Ballymun exit (Junction 4). At the traffic lights on the roundabout, take the third exit and drive through Ballymun. Then follow the directions for DCU as outlined above.

From City Centre

Follow the airport road, which takes you through Drumcondra along the N1, towards the M1. Continue past the junction for Griffith Avenue until you reach the junction at Whitehall. At this crossroads, turn left onto Collins Avenue. Continue along Collins Avenue until you pass St. Aidan's CBS on your left-hand side. DCU is located just after the school.

By Public Transportation

DCU is serviced by the following buses, which stop outside the University at the Ballymun Road and Collins Avenue Extension entrances or near to the University, with stops on the Swords Road, Glasnevin Avenue and Collins Avenue West (all short walking distances to DCU): 1, 4, 9, 11, 13, 14, 16, 17A, 33, 41, 41B, 41C, 44, 104

Check the Dublin Bus Website for latest and most correct information since this booklet is being published many months in advance.

Bus Eireann

- Number 101 – Drogheda, Balbriggan, Dublin via the Swords Road
- Number 109A – Kells, Navan, Dunshaughlin, Ratoath, Ashbourne, Airport, DCU

Drumcondra Train Station

Maynooth Station to Drumcondra Station via Leixlip, Castleknock, Coolmine and Ashtown areas

From Drumcondra train station, you can take the following buses to DCU: 1, 11, 16, 33, 41, 41B, 41C and 4

8. General Information

SCHOLARSHIP FUND

ICASSI strives to provide high quality continuing education while keeping fees for the tuition and accommodations as low as possible. Despite our best efforts, we need donations to maintain the high quality, inclusiveness, and accessibility of ICASSI while keeping our prices down. Our scholarships provide the opportunity for exemplary candidates to participate who would not otherwise be able due to financial limitations. So please consider giving a donation. You can do so when you register. If you yourself cannot attend ICASSI, please consider a donation that would allow someone else to attend. You can donate on our website or send a contribution to ICASSI using the bank account number listed under “paying for ICASSI” or mail a check made out to ICASSI to Betty Haeussler, 9212 Morley Road, Lanham, MD, 20706, USA. If you wish, we will list your name as a Scholarship Fund contributor on our website. Thank you.

CREDIT FOR CONTINUING EDUCATION

This program is co-sponsored by the North American Society of Adlerian Psychology (NASAP). NASAP is approved by the American Psychological Association to sponsor continuing education for psychologists. NASAP is also an NBCC-Approved Continuing Education Provider (ACEP). NASAP may award NBCC-approved clock hours for events or programs that meet NBCC requirements. NASAP maintains responsibility for the content of this event. NBCC-Approved Continuing Education Provider Number 5263

The Canadian Counselling Association has also pre-approved ICASSI for continuing education credits. Claim forms will be available at ICASSI. Details will be available at ICASSI or you can address questions to the administrator at john.icassi@gmail.com.

COURSE CREDIT

University Course Credit: Students who would like to have their ICASSI courses credited towards their University studies should discuss the possibility with their professors prior to registering at ICASSI. ICASSI faculty members are willing to contact professors directly to explain educational objectives and course criteria in support of students receiving credit.

For further details contact:

John Newbauer, ICASSI Administrator, E-mail: john.icassi@gmail.com

Holy Family University in Philadelphia, Pennsylvania, USA will be offering three graduate credits in counselling for a "pre-approved" curriculum of study taken at ICASSI for the two week program. Curriculum approval and university tuition payments are made directly to Holy Family University in U.S. dollars.

For further details contact:

Dr. Betty Lou Bettner. E-mail: bbettner@holysfamily.edu

Adler Graduate School, Minnesota, USA: Participants who are eligible for graduate school credit may wish to have credit for their ICASSI experience from the Adler Graduate School.

