



TRENČIANSKE TEPLICE, SLOVAKIA

24 JULY – 6 AUGUST, 2016

# ICASSI

# 2016

**49<sup>TH</sup> INTERNATIONAL  
RUDOLF DREIKURS  
Summer Institute**



COURSES IN ADLER/DREIKURS  
THEORY AND PRACTICE

[www.icassi.net](http://www.icassi.net)

# INTRODUCTION

ICASSI 2016 promises to be a comprehensive and enriching learning experience, and the Faculty, Board, and Administrative team members all look forward to seeing you in Slovakia in July and August of 2016.

The annual Rudolf Dreikurs Summer Institute of ICASSI is going strong in its 49th year, which reflects the growing world wide appreciation of the principles and teachings of Adler and Dreikurs. The 2016 Summer Institute also reflects the tireless efforts of the Slovak Adlerian leaders to bring the ICASSI experience to their country. As in all the previous years, the international summer program brings fresh ideas, novel applications, new faculty, and updated course material to our participants. We are delighted to come to the spa resort area of Trenčianske Teplice, with its lovely areas of nature as well as its offerings for health and relaxation.

ICASSI 2016 will see the addition of accomplished new faculty members and will again have the wonderful teachings provided by long-time favorite instructors. There will be a broad range of program options. In addition to the diversity of courses and instructors from many nations, the plenary morning sessions will be in English and German and may also include the Slovak language. Special courses will allow English and Slovak translation.

As always, the Summer Institute brings 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. Classes will deal with contemporary challenges in areas of parenting, couple relationships, school, counseling and clinical practice, workplace problems, and multi-cultural relationships. Adlerian principles and methods facilitate human relations in 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 2016.

**Eva Dreikurs Ferguson**

Co-Chair

ICASSI 2016

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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.

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*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.*

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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 counseling 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 24 | 14:00-19:00 | ICASSI Registration                 |
|                 | 20:00       | Opening Ceremony                    |
| Friday, July 29 | 19:00       | Special Dinner for All Participants |

WEEK 2

|                  |             |   |
|------------------|-------------|---|
| Sunday, July 31  | 16:00-19:00 | ICASSI Registration for Week Two Arrivals |
|                  | 20:00       | Welcoming Ceremony for Week Two Arrivals  |
| Friday, August 5 | 17:30       | Closing Ceremony                          |
|                  | 19:00       | Farewell Banquet for All Participants     |

MONDAY TO FRIDAY, WEEKS 1 AND 2

|               |                         |  |
|---------------|-------------------------|--|
| 07:00 – 08:30 | Bloc 0                  | Exercise   |
| 07:00 – 08:45 | Breakfast               |  |
| 09:00 – 10:30 | Plenary                 | Plenary Sessions<br>Early Morning Courses*   |
| 10:30 – 11:00 | Break                   |  |
| 11:00 – 13:00 | Morning Courses         | Series A (200/400) Half-Day Courses<br>Series B (100/600) Full-Day Courses (Morning Session)   |
| 13:00 – 14:00 | Lunch                   |  |
| 14:30 – 16:30 | Afternoon Courses       | Series A (300/500) Half-Day Courses<br>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 | Evening Sessions        | A variety of evening activities will be offered on Monday, Wednesday and Friday                |

\* Refers to courses for Children and Youth only

\*\* 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 presentations 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 plenary lecture and demonstration. Following the plenary lecture, 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 session called Bloc 0. Participants who wish to join are asked to 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 session and another for the afternoon session.

OR:

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

Series B offers a week-long intensive course (20-hours). Series B courses extend through both the morning and afternoon sessions, 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 PLENARY 9:00 – 10:30

|                    |  |
|--------------------|--|
| Monday, July 25    | <b>IP in Contemporary Times with Eva Dreikurs Ferguson</b><br>The basic principles of Adlerian psychology are reviewed and shown to be supported by contemporary developments in research and other areas of psychology.   |
| Tuesday, July 26   | <b>ERs and Dreams: A Demonstration with Gerhard Baumer</b><br>In this presentation Gerhard will demonstrate how to use ERs and dreams in counseling and therapy.   |
| Wednesday, July 27 | <b>Trauma Recovery and Social Connection with Anthea Millar</b><br>Traumatic events can shatter a person’s sense of connection and belonging. Anthea will describe how rebuilding connection is now acknowledged as an essential aspect of trauma recovery, further affirming Adler’s psychology.                    |
| Thursday, July 28  | <b>Couples Contract According to ERs with Betty Lou Bettner and Rachel Shifron</b><br>Using Early Recollections in order to train those who work with couples, identifying the current couple's contract. The current contract could be different from their initial one.  |
| Friday, July 29    | <b>Community Feeling with Wilfried Datler</b><br>Adler wrote about the impact of early relationships on the development of community feeling. Research in recent decades has verified and enriched Adler’s theory. This presentation will focus on significant findings for education, counseling and psychotherapy. |

#### 4.2 EARLY MORNING COURSES FOR CHILDREN AND YOUTH FOR WEEK 1

| Children |  |                    | Youth |            |  |
|----------|--|--------------------|-------|------------|--|
| A 221    | Hoekstra, W.,<br>Zelickman-Krizhak, G. &<br>Radu, L. | Children’s Program | A 220 | Shoham, N. | Early Morning Youth<br>Recreation, 12-17 |

## 4.3 MORNING AND AFTERNOON COURSES FOR WEEK 1

Overview: Type A Courses (2 hours each day)

| Week One<br>Mornings Courses<br>from 11:00 to 13:00 |                |   | Week One<br>Afternoons Courses<br>from 14:30-16:30 |                |   |
|---|----------------|---|--|----------------|---|
| English Courses                                     |                |   |  |                |   |
| A201  | Abramson, Z    | Successful Aging                          | A301   | Balla, M       | Gender Issues                                     |
| A202  | Belangee, S    | Social Media and Social Interest          | A302   | Callus, J      | Individual Psychology and Parenting               |
| A203  | Callus, J      | Fundamentals of Individual Psychology     | A303   | Fitzgerald, M  | Encouragement                                     |
| A204  | Ferguson, E. D | Individual Psychology in the Workplace    | A304   | John, K        | Social Equality in Action                         |
| A205  | Joosten, T     | Cooperative Problem Solving               | A305   | Pelonis, P     | Discover the Leader in You                        |
| A206  | Tate, B        | Sexual Identity – An Adlerian Perspective | A306   | Schürer, Y     | Couples Counseling                                |
| A207  | Walton, F      | Family Counseling                         | A307   | Shoham, Y      | Encouragement:<br>Overcoming Stressful Situations |
| A208  | Vainker, B     | Mindfulness                               | A308   | Sperry, J      | Adlerian Case Conceptualization                   |
|   |                |   | A309   | Tate, B        | “It’s all Fiction” Creativity & Private Logic     |
| English-German Courses*                             |                |   |  |                |   |
| A209  | Baumer, G      | Dreams and their Interpretation*          | A310   | Echle, E       | Nonviolent Communicating with Youth*              |
| A209  | Baumer, G      | Träume und ihre Deutung*                  | A310   | Echle, E       | Gewaltfreie Kommunikation mit Jugendlichen*       |
| A210  | Landscheidt, U | Art Therapy: Cows can be Purple*          | A311   | Hillenbrand, A | Addictions*                                       |
| A210  | Landscheidt, U | Kunsttherapie: Kühe können lila sein*     | A311   | Hillenbrand, A | Abhängigkeitserkrankungen*                        |
| English-Slovakian Courses*                          |                |   |  |                |   |
| A211  | Balla, M       | Intergenerational Patterns*               | A312   | Holder, J      | Using Metaphors in Treatment and Reorientation*   |
| A212  | Čechová D      | Supporting Interventions for Parents*     | A313   | Millar, A      | Working with Trauma*                              |
| A213  | Rasmussen, P   | Emotion & Private Logic*                  |  |                |   |

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

## OVERVIEW: TYPE B COURSES

(4 hours each day during Mornings and Afternoons)

Choose only one Type B Course for this week.

| English Courses |               |   |
|-----------------|---------------|---|
| B101            | Bettner, B. L | Adler, Life Tasks and "The Crucial C's" |
| B102            | Shifron, R    | Adlerian Supervision                    |
| B103            | Watts, R      | Creative Strategies in Brief Therapy    |

## OVERVIEW: CHILDREN AND YOUTHS' PROGRAM

| Mornings |  | Youth's Program                       |       | Afternoons                      |   |
|----------|--|---------------------------------------|-------|---------------------------------|---|
| A 220    | Shoham, Y, Shoham, N & Hofstra, P          | Personal Development for Youths 12-17 | A 320 | Hofstra, P                      | Youth Recreation/ Jugendfreizeitprogramm 12-17, Jahre |
| Mornings |  | Children's Program                    |       | Afternoons                      |   |
| A 221    | Hoekstra, W, Zelikman-Krizhak, G & Radu, L | Children's Program/ Kinderprogramm    | A 321 | Irvine, M & Zelikman-Krizhak, G | Children's Recreation/ Kinderfreizeitprogramm         |

## 4.4 COURSE DESCRIPTIONS FOR WEEK 1

### Type A Courses: Week 1 Mornings (11.00 - 13:00)

#### English Courses

##### **A201, Abramson, Zivit - Successful Aging**

Aging, becoming older, brings new challenges to our lives. We will look at these challenges by exploring questions such as: In what way do I choose to meet these challenges? What kind of an elderly person do I choose to be? For others? For myself? How can Adler's and Dreikurs' ideas and principles guide me in this search? (German translation by the instructor when necessary.)

##### **A202, Belangee, Susan - Social Media and Social Interest**

Social interest is the cornerstone of mental health in Adlerian philosophy and practice. Much scholarly debate explores whether social media promotes engagement or contributes to disconnection as individuals spend time on Facebook, Twitter, etc. This class presents the scholarly research regarding social media and mental health and provides participants the chance to discuss Adlerian ideals in light of that research. The special Summer 2015 issue of 'The Journal of Individual Psychology' will serve as a foundation for discussions.

##### **A203, Callus, Joyce - Fundamentals of Individual Psychology**

We appreciate ideas and technology that make every day tasks easier. Adler and Dreikurs, through their ideas and concepts, contribute to making life easier when it comes to personal understanding as well as improving relationships.. Concepts like personality development, understanding goals of behaviour, inferiority feelings/complex, birth order, tasks of life, etc. will be addressed in this workshop. A hands on approach will be used.

##### **A204, 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.

##### **A205, 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. Respectful listening, personal attitude 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 1 Mornings (11.00 - 13:00)

##### **A206, Tate, Bruce - Sexual Identity - An Adlerian Perspective**

While there have been important shifts towards acceptance of difference and equality, these are not universal. Many practitioners feel ill-prepared in addressing sexual identity with clients, particularly when people face discrimination or worse and struggle with uncertainty. We will examine issues and cultural influences clients face. This course will explore issues relating to sexual identity, including identifying challenges and strengths.

##### **A207, Walton, Frank - Family Counseling**

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 counseling 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. Small group discussion will be an integral part of the course.

##### **A208, Vainker, Brenda - Mindfulness**

Mindfulness is a mind-body approach that helps us improve the quality of our lives by learning to relate differently to experience. This experiential course will introduce participants to the core practices in the eight-week mindfulness-based cognitive therapy course, developed as a treatment for relapsing depression and now widely used to combat anxiety and chronic stress.

#### German - English Courses\*

##### **A209, 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, are final. 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.

##### **A209, 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 Träume der Teilnehmer und setzen uns praktisch und theoretisch mit der Traumanalyse auseinander. Dieser Kurs ist für alle geeignet, die sich mit Träumen beschäftigen wollen.

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



### **A210, Landscheidt, Uti – Art Therapy: Cows can be Purple\***

Art Therapy was developed by Sadie T. Dreikurs as a method to approach life style. For beginners and advanced participants who wish to explore themselves in creative actions as well as counselors working with groups and single clients who want to expand their repertoire. 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 (available at Icassi).

### **A210, Landscheidt, Uti - Kunsttherapie: Kühe können lila sein\***

Kunsttherapie wurde von Sadie T. Dreikurs als Methode der Lebensstilanalyse entwickelt. Dieser Kurs ist sowohl für Anfänger und Fortgeschrittene, die ihre eigene Kreativität erforschen wollen, als auch für Berater, die ihr Repertoire bei der Arbeit mit Gruppen und mit Einzelnen erweitern wollen. Er ist spannend und entspannend zugleich (keine künstlerischen Fertigkeiten erforderlich). Durch gemeinsames Arbeiten in der Gruppe mit verschiedenen Materialien werden wir sowohl eigene Lebensstilaspekte entdecken als auch lernen, andere Kunstwerke dahingehend zu interpretieren. Basierend auf dem Buch "Kühe können lila sein" von Sadie T. Dreikurs" (erhältlich bei Icassi).

#### **English-Slovakian Courses\***

### **A211, Balla. Marion – Intergenerational Patterns\***

This course investigates the relationship between family myths, values, and current life problems. Participants will investigate their personal genograms and assess the impact of family patterns through the generations. Through the application of early recollections and life tasks, belief systems related to generational family patterns will be discovered.