For further details contact:

Marina Bluvshstein, Ph.D., Adler Graduate School. E-mail: Marina.Bluvshstein@AlfredAdler.edu

SCHOOL POLICY

As a summer school, ICASSI seeks to promote a healthy learning environment. We expect faculty and participants to follow ethical and responsible behavior within the classroom and in the overall ICASSI Program. Because social interest (Gemeinschaftsgefühl) is crucial in Adler's theory, we wish to foster a climate of mutual respect, cooperation, and consideration in interpersonal relationships. A policy is in place so that if the learning environment is severely disrupted, then appropriate action may be taken.

VISITORS

ICASSI is a school. Only participants who are registered for courses (and under special circumstances, family members of registered participants) attend ICASSI.

OMBUDSPERSONS

In response to ICASSI's commitment to facilitating a participative learning environment and the fair consideration of concerns or difficulties that might arise from time to time, two ombudspersons, Anthea Millar and Richard Gruenig, are appointed to facilitate effective communication and problem resolution. If you should run into problems and need assistance with courses, accommodations or personal matters, please contact one of the ombudspersons.

DECLARATION OF NON-DISCRIMINATORY POLICY

ICASSI welcomes students and participants of any race, color, sex, sexual orientation, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available at ICASSI. It does not discriminate on the basis of race, color, sex, sexual orientation, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and other ICASSI administered programs.

TAX ALLOWANCE

In many countries, the cost of attendance at courses will be allowable as a tax-deductible expense. Be sure to check with a tax specialist or the person who prepares your taxes.

PROHIBITION OF PRIVATE COUNSELLING AND THERAPY

ICASSI is a teaching environment. Private counselling and therapy are prohibited at ICASSI. Learning therapeutic techniques may involve demonstrations for teaching purposes. ICASSI recognizes that learning therapeutic techniques may stimulate sensitive thoughts and feelings. ICASSI is NOT RESPONSIBLE for clinical problems that occur during ICASSI although we will do our utmost to support and refer to local resources.

LIMITATIONS OF LIABILITY

ICASSI, its officers, employees and agents shall not be liable for injuries to the person or property of students or other participants attending or traveling to or from the ICASSI Summer School or Institute. ICASSI and its agents reserve the right to alter arrangements should conditions necessitate.

9. ICASSI Board of Directors, Faculty & Staff

BOARD OF DIRECTORS

Honorary Chairperson

Sadie E. "Tee" Dreikurs, USA
(Deceased)

Co-Chairpersons

Eva Dreikurs Ferguson, USA
Theo Joosten, The Netherlands
Uti Landscheidt, Germany

Secretary-Treasurer

Paul Rasmussen, USA

Members

Erika Echle, Switzerland
Willy Hoekstra, The Netherlands
Jim Holder, USA
Rachel Shifron, Israel

ICASSI 2015 FACULTY

Abramson Zivit, M.A., Ph.D. Psychologist. certified therapist and supervisor of family, couple and sex therapy. Author on sexuality and couple relations. Supervisor and teacher at the "School of Adlerian Psychotherapy", Adler Institute Tel Aviv.

Balla, Marion, M.S.W., M.Ed., Dipl. Adlerian Psychology (DNASAP), Faculty, Adler Graduate Professional School (Toronto), Psychotherapist and Consultant, International Trainer and Educator. President, Adlerian Counselling and Consulting Group, Inc., Ottawa, Canada.
www.adleriancentre.com

Baumer, Gerhard, Dipl. Psychology and Economics. Counselor, Registered Psychotherapist in private practice, trains supervisors. Works for companies on staff training programs. Supervisor of teachers. Works in England and Germany. Berlin, Germany.

Bettner, Betty Lou, Ph.D. Dipl. Adlerian Psychology (DNASAP), psychotherapist, author, faculty, Holy Family University Graduate School, Newtown, PA; member of County Advisory Board for Children & Youth Services; Contributing Editor for Journal of Individual Psychology. Thornton, PA. USA www.bettyloubettner.com

Bitter, James Robert, Ed.D., Counselor Educator, Professor of Counselling and Human Services, East Tennessee State University, Johnson City, TN 37614 USA; Author: Contributions to Adlerian Psychology; bitterjrj@etsu.edu

Buck, Hala, M.A. L.C.P.C. N.C.C. Integrative Art Therapist. Licensed Clinical Professional Counselor. International Cross-Cultural educator and lecturer. Reiki Master. Private Practice. Maryland, U.S.A.