### **A212, Čechová Daniela– Supporting Interventions for Parents\***

This course provides a range of opportunities to illustrate parent training interventions for more satisfying parent-child relationships. Supportive parenting interventions are built on the participants' insight, new knowledge and encouragement through analyzing their cases. This course is based on the fields of Individual Psychology, Attachment Theory and Interpersonal Neurobiology.

### **A213, Rasmussen, Paul – Emotion and Private Logic\***

The important relationship between one's private logic and emotional feelings is presented. The two types of emotion and the three purposes of emotions are presented along with ways to use that knowledge to help uncover the individual's private logic. This relationship is particularly notable in early recollections, which will be a major component of this course. This course is useful in understanding the self and working with clients.

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

†Educational Objectives are found on the website [www.icassi.net](http://www.icassi.net)

#### **Children and Youth Program**

### **A220, Personal Development for Youth Ages 12-17, Shoham, Yoav**

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 (Early Morning and Morning), Hoekstra, Willy; Zelikman-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 Early Morning and Morning. Parents bring their children to the program at 8:45.

### **A221, Kinderprogramm (Early Morning and Morning), Hoekstra, Willy; Zelikman-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 Gruppenleitungsprinzipien werden angewendet.

\*Bitte beachten Sie: Das Programm A 221 findet während des Vormittagsprogramms von 9-10.30 und 11.00-13.00 statt. Eltern bringen ihre Kinder um 8:45 zu dem Programm.

#### **Type A Courses: Week 1 Afternoons (14.30 – 16.30)**

##### **English Courses**

### **A301, Balla, Marion - Gender Issues**

The course will provide participants with an increasing understanding of the impact of gender roles within families, intimate relationships, workplaces and the wider community. Gender guiding lines, birth stories, and early memories will be used to explore personal decisions related to gender. Open to Youth.

### **A302, Callus, Joyce – Individual Psychology - a vital support for Parents and Educators**

Bringing up children and educating them are two of the most important jobs in life, for we carry our childhood all our life. This course aims at helping participants discover 'another way' towards effective and collaborative parenting and teaching. We often ask why are children defiant, or lack self-esteem? These and other issues will be tackled in this course.

### **A303, Fitzgerald, Michael – Living Encouragement**

The goal is to create a feeling of courage and to express it. We plan to explore the mistaken ideas that fuel our discouragement. We will examine the way we live life and creatively explore these ideas using memories, dreams and stories. We will use these experiences to create role plays around common sense and have open discussions within a safe environment. Open to Youth.



#### **A304, John, Karen – Social Equality in Action**

Social equality requires new ways of leading and relating, yet we struggle to exercise our rights and responsibilities effectively. We look at leadership approaches, what prevents us from using our 'good authority', and explore feelings and actions that undermine democratic living. Working cooperatively in teams and using ERs and psychodrama, we will strive to achieve social equality in action. Open to Youth.

#### **A305, Pelonis, Peggy – Discover the Leader in You**

It is important for the leader to develop his/her leadership identity according to his/her personal characteristics. It is important that one understands strengths and weaknesses as well as the ability to influence others through word and deed. Using Lifestyle Assessment and the use of Early Recollections, individuals will have the opportunity to "see" themselves as leaders and will have the choice to develop their unique leadership qualities further. Open to Youth.

#### **A306, Schürer, Yvonne – Couples Counseling**

A couples counsellor needs a clear concept, or sessions will become chaotic. Great flexibility is also required to prevent the counsellor from becoming a mere tamer. In this course an Adlerian step by step model will be introduced and explored through lecture and demonstration. Various exercises will allow the participants to adapt the model in a flexible way, and practice in different situations.

#### **A307, Shoham, Yoav – Encouragement: Overcoming Stressful Situations**

This program has been planned especially for ICASSI and is designed to teach coping strategies in daily stressful situations. Using Adlerian encouragement principles in various creative ways, enables us in dealing with daily life pressures.

#### **A308, Sperry, Jon – Adlerian Case Conceptualization**

Case conceptualization is considered by many to be the most important competency expected in clinical practice today. In this class participants will learn 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.

#### **A309, Tate, Bruce – "It's all Fiction" Creativity & 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. We will explore our basic fictions 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.

#### **English-German Courses\***

#### **A310, 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. Parents with their youth are particularly welcome.

#### **A310, Echle, Erika – Gewaltfreie Kommunikation mit Jugendlichen\***

Erfolgreiche Kommunikation ist die Grundlage von gegenseitigem Respekt und Gleichwertigkeit. Ändern wir unsere Einstellung, dann können wir die Jugendlichen zur gemeinsamen Zusammenarbeit gewinnen. Eine Veränderung unserer selbst beginnt mit einer Veränderung unserer Sprache und unserer Art zu kommunizieren. In diesem Kurs werden wir effektive Kommunikationsstrategien anwenden, aber vor allem diese auch im Umgang mit Jugendlichen und Gesprächspartnern üben. Es wäre toll, wenn sich Jugendliche und ihre Eltern für diesen Kurs einschreiben, würden, damit wir gemeinsam zu einer besseren Kommunikation untereinander finden.

#### **A311, Hillenbrand, Andrea – Addiction\***

Alcoholics and other substance addicts are unpopular patients. They are considered difficult, being easily offended, accusing others and lying. By looking at the development of their addiction, we will try to understand how the substance is used to face the tasks of life and achieving a felt plus and why the unpopular features are logical, understandable and even make sense. Open to Youth.

#### **A311, Hillenbrand, Andrea – Abhängigkeitserkrankungen\***

Alkoholiker und andere Abhängige sind unbeliebte Patienten. Sie gelten als schwierig, kränkbar, anklagend und notorische Lügner. Indem wir die Entwicklung der Abhängigkeit betrachten, werden wir versuchen zu verstehen, inwiefern das Suchtmittel dazu dient, die Lebensaufgaben zu erfüllen und zum gefühlten „Plus“ zu gelangen, und warum die unbeliebten Eigenschaften durchaus logisch und verständlich, ja auf ihre Weise sogar sinnvoll sind.

Offen für Jugendliche.

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

†Educational Objectives are found on the website [www.icassi.net](http://www.icassi.net)

## English-Slovakian Courses\*

### A312, 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 and strengths acknowledgement.

### A313, 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.

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

## Type B Courses: Week 1 Mornings and Afternoons

### English Courses

### B101, Bettner, Betty Lou – Adler, Life Task and “The Crucial C’s”

Adler’s theory outlined what all human beings need. Since we are socially embedded we need others, we need to grow and improve; we need to be needed; and we need encouragement. This course explains human needs as “The Crucial Cs” (connect, capable, count, courage) and applies them to our life tasks. Additionally, the material covered allows us to explore ways to understand ourselves and others in all of our relationships.

### B102, Shifron, Rachel – Adlerian Supervision

The purpose of this course is to present an Adlerian model for supervision in three professional fields: THERAPY, COUNSELING AND TEACHING. The supervisor is a good listener and has to be an expert in understanding the supervisee's lifestyle. Therefore, issues concerning lifestyle and use of early recollections will be part of the workshops. Therapists, counselors and teachers are welcome to take part in this workshop.

### B103, Watts, Richard – Creative Strategies in Brief Therapy

Brief therapy approaches are increasingly in demand and many professionals are practicing in agencies and schools where they are expected to work with many clients and students in specific, time-limited frameworks. In this course, participants will learn (via discussion, demonstration, and practice) various Adlerian techniques (and others) uniquely suited for work in brief counseling, guidance, and therapy setting.

†Educational Objectives are found on the website [www.icassi.net](http://www.icassi.net)

## Children and Youth Program

### A320, Youth Recreation, 12-17 year olds, Hofstra, Pauline

Youth 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.

### A321, Children’s Recreation, Irvine, Magnus & Zelikman-Krizhak, Galit

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, Irvine, Magnus & Zelikman-Krizhak, Galit

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.

## 5. PROGRAM WEEK 2

### 5.1 PLENARY LECTURES<sup>†</sup> FOR WEEK 2, 9:00 – 10:30

|                  |  |
|------------------|--|
| Monday, Aug 1    | <b>What Really Matters with Theo Joosten</b><br>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 2   | <b>Understanding Clients from an Adlerian Perspective with Jon Sperry</b><br>Adler and Dreikurs proposed a holistic and strengths-based model for understanding and therapeutically treating individuals with mental health challenges. Jon will present an integrated Adlerian model for understanding human behavior and for fostering well-being and social interest among individuals with mental health challenges. |
| Wednesday, Aug 3 | <b>It is all Fiction with Bruce Tate</b><br>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. The presentation will explore creativity and private logic alongside different aspects of fiction that we each make use of in our day-to-day lives.  |
| Thursday, Aug 4  | <b>Art Therapy with Uti Landscheidt</b><br>Uti will discuss Adlerian Art Therapy – its history, its use and its importance in counseling.  |
| Friday, Aug 5    | <b>Family Counseling with Frank Walton</b><br>Frank will work with parents and children to demonstrate a typical initial family counseling session.  |

<sup>†</sup>Educational Objectives are found on the website [www.icassi.net](http://www.icassi.net)

### 5.2 EARLY MORNING COURSES FOR CHILDREN AND YOUTH FOR WEEK 2

| Children |  |                    | Youth |           |                                       |
|----------|--|--------------------|-------|-----------|---------------------------------------|
| A421     | Hoekstra, W, Zelikman-Krizhak, G & Radu, L | Children's Program | A420  | Shoham, N | Early Morning Youth Recreation, 12-17 |

## 5.3 BLOC 2 AND 3 : CLASSES FOR WEEK 2

Overview: Type A Courses (2 hours each day)

| Week Two<br>Morning Courses<br>from 11:00 to 13:00 |                |  | Week Two<br>Afternoon Courses<br>from 14:30-16:30 |             |   |
|--|----------------|--|---|-------------|---|
| English Courses                                    |                |  |   |             |   |
| A401   | Balla, M       | Managing Life Transitions              | A501  | Abramson, Z | Couples in Conflict   |
| A402   | Ferguson, E. D | Individual Psychology in the Workplace | A502  | Balla, M    | Family Dynamics in Action                                     |
| A403   | John, K        | Group Dynamics and Facilitation        | A503  | Holder, J   | Addictions and ERs  |
| A404   | Joosten, T     | Cooperative Problem Solving            | A504  | John, K     | Social Equality in Action                                     |
| A405   | Millar, A      | Becoming a Supervisor                  | A505  | Millar, A   | Working with Loss and Grief                                   |
| A406   | Rasmussen, P   | Adaptive Reorientation Therapy         | A506  | Pelonis, P  | Coping with Change  |
| A407   | Sperry, J      | Drumming & Music in IP                 | A507  | Schuerer, Y | Lifestyle - A Creative Masterpiece                            |
| A408   | Tate, B        | ERs: An Introduction                   | A508  | Shoham, Y   | The Art of Encouragement                                      |
|  |                |  | A509  | Watts, R    | Spirituality and Adlerian Psychology                          |
| English-German Courses*                            |                |  |   |             |   |
| A409   | Echle, E       | Stress and Coping*                     | A510  | Oberst, U   | How to Raise, Help and Trust Difficult Children*              |
| A409   | Echle, E       | Mit Stress umgehen lernen*             | A510  | Oberst, U   | Mit schwierigen Kindern umgehen - erziehen, helfen,behandeln* |
| A410   | Landscheidt, U | Art Therapy: Cows can be Purple*       |   |             |   |
| A410   | Landscheidt, U | Kunsttherapie: Kühe können lila sein * |   |             |   |

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

| English-Slovakian Courses* |             |  |      |               |  |
|----------------------------|-------------|--|------|---------------|--|
| A411                       | Abramson, Z | Neurosis from an Adlerian Perspective*         | A511 | Bettner, B. L | Couples Enrichment                             |
| A412                       | Walton, F   | Counseling parents of Children Diagnosed ADHD* | A512 | Shifron, R    | Early Recollections, the Therapist's Treasures |

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

## OVERVIEW: TYPE B COURSES

(4 hours each day during Mornings and Afternoons)

Choose only one Type B Course for this week.

| English Courses |           |   |
|-----------------|-----------|---|
| B601            | Buck, H   | Adlerian Art Therapy and Cross Cultural Understanding |
| B602            | Shaked, A | Psychodrama   |

## OVERVIEW: CHILDREN AND YOUTHS' PROGRAM

| Mornings |                                   | Youth Program                         |       | Afternoons            |  |
|----------|-----------------------------------|---------------------------------------|-------|-----------------------|--|
| A 420    | Shoham, N, Shoham, Y & Hofstra, P | Personal Development for Youths 12-17 | A 520 | Hofstra, P            | Youth Recreation 12-17 years/ Jugendfreizeitprogramm, 12-17, Jahre |
| Mornings |                                   | Children's Program                    |       | Afternoons            |  |
| A 421    | Zelickman-Krizhak, G & Radu, L    | Children's Program/ Kinderprogramm    | A 521 | Irvine, M & Shoham, N | Children's Recreation/ Kinderfreizeitprogramm                      |

## 5.4 COURSE DESCRIPTIONS FOR WEEK 2

| Type A Courses: Week 2<br>Mornings (11.00 - 13:00)  |  |
|---|--|
| English Courses   |  |
| <b>A401, Balla, Marion – Managing Life Transitions</b><br>This course is designed to assist participants to identify and explore the losses and gains inherent in major life transitions, eg. aging, career change, retirement, graduation, marriage/partnership, major illness, empty family nest, separation/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. |  |

### A402, 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.

### A403, John, Karen – Groups Dynamics and Facilitation

Promoting social equality within the workplace and in other contexts requires understanding and attending to group dynamics and group needs, as well as to individual needs and life style issues. In this interactive, experimental and experiential course, participants are invited to enact group experiences and scenarios in order to increase their effectiveness as group and team members, facilitators and leaders.