Callus, Joyce, M.A., B.A. Dip. Soc Std. Educator, part-time Lecturer - University of Malta, counselor, parents' and teachers' trainer in the application of Individual Psychology in the family and at school. Contributor to local and foreign media. San Gwann, Malta.

Echle, Erika, Individualpsychologische Beraterin SGIPA, Lehrerausbildnerin, Kusleiterin in Erziehungsberatung im In- und Ausland, Personalverantwortliche in der Kinderkrippe, Oberwil-Lieli, Schweiz.

Ferguson, Eva Dreikurs, PhD. Psychologist. Dipl. Adlerian Psychology (DNASAP), Professor of Psychology, Southern Illinois University. Staff member, Adler School of Professional Psychology. Author. Researcher. Edwardsville, Illinois, USA. <http://www.siu.edu/~efergus/>

Fitzgerald, Michael BSc(Hons)Psychology. Dip in Alderian Counselling, Adlerian Tutor, Dip in Life Coaching, Yoga Teacher, Eating Disorder Therapy, Dip in Community Development. www.counsellingwaterford.com

Grünig, Richard, Certified Therapist for Learning Disabilities, Recreation Pedagogue, Certified Therapist for Learning Disabilities, Recreation Pedagogue, Child Care teacher (age 4-13), workshop co-leader of NCBI (National Coalition Building Institute) in Switzerland. Oetwil am See, Switzerland

Heuschen, Helmut, Retired Head Master. Lecturer, Counselor (DGIP). Sports instructor at schools and clubs. Inventor of the "Healthy town of Baesweiler 1988", Author; Baesweiler, Germany. helmut@heuschen.eu

Hoekstra, Willy, Team leader for Master (in Special Needs) and lecturer at Stenden Teacher Training College, Leeuwarden and Groningen, The Netherlands. Trainer in Structural Cooperative Learning (Gardner) and Building Learning Power (Claxton). Board member of Dutch Association of Individual Psychology. The Netherlands.

Hofstra, Pauline, MA, Psychologist in private practice 'Centrum Animare.' Board Member of the Dutch Association of Individual Psychology. De Wijk, The Netherlands. Email: gp.hofstra@gmail.com

Holder, Jim, MA, Licensed Professional Counselor, Master Addictions Counselor. Thirty-seven years addiction treatment experience. In Private practice, consultant, trainer, author, Adlerian researcher. Effingham, South Carolina, USA.

Irvine, Magnus, MSc, PGD. Counsellor and Psychotherapist in the South East of England. Council member of ASIIP.

John, Karen, PhD. Psychologist, Consultant, Trainer, Adlerian Psychotherapist and Supervisor / Mentor of leaders of educational, social care and health services, Pen Green Research & University of Leicester (UK) PhD supervisor. karenjohn@mac.com

Joosten, Theo, Educational Consultant. Chairman of the Board of Trustees of an educational organization. Treasurer and Board member of the Dutch Association of Individual Psychology (NWIP). Leeuwarden, Netherlands.

Landscheidt, Sabine, LL.M., M.A., Political Scientist. Works in International Relations/ Development Aid. Berlin, Germany.

Landscheidt, Uti, Adlerian Counsellor (DGIP), School Counselor; Adlerian workshops and workshops in art therapy; Krefeld, Germany

Millar, Anthea, M.A., Senior Registered Psychotherapist, Supervisor and Trainer. Vice-President Adlerian Society UK. Author and Co-Editor UK Adlerian journal. Co-Director: Cambridge Supervision Training. Cambridge UK. www.cambridgesupervisiontraining.com.

Mulcahy, Mary. Dip Adlerian Psychology and Counselling Skills (Colin Brett); Adlerian Counsellor in private practice and trainer in Advanced Certificate Course in LIT Tipperary (Adlerian Psychology and Counselling Skills) and trainer for many organisations in Ireland.