### A404, 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. Respectful listening, personal attitude 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.

### A405, Millar, Anthea – Becoming a Supervisor

This practical class is designed for all helping professionals who wish to develop their supervision skills, whether working in social and health care, early-years services, coaching or therapy. Drawing on Adlerian theory and practice, 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.

### A406, Rasmussen, Paul – Adaptive Reorientation Therapy

Adler described therapy as a process of "reorientation." Adaptive Reorientation Therapy focuses on that task of therapy and keeps the client's focus on the desired state and helps him or her to understand mistaken beliefs. Relying on lifestyle analysis, the individual's movement is identified and sub-optimal strategies are revealed. With emphasis on hope, optimism and encouragement, adaptive reorientation helps the individual to better achieve a healthy desired state.

### A407, Sperry, Jon – Drumming and Music in IP

Drum and music therapy are holistic interventions that assist individuals and groups to foster social interest and well-being. This course will review drum and music therapy interventions that can be used for self-care or with clients in a therapeutic setting. The format for this course will be highly experiential and will also include some brief lectures.

### A408, Tate, Bruce – Early Recollections: An Introduction

Early Recollections (ERs) play a central role in Adlerian therapy. In ERs we uncover strengths and resources alongside nonverbal messages and descriptions of how we view ourselves, others and 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.

**A409, Echle, Erika – Stress and Coping\***

The requirements of working life increase continuously. A conscious stress management helps to deal with stress better - and achieve the professional goals successfully. Stress is a complex, important physical and psychological reaction. It ensures that we are alert and able to act on mental and physical challenges. Problems arise when the generated tension becomes a permanent condition, whether through challenges in the family or work setting or even through constant small annoyances. In this course we will be dealing with the questions of how to reduce the burden, relax, keep perspective, gain composure and find inner balance? Coping with stress through mindfulness.

**A409, Echle, Erika – Mit Stress umgehen lernen\***

Die Anforderungen der Arbeitswelt nehmen laufend zu. Ein bewusstes Stressmanagement hilft, mit den Belastungen besser umzugehen – und die beruflichen Ziele erfolgreich zu erreichen. Stress ist eine komplexe, wichtige körperliche und psychische Reaktion. Sie sorgt dafür, dass wir bei geistigen und körperlichen Herausforderungen besonders wach und handlungsfähig sind. Problematisch wird es, wenn die erzeugte Anspannung zum Dauerzustand wird, sei es durch familiäre oder berufliche Belastungen oder auch nur durch ständige kleine Ärgernisse. In diesem Kurs gehen wir den Fragen nach wie kann ich Ballast abwerfen, abschalten, mir einen Durchblick schaffen, Gelassenheit erlangen und inneres Gleichgewicht finden? Stressbewältigung durch Achtsamkeit.

**A410, Landscheidt, Uti – Art Therapy: Cows can be Purple\***

Art Therapy was developed by Sadie T. Dreikurs as a method to approach life style. For beginners and advanced participants who wish to explore themselves in creative actions as well as counselors working with groups and single clients who want to expand their repertoire. 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 (available at Icassi).

**A410, Landscheidt, Uti – Kunsttherapie: Kühe können lila sein\***

Kunsttherapie wurde von Sadie T. Dreikurs als Methode der Lebensstilanalyse entwickelt. Dieser Kurs ist sowohl für Anfänger und Fortgeschrittene, die ihre eigene Kreativität erforschen wollen, als auch für Berater, die ihr Repertoire bei der Arbeit mit Gruppen und mit Einzelnen erweitern wollen. Er ist spannend und entspannend zugleich (keine künstlerischen Fertigkeiten erforderlich). Durch gemeinsames Arbeiten in der Gruppe mit verschiedenen Materialien werden wir sowohl eigene Lebensstilaspekte entdecken als auch lernen, andere Kunstwerke dahingehend zu interpretieren. Basierend auf dem Buch "Kühe können lila sein" von Sadie T. Dreikurs (erhältlich bei Icassi).

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

**A411, 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.

**A412, Walton, Frank – Counseling Families With Children Who Meet ADHD Criteria**

The instructor will explain and demonstrate how an underdeveloped sense of community feeling and mistaken approaches to life frequently influences children to manifest behavior that meets the criteria for the ADHD diagnosis. Every effort will be made to provide counseling demonstrations exclusively with families who have children who meet the criteria for the ADHD diagnosis. Specific techniques to work with these parents and children will be offered. A 207 Family Counseling is recommended, although not required, as a prerequisite for this course.

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

†Educational Objectives are found on the website [www.icassi.net](http://www.icassi.net)

## Children and Youth Program

**A420, Personal Development for Youth Ages 12-17, Shoham, Yoav & Hostra, Pauline**

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.

**A421, Children's Program (Early Morning and Morning), 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 Early Morning and Morning. Parents bring their children to the program at 8:45.

**A421 Kinderprogramm (Bloc 1 und 2), 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 Gruppenleitungsprinzipien werden angewendet.

\*Bitte beachten Sie: Das Programm findet während des Vormittagsprogramms von 9-10.30 und 11.00-13.00 Uhr statt. Eltern bringen ihre Kinder um 8:45 zu dem Programm.

**Type A Courses: Week 2<sup>†</sup>  
Afternoons (14.30 - 16:30)**

**English Courses**

**A501, 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 couple difficulties. (German translation by the instructor when necessary.)

**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 exercises. Open to Youth.

**A503, Holder, Jim – Addictions and ERs**

From an Adler-Dreikurs perspective, participants will learn how private logic sets an individual up for addictive behaviors. A key to treatment and insight 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. Neuroplasticity will be discussed.

**A504, John, Karen – Social Equality in Action**

Social equality requires new ways of leading and relating, yet we struggle to exercise our rights and responsibilities effectively. We look at leadership approaches, what prevents us from using our 'good authority', and explore feelings and actions that undermine democratic living. Working cooperatively in teams and using ERs and psychodrama, we will strive to achieve social equality in action. Open to Youth.

**A505, Millar, Anthea – Working with Loss and Grief**

In this practical course for helpers, we will look at the many different types of loss and the varied ways we may grieve depending on our Lifestyle. Using an Adlerian framework, we will explore therapeutic approaches to working with clients experiencing both normal and more complex grief, whilst gaining a further understanding of our own attitudes and beliefs around loss.