Oberst, Ursula E, Ph.D. Psychologist; Assistant Professor for Clinical Psychology at Ramon Llull University (Blanquerna Faculty for Psychology, Educational Sciences and Sports) in Barcelona (Spain); researcher. School and parent counsellor. Author. www.oberst.es

Radu, Liliana, MA, Psychologist, Coordinator Psychologist at Open the World Orphanage Children's Programme, Individual Psychotherapist under supervision at Romanian Association for Adlerian Psychology and Psychotherapy

Rasmussen, Paul, Ph.D., Dipl. Adlerian Psychology (DNASAP). Clinical Psychologist, Columbia, South Carolina, USA. prasmussen@adler.edu

Salewsky, Andrea. Licensed Psychotherapist, Psychologist, Adlerian Counselor. Head Psychologist of the Academy's Clinic, Wiesbaden Academy for Psychotherapy. Wiesbaden, Germany.

Schürer, Yvonne, Psychologist FH, Psychotherapist IFP (International Federation for Psychotherapy). Private practice (family counselling, couples counselling; psychotherapy). Lecturer, training analyst, supervisor. Adlerian Workshops. Postgraduate courses for teachers. Zürich, Switzerland. schuerer.yh@bluewin.ch

Shaked, Anabella, MA MCC. Expressive Therapist, Certified Psychotherapist in private practice. Founder and head of the Israeli Adlerian School of Psychotherapy and co-founder and academic manager of the Adlerian School for Professional Coaching School in the Adler Institute of Israel.

Shifron, Rachel, Ph.D. Counselling psychologist, Certified Family, Couple and Vocational Therapist, and Addictions Specialist. Private practice; Psychology; academic and clinical advisor at the School for Adlerian Psychotherapy in Israel. Co-Editor of the Journal of Individual Psychology. Israel.

Shoham, Yoav, M.A., Educational Guidance and Counselling. Certified Psychotherapist, Adlerian Family and Couple Therapist in private practice. Certified group leader for parenting. Trainer for dealing with Self Curing of Trauma, CBT, Israel.

Sperry, Jon, PhD., LMHC,NCC. Assistant Professor of Psychology, Lynn University. Counselling Specialist at Florida Atlantic University Counselling and Psychological Services. Author. Boca Raton, Florida, USA.

Tate, Bruce, MBACP, (Registered and Accredited) Counsellor, psychotherapist and training facilitator. Co-ordinator of Adlerian Counselling Certificate and Diploma courses at Bottisham Village College. Cambridge, UK. www.bruceate.co.uk

Vainker, Brenda, MSc Counselling Psychology, MSt (Oxon) Mindfulness-Based Cognitive Therapy. In private practice in West London, working with individuals and teaching mindfulness in groups.

Walton, Frank, Ph.D., Psychologist in private practice. Consultant to schools and agencies in North and South America, and Europe. Executive Director, South Carolina Society of Adlerian Psychology. www.drfrankwalton.com.

Watts, Richard E, Ph.D., Dipl. Adlerian Psychology (DNASAP). Texas State University System Regents' Professor and Distinguished Professor and Director of the Center for Research and Doctoral Studies in Counselor Education, Sam Houston State University, Huntsville, Texas, USA
Website: <http://sites.google.com/site/richardwattswebsite/>

Zelickman-Krizhak, Galit, MA in Educational Counselling, Tel-Aviv University; Psychotherapy – graduate of the Adler Institute in Israel, Educational counselor for elementary school.

ADMINISTRATIVE STAFF

John F. Newbauer, Ed.D., Dipl. Adlerian Psychology (DNASAP): Administrator, Fort Wayne, Indiana, USA

Betty Haeussler, Assistant Administrator, Lanham, Maryland, USA

Amelie Festag, Dipl. Psychology: Administrative Assistant/Translator, Berlin, Germany

10. Scholarship and Financial Assistance

A limited number of awards are available for those in financial need:

- a) Major Scholarship: Covers tuition, room and board
- b) Tuition Assistance: Covers tuition fees only

Scholarships and Tuition Assistance are given for individuals who have a clear financial need and who seek to apply Adler-Dreikurs principles more effectively in their work. A letter of recommendation from a past or present ICASSI Faculty or Board member, or a member of a national or regional Adlerian Society, is required. Assistance is not available for travel. The closing date for return of the applications to the designated person for your region is February 15, 2015.