**A506, Pelonis, Peggy – Coping with Change**

Change can be welcomed and sought after at times, yet in other instances it is unwelcome, leaving us feeling vulnerable, empty and unsure. The emotions associated with loss often disrupts the balance we try so hard to achieve. This workshop can be useful in coping with change or helping others do so. Lifestyle Assessment and experiential exercises will provide insight into private logic and personal coping styles. Open to Youth.

**A507, Schürer, Yvonne – Lifestyle - A Creative Masterpiece**

Learn more about your lifestyle and understand the dynamic, creative way it guides you through life. You develop this clever navigation system in your childhood. Perhaps now is the time to look at your creation; to learn to admire the parts that are masterfully done, and to see which parts are due for revision. This group is for all those willing to share their experiences with others. Students can learn several encouraging and enlightening methods of lifestyle assessment.

**A508, Shoham, Yoav – The Art of Encouragement**

This course will introduce very practical ways we can encourage ourselves and others. Through exercises and discussion we will explore specific strategies that can enable greater confidence, positive contribution and connection. We will clarify the differences between praise and encouragement. We will learn techniques to build courage to face the issues constructively in our personal and work life.

**A509 Watts, R. – Spirituality and Adlerian Psychology**

For many clients, their spirituality is foundational for their understanding of self, others, and the world. Adlerian therapy can be used in ways that respect client's spiritual beliefs and facilitates the therapeutic process. We will: (a) discuss how Adlerian theory and practice resonates with numerous spirituality perspectives and (b) practice techniques and procedures that are particularly useful for enhancing one's own spirituality. Open to Youth.

**English-German Courses\***

**A510, Oberst, Ursula – How to Raise, Help and Trust Difficult Children\***

This course is addressed to parents, teachers and counsellors who want to improve their dealing with children with behavior and discipline problems, as well as with their families. On the basis of the classical Adler-Dreikurs model, a systemic and strategic perspective is introduced and integrated. Problem situations presented by the participants will serve as examples for experiential learning by means of role-playing and enactment of the problem situation.

**A510, Oberst, Ursula - Mit schwierigen Kindern umgehen - erziehen, helfen, behandeln\***

Dieser Kurs richtet sich an Eltern, Lehrer und psychologische Berater, die ihre Fähigkeiten verbessern wollen, mit verhaltensauffälligen Kindern und ihren Familien umzugehen bzw. diese Probleme zu behandeln. 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.

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

<sup>†</sup>Educational Objectives are found on the website [www.icassi.net](http://www.icassi.net)



## English-Slovakian Courses\*

### A511, Bettner, Betty Lou – Couples Enrichment\*

Of all relationships intimate ones would be described as the most difficult. This relationship requires social feeling and cooperation of two different perceptions of self, others, and life. It is the meeting of two different sets of private logic. Let's explore this relationship in terms of goals, hopes expectations, choices, wants vs. needs, emotions, and methods for resolving conflicts. This course is open to individuals, couples, and those who work with couples.

### A512, Shifron, Rachel – Early Recollections, the Therapist's Treasures\*

ER's are metaphors, a creative way to describe accurately the patient's current emotional state. The metaphoric language is essential for the development of a mutual language between the therapist and the patient. The creative way of working with ER's will be the main theme of this workshop. This workshop is open for therapists and counselors and teachers who work with individuals, couples and family.

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

## Type B Courses: Week 2<sup>†</sup> Mornings and Afternoon

### English Courses

### B601, Buck, Hala – Adlerian Art Therapy and Cross-Cultural Understanding

In an increasingly multicultural world, crossing over to another culture requires not only understanding other belief systems and world views, but exploring one's own cultural identity as well. Using art materials as a language of expression, and ERs, one discovers what helps and what hinders effective cross-cultural, mutually respectful communication on a personal and professional level. No artistic ability 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.

<sup>†</sup>Educational Objectives are found on the website [www.icassi.net](http://www.icassi.net)

## Children and Youth Program

### A520, Youth Recreation, 12-17 year olds, Hofstra, Pauline

Youth 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.

### A521, Children's Recreation, Irvine, Magnus & Shoham, Noam

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, Irvine, Magnus & Shoham, Noam

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.



## 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, Slovakian, Hebrew, Romanian) 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 the morning and afternoon sessions. 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 youth, ages 12 to 17. Youth 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 the Morning Course Personal Development for Youth 12-17 and the Afternoon Course, Youth Recreation. As an option during the afternoon session, Youth 16 to 17 may also participate in adult courses in the afternoon 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 (or guardians) 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 the plenary lecture on Monday morning. Parents may refer to the newsletter to learn the location as well.

## 7. SITE 2016 : TRENČIANSKE TEPLICE, SLOVAKIA

### THE SITE

Trenčianske Teplice is a town of four thousand inhabitants. It lies in the western part of Slovakia in a valley where the river Teplicka flows at the foot of the Strazovske hills. The tradition of the thermal healing springs, which dates back to the 13th century, attracts more than 25,000 international visitors annually.

A large spa park with a swan lake and forest park with hiking trails rich in mushrooms and berries, as well as the surrounding natural scenery, offer visitors peace and relaxation. The open-air swimming pool Grand is operated the whole year round and includes many water attractions. The town holds a variety of cultural events, as well as many festivals such as the annual International Film Festival, offering an inviting venue. Professional seminars, congresses and conferences have been held in the city for several decades, making it an ideal location for ICASSI.

### THE VENUE

The town is easily walkable where participants can stroll and enjoy coffee shops, bakeries, restaurants and bars. There is a grocery store, post office, one bank, two pharmacies, a florist, a variety store with limited office supplies, and a couple of clothing stores. For more extensive shopping persons can go to Teplice, a county seat, which is 14 km away from Trenčianske Teplice.

**The Kursalon**, better known as **Spicy Brown**, is an inviting building where events such as the following will be held: opening/welcoming ceremonies, plenaries, evening programs and dinners. It has a beautiful terrace where participants can gather during the evenings. The bookstore will also be housed in this facility. <http://www.kursalonteplce.sk>

**Hotel Most Slavy** is on the edge of the beautiful Spa Park and is the closest hotel to Spicy Brown. The rooms in this stylish hotel have ensuite baths. They have satellite TV and free WI-FI. An elevator is located in this hotel. Guests will eat their breakfast buffet in the air-conditioned restaurant. A café is located in the hotel where guests can relax. The ICASSI office and many of the courses will be situated here. Only rooms with double occupancy are available. <http://www.hotelmostslavy.sk/>

**The Spa Organization** operates the following hotels: The Hotel Pax, the Hotel Krym, the Hotel Viktoria and the Pension Vlára:

**The Spa Hotel Pax** is located at the central pedestrian zone of the spa resort and offers single and double occupancy. All rooms provide cable TV and radio. The private bathroom comes with a shower. Free Wi-Fi access is available. The Pax Hotel provides an on-site

beauty parlour and a roof-top panoramic café-bar with sun loungers. A limited amount of portable air conditioners (Slovak models) are available at 3€ per night. These can be reserved in advance on the registration form on a first-come first-serve basis or arranged for on-site if units are still available. Breakfast will be served buffet style in the hotel restaurant. [http://www.kupele-teplce.sk/en/spa\\_hotels/pax/](http://www.kupele-teplce.sk/en/spa_hotels/pax/)

**The Spa Hotel Krym** is comparable to the Hotel Pax. This newly renovated hotel has some rooms that can accommodate a side bed for a child; therefore, only families requiring side beds will be housed in the Hotel Krym.