Application Forms for MAJOR SCHOLARSHIPS and TUITION ASSISTANCE are available from our website, www.icassi.net or from Betty Haeussler, 9212 Morley Road, Lanham, MD 20706, USA or bettyicassi@aol.com and should be returned to the appropriate Regional Representatives listed below.

REGIONAL SCHOLARSHIP REPRESENTATIVES

NORTH & SOUTH AMERICA, ASIA, AUSTRALIA and other regions not listed below

Betty Haeussler
9212 Morley Road,
Lanham, MD 20706, USA
bettyicassi@aol.com

EUROPE (Except Greece, UK, Ireland, and Israel)

Yvonne Schürer
Im Hang 31,
Birmensdorf 8903,
Switzerland
Schuerer.yh@bluewin.ch

ISRAEL

Zivit Aramson
9 Zakut Street, Tel Aviv 69707, Israel
zivitabramson@hotmail.com

UK & IRELAND

Anthea Millar
33 Leys Avenue, Cambridge CB4 2AN, UK
antheam@ntlworld.com

GREECE

Danai Papadatou
10 Llias Street
Halandri, Athens
11527 Greece
dpap@nurs.uoa.gr

MALTA

Joyce Callus
Chanson, Black Sea Street,
The Village
San Gwan SGN 07, Malta
callus@maltanet.net

11. Registration: Forms and Procedures

ONLINE REGISTRATION

Most participants found out in previous years that the easiest method to register and pay for ICASSI is to use the online registration form at www.regonline.co.uk/icassi2015 or through the hyperlink found on our website www.icassi.net. This online system will guide you through the process of registering and allow you to use your Visa, Master Card, or PayPal account. It will also allow you to pay by check or bank transfer if you prefer. All payments this year are based on Euros. Please ensure your final balance is paid by June 15, 2015. We are unable to hold space in courses without full payment.

MAIL REGISTRATION

If you prefer to register by mail, please use the forms (A, B, C) at the end of the book and follow these steps.

Form A: Identifying Information: Fill out for each person. Please ensure the information is complete and legible, particularly the email address.

Form B: Course Choices: Fill in the course numbers given in the booklet. Provide three choices in case your first choice is already full.

Form C: Calculation of Fees: Check the Fee Schedule to determine the tuition and accommodation/meal costs for each person being registered and total all fees.

Payment of Fees: Payments are payable to ICASSI in Euros or the current equivalent in US Dollars if paying by check. Please notice that a deposit of at least 300 Euros (or current equivalent in US Dollars) should be made at the time of registration and that the balance is due by June 15, 2015.

If you pay by bank transfer make sure you send a copy of your receipt to John Newbauer, c/o ICASSI, 429 E. Dupont Road, #276, Fort Wayne, IN 46825 USA or scan it and send to john.icassi@gmail.com. Registration is confirmed when the completed and signed forms are received along with a receipt showing proof of payment.

EARLY REGISTRATION DEDUCTIONS

Tuition reductions are given only for adults booking before March 31st. Not everyone is eligible for an early bird discount - only adults (western Europeans) get this discount.

GROUP RATES If six adults or students register TOGETHER, they will receive a 15% discount from their tuition. Registering "TOGETHER" means that one person is responsible

for contacting the administrator and providing the names of the group. It ALSO MEANS there are NO REFUNDS on the down-payment for anyone who drops out of the group or fails to follow through. After the down-payment is made by each group member, the ICASSI administrator will apply the group discount and the group will be expected to pay the remaining balance by June 15. For groups of 20 or more, please contact the administrator for arrangements.

REDUCED FEES

We have some reduced tuition prices available for persons from the Eastern European countries of: Belarus, Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Russia, Slovakia, Turkey and the Ukraine, and the same reduced fees are also available for persons from Ireland. These are listed as Reduced Fees on the form.