**The Hotel Viktoria** is located behind the Hotel Pax and has 43 rooms. Single and double rooms are available with private bathrooms, TV and radio (no air conditioning). This 3 floor hotel has an elevator that only reaches the second floor. The third floor attic level is considered the comfort-economy level and the first two floors are designated economy. The third floor comfort-economy rooms will be assigned if requested on a first-come first-serve basis. Guests will be served breakfast in the cafeteria Gurman a few minutes' walk from the hotel.

**Pension Vlara** is across from the Hotel Pax. This pension has a capacity of 46 and has a variety of economy rooms on two floors (with elevator) ranging from a limited number of single rooms with private bathrooms, suites of two bedrooms and a bathroom, and a suite arrangement with accommodations for three persons in the suite (no air conditioning). Guests will be served breakfast in the cafeteria Gurman a few minutes walk from the hotel.

## AMENITIES

**Laundry** – There are no self-serve laundries in the hotels, nor is there a laundromat in the town. The closest laundromat is in Teplice which is 14 km away. Most Slavy Hotel has made arrangements with another hotel for laundry services. The manager of the Spa Association said that it may be possible for participants to make private arrangements with the cleaning staff.

**Wi-Fi** – Although Hotel Viktoria and Pension Vlara do not have Wi-Fi, they are guests of the Spa Organization and can take their devices to use in the Hotel Pax or use the public PC in the Pax. One public PC will be available for guests of Most Slavy. Participants are encouraged to bring their own devices.

**Parking** – Guests of the Spa Organization will pay 2€ per night. Most Slavy provides free parking for their guests.

**CANCELLATIONS:** Please note that these hotels charge for cancellations and changes in reservations that occur within a month of one's arrival. Guests will be responsible for these fees. For example, the hotels will only reimburse 50% of one's payment for cancellations made 6 days in advance of arrival.

## TRAVEL ARRANGEMENTS

Trenčianske Teplice, Slovakia is located 222 km from Vienna, Austria and approximately 150 km from Bratislava, Slovakia. Although both cities have airports, ICASSI will only be arranging shuttles to and from the Vienna airport due to its wider network of airlines serving European destinations and long-haul flights to Asia, North America and Africa. Icassi's local hosts will be greeting those persons who sign up for shuttles when they register for ICASSI. The shuttles will be available on Saturday, 23 July; Sunday, 24 July; Saturday, 30 July; and Sunday 31 July. Sign up sheets for shuttles returning to the Vienna airport will be available on-site. The price for the shuttle will be 46 € per person each way.

Individuals wishing to explore transportation to Trenčianske Teplice from the Bratislava airport can contact the host group at [adler.org@gmail.com](mailto:adler.org@gmail.com). Inquiries about possible group arrangements need to be made by 30 March, 2016. The group requests that participants contact them about individual transportation plans by 31 May, 2016.

Participants who do not take advantage of either of the above options can explore the following alternate travel arrangements on the internet:

It is possible to reach Trenčianske Teplice by bus and train, but these options are not recommended. Bus times and routes are limited and the trip takes a minimum of 3 ½ hours from Vienna with prices starting at 22€. The train does not go directly to Trenčianske Teplice. Individuals need to take the train to Trenčianska Teplá and then take a taxi to Trenčianske Teplice. At this writing the cost of the train from Bratislava to Trenčianska Teplá is 7 € and the taxi from Trencianska Tepla to Trenčianske Teplice is 7 €.

Trenčianske Teplice is most easily reached by car via E75. Both the Vienna airport and the Bratislava airport have cars available for rental.



## 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 the best efforts, ICASSI needs donations to maintain the high quality, inclusiveness, and accessibility of ICASSI while keeping the prices down. The scholarships provide the opportunity for exemplary candidates to participate who would not otherwise be able due to financial limitations. Participants are encouraged to consider giving a donation when they register. Those persons unable to attend ICASSI are encouraged to consider a donation that would allow someone else to attend.

Donations can be made on the ICASSI website or by sending a contribution to ICASSI using the bank account number listed under “paying for ICASSI” or by sending a check made out to ICASSI to Betty Haeussler, 9212 Morley Road, Lanham, MD, 20706, USA. Persons who make a donation may ask to have their name listed as a Scholarship Fund contributor on ICASSI’s website.

### 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 maintains responsibility for the content of this event.

The Canadian Counseling Association has also pre-approved ICASSI for continuing education credits. Claim forms will be available at ICASSI. Details will be available at ICASSI or by addressing questions to the administrator at [info.icassi@gmail.com](mailto:info.icassi@gmail.com).

The Slovak Chamber of Psychologists has approved 20 credits for one week of attendance and 40 credits for two weeks. Participants interested in these credits can get more information from the host group at [adler.org@gmail.com](mailto:adler.org@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: Becky LaFountain, ICASSI Administrator, E-mail: [info.icassi@gmail.com](mailto:info.icassi@gmail.com).

Holy Family University in Philadelphia, Pennsylvania, USA will be offering three graduate credits in counseling 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](mailto:bbettner@holysfamily.edu)

Adler Graduate School, Minnesota, USA: Participants who are eligible for graduate school credit and wish to have credit for their ICASSI experience from the Adler Graduate School can contact: For further details contact: Marina Bluvshstein, Ph.D., Adler Graduate School. E-mail: [Marina.Bluvshstein@AlfredAdler.edu](mailto:Marina.Bluvshstein@AlfredAdler.edu)

### SCHOOL POLICY

As a summer school, ICASSI seeks to promote a healthy learning environment. ICASSI expects 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, ICASSI wishes 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 Helmut Heuschen, are appointed to facilitate effective communication and problem resolution. If participants run into problems and need assistance with courses, accommodations or personal matters, they are encouraged to 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. Participants are encouraged to check with a tax specialist or the person who prepares taxes.