GROUP DISCOUNT: If 8 adults with Reduced Fees register TOGETHER, they will receive a 15% discount from their tuition. Registering "TOGETHER" means one person is responsible for contacting the administrator and providing the names of the group. It ALSO MEANS there are NO REFUNDS on the down-payment for anyone who drops out of the group. After the down-payment is made, the ICASSI administrator will apply the group discount to each account and the group will be expected to pay the remaining balance by June 15.

PAYING FOR ICASSI

There are four ways to pay for ICASSI:

1. Use Visa, MasterCard or PayPal when you register online at:
www.regonline.co.uk/icassi2015
2. Direct Bank Transfer by sending your payment directly to our bank at the following address:

ICASSI
Sparkasse Aachen
Account No.: 3400 470
IBAN: DE 95 3905 0000 0003 4004 70
SWIFT-BIC: AACSD33

Receipts for bank transfers should be scanned and emailed to john.icassi@gmail.com or

sent to: John Newbauer, c/o ICASSI, 429 E. Dupont Road, #276, Fort Wayne, IN 46825 USA.
Pay in US Dollars by sending a cheque for the equivalent amount to:

John Newbauer
C/O ICASSI
429 E. Dupont Road, #276
Fort Wayne, IN 46825 USA.

3. Use your PayPal account and send Euros or US Dollar equivalents* to
john.icassi@gmail.com

4. Pay with a check in current US Dollar equivalents by sending to:

Betty Haeussler
9212 Morley Road
Lanham, MD 20706 USA

REFUND POLICY

Tuition: Requests for tuition refunds must be made prior to June 15, 2015. No refunds will be made after that date except in extraordinary circumstances at the discretion of the Administrator.

Accommodation: Requests for accommodation refunds must be made prior to June 15, 2015 due to commitments to the facilities. No refunds will be made after that date except in extraordinary circumstances at the discretion of the Administrator.

In all cases of refunds, an administrative fee of 50 Euros per person or 75 Euros per family will apply.

FURTHER INFORMATION

Further detailed information regarding travel directions, registration, accommodation, contact information while attending ICASSI, and weekend trips to points of interest, etc. will be included in a letter sent to all registered participants in June, 2015. It is recommended that any participant registered prior to June 15, 2015 who has not received the letter of confirmation and other detailed information by June 20 should contact John at: john.icassi@gmail.com.

ICASSI 2015 Registration Form

PART A: IDENTIFYING INFORMATION

Please complete this form, include copy of receipt from bank transfer or check for deposit and send to:

John Newbauer, ICASSI
429 E. Dupont Road, #276
Fort Wayne, Indiana 46825 USA

(This form is also available for
download from www.icassi.net)

PARTICIPANTS:

First & Last Name	Gender	Profession
1.		
2.		

Children and Youth under 18: Please give date of birth and EXACT AGE of children and youth (age as of July 15, 2014 registration day) to assist in arranging staff for the children's and youth courses.

Name of Child/Youth	Date of Birth	Gender	Age
1.			
2.			
3.			
4.			

Mailing Address: Please use block capitals if hand printing

House Number & Street _____

City _____ Province/ State _____

Country _____ Postal/ Zip Code _____

Telephone Number _____ Fax Number _____

Email _____

Please ensure your email address is very clearly written as we communicate primarily by E-mail.

In case of emergency contact: _____

Phone Number _____

Email _____

*This information is requested in case of health or other emergencies.

PART B: COURSE CHOICES:

NAME OF PARTICIPANT 1:

	EITHER Series A				OR Series B	
	Week 1		Week 2		Week 1	Week 2
	AM	PM	AM	PM	Full day	Full day
1st Choice						
2nd Choice						
3rd Choice						

NAME OF PARTICIPANT 2:

	EITHER Series A				OR Series B	
	Week 1		Week 2		Week 1	Week 2
	AM	PM	AM	PM	Full day	Full day
1st Choice						
2nd Choice						
3rd Choice						

Children and Youths under 15 participate in designated classes. Please list their names and indicate whether they will take part in the Children's Program.

Child's name	Yes/No
1.	
2.	
3.	

Youths 16-17 are designated morning classes but may select an afternoon class from the main curriculum from among those courses open to youth or attend the youth recreation program A320/A520. Please indicate the name and course selection on the next page:

Name of Youth aged 16-17	Week 1		Week 2	
	AM	PM	AM	PM
	A220		A420	
	A220		A420	
	A220		A420	

PART C: CALCULATION OF FEES (PAGE 1 OF 2) – TUITION

All fees are based on Euros (€) only because of the impact of currency fluctuation

Regular Tuition	One Week	Both Weeks	# Persons 1 week	# Persons 2 weeks	Total
Early Bird Adult (Before March 31 st)	€410	€680			€
Adult	€460	€740			€
Student*	€360	€450			€
Youth (12-17)**	€220	€350			€
Child (4 - 11)	€145	€220			€
REDUCED FEES***					€
Adult	€220	€350			€
Youth (12-17)	€170	€285			€
Child (4-11)	€120	€190			€
TOTAL					€

* Full time University or College students in academic year 2014/2015 or 2015/2016

** All ages are based on age as of July 26, 2015

*** To be eligible for this fee you must live in an Eastern European Country or in Ireland or Turkey.

+ If you pay in U.S. Dollars, please convert the Euro (€) values to dollar values using the current rate on the day you make your payment - current rates can be found at www.finance.yahoo.com/currency-converter.

ACCOMMODATIONS: ROOM AND BOARD & OFF-SITE FEES ON NEXT PAGE

This year accommodation fees at Hampstead Court in Dublin City University include room, breakfast and dinner each day starting the evening meal of your day of arrival, opening reception, farewell dinner, coffee breaks and administrative fees (it does not include dinner for the mid-weekend Saturday).

Room are all ensuite and may be either a single or a double (shared room – a room with two twin beds). Prices listed are all per person.

PART C: CALCULATION OF FEES (PAGE 2 OF 2)

Accommodation	One Week	Both Weeks	# for 1 week	# for 2 weeks	Total
HAMPSTEAD					
Single ensuite bath	€425	€895			€
+ Double Room Per Person	€370	€780			€
Child 12 and under in double room	€260	€560			€
Youth and under in Shared Room	€305	€640			€
*Off-Site Fee					
Off-Site Fee Adult, Youth, and Children	€80	€130			€
TOTAL FROM ABOVE	Line 2				€
TOTAL TUITION	Line 1 (from page 45)				€
TOTAL TUITION + ACCOMMODATION	Line 2 + Line 1				€
SUBTRACT DEPOSIT	Individual: €300; Family: €550				€
BALANCE DUE					€
SCHOLARSHIP FUND ++	Please list me on the web _____				€
TOTAL	Payable by June 15, 2015				€

* If you are staying anywhere other than in campus housing, you must pay the Off-Site Fee. This helps cover our costs for classrooms, aula, coffee breaks, administrative fees, receptions, and the Friday evening farewell dinners to which all are invited.

+ If you chose shared or double accommodations, please provide the name of the individual with whom you would like to share, otherwise we will assign you a roommate of your same gender at random:

Roommate:











Please identify any special mobility or dietary needs:

.....

++ Scholarship Fund: ICASSI strives to provide high quality continuing education while keeping fees for the tuition and accommodations as low as possible. Despite our best efforts, we need donations to maintain the high quality, inclusiveness, and accessibility of ICASSI while keeping our prices down. Our scholarships provide the opportunity for exemplary candidates to participate who would not otherwise be able due to financial limitations. So please consider giving a donation when you register.

DCU CAMPUS MAP

KEY

-  Existing Buildings
-  Grass area
-  Footpaths
-  Parking
-  Road
-  Sportsground
-  Compound
-  Deliveries
-  Loading
-  Campus Maps



MediSense 2012
NURSING - ROOM HOST





DUBLIN
IRELAND

For information:
john.icassi@gmail.com
www.icassi.net

Design: QxDdesign