## PROHIBITION OF PRIVATE COUNSELING AND THERAPY

ICASSI is a teaching environment. Private counseling 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 ICASSI will do its 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

Karen John, UK  
Willy Hoekstra, The Netherlands  
Jim Holder, USA  
Yoav Shoham, Israel  
Bruce Tate, UK

### 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 Counseling and Consulting Group, Inc., Ottawa, Canada. [www.adleriancentre.com](http://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.

Belangee, Susan E, Ph.D., Licensed Professional Counselor, Online Faculty Instructor for Adler Graduate School, Minneapolis, MN. Private Practice therapist with specialty in eating disorders. Researcher.

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](http://www.bettyloubettner.com)

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., Dipl Adlerian Psychology (DNASAP), B.A., part time lecturer UOM, parents and teachers trainer in the application of Individual Psychology in the family / classroom. Counsellor, contributor to local and foreign written media and local TV.

Čechová, Daniela. PhD. Psychologist. Senior Lecturer, Comenius University in Bratislava, Psychotherapist in Private Practice, Author, Researcher. Bratislava, Slovakia.

Datler, Wilfried, Dr. Phil., studied education, psychology and art history. He is head of the Psychoanalysis and Education research unit at the Dept. of Education and program director of the Early Care Counseling MA course at the University of Vienna. He is a training analyst and president of the International Association of Individual Psychology.

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 Adlerian Counseling, Adlerian Tutor, Dip in Life Coaching, Yoga Teacher, Eating Disorder Therapy, Dip in Community Development. [www.counselingwaterford.com](http://www.counselingwaterford.com)

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](mailto:helmut@heuschen.eu)

Hillenbrand, Andrea. Dipl.-Psych. Psychologische Psychotherapeutin. Psychotherapist in private practice. <http://www.andrea-hillenbrand.de>

Hoekstra, Willy. Lecturer Special Needs at Stenden Teachers College, Groningen, The Netherlands; trainer Building Learning Power (Guy Claxton); Trainer in Structural Cooperative Learning (Gardner); Secretary of The Dutch Association of Individual Psychology.

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](mailto:gp.hofstra@gmail.com)

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

Irvine, Magnus. MSc, PgD. Counsellor and Therapist based in South-East England. Vice-Chair of ASIIP UK.

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](mailto: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 Counselor (DGIP), School Counselor; Adlerian workshops and workshops in art therapy; private practice, Aachen and 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](http://www.cambridgesupervisiontraining.com).

Oberst, Ursula E., Ph.D.; Professor of Psychology, Ramon Llull University, Barcelona (Spain); Child and Family Counselor at the Bio-neurofeedback Institute Dr. Faust, Quirón-Teknon Medical Center, Barcelona. <http://www.oberst.es>

Pelonis, Pari Peggy, MS, MFT, MBA. Dean of Student Affairs, American international school of Athens, Greece, Licenced Family Therapist, Author, Researcher.

Radu, Liliana, MA, Adlerian Psychologist, Bucharest, Romania.

Rasmussen, Paul, Ph.D., Dipl. Adlerian Psychology (DNASAP). Staff Psychologist WJB Dorn, VAMC, Columbia, South Carolina, USA. [prasmussen@adler.edu](mailto:prasmussen@adler.edu)

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

Shaked, Anabella, MA MCC. Adlerian expressive psychotherapist and supervisor in private practice. Psychodramatist. Founder of the Adlerian School for Professional Psychotherapy in Israel. Author of the CD series: "The practical guide for the busy parent", doctoral candidate in expressive therapies.

Shifron, Rachel, Ph.D. Counseling psychologist, Certified Family, Couple and Vocational Therapist, and Addictions Specialist. Private practice; Senior lecturer in a post graduate three year program in Adlerian Psychotherapy in the Adler Institute, Israel. Co-Editor of the Journal of Individual Psychology.



Shoham, Noam, B.A. in Education & Geography, and Teaching Certificate from Hebrew University of Jerusalem. Geography & Hebrew high-school teacher. Kibbutz Sde-Nehemia, Upper Galilee, Israel.

Shoham, Yoav, M.A., Educational Guidance and Counseling. 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. Counseling Specialist at Florida Atlantic University Counseling and Psychological Services. Author. Boca Raton, Florida, USA.

Tate, Bruce, MBACP, (Registered) Counsellor, psychotherapist and training facilitator. Co-ordinator of Adlerian Counseling Certificate course. Cambridge, UK. [www.bruceate.co.uk](http://www.bruceate.co.uk)

Vainker, Brenda, MSc Counseling 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](http://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 Counseling, Tel-Aviv University; Psychotherapy – graduate of the Adler Institute in Israel, Educational counselor for elementary school.

## ADMINISTRATIVE STAFF

Becky LaFountain, Ed.D., Dipl. Adlerian Psychology (DNASAP), Licensed Psychologist, Administrator, Hershey, PA, USA

Betty Haeussler: Assistant Administrator, Lanham, Maryland, USA

Amelie Festag: Administrative Assistant/Translator, Berlin, Germany

Ruth Simpson: MA, Peacebuilder, mediator and conflict resolution specialist. Trainee Adlerian counsellor, holds an Advanced Certificate in Adlerian counseling from the Adlerian Society UK Institute for Individual Psychology, A. V. Technician, London, England.

## 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, 2016.

Application Forms for MAJOR SCHOLARSHIPS and TUITION ASSISTANCE are available from our website, [www.icassi.net](http://www.icassi.net) or from Betty Haeussler, 9212 Morley Road, Lanham, MD 20706, USA or [bettyicassi@aol.com](mailto: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](mailto:bettyicassi@aol.com)

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

Yvonne Schürer  
Im Hang 31,  
Birmensdorf 8903,  
Switzerland  
[Schuerer.yh@bluewin.ch](mailto:Schuerer.yh@bluewin.ch)

#### ISRAEL

Zivit Aramson  
9 Zakut Street, Tel Aviv 69707, Israel  
[zivitabramson@hotmail.com](mailto:zivitabramson@hotmail.com)

#### UK & IRELAND

Anthea Millar  
33 Leys Avenue, Cambridge CB4 2AN,  
UK  
[antheam@ntlworld.com](mailto:antheam@ntlworld.com)

#### GREECE

Danai Papadatou  
10 Lias Street  
Halandri, Athens  
11527 Greece  
[dpap@nurs.uoa.gr](mailto:dpap@nurs.uoa.gr)

#### MALTA

Joyce Callus  
Chanson, Black Sea Street,  
The Village  
San Gwan SGN 07, Malta  
[callus@malta.net](mailto:callus@malta.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/icassi2016](http://www.regonline.co.uk/icassi2016) or through the hyperlink found on our website [www.icassi.net](http://www.icassi.net). This online system will guide participants through the process of registering and allow the use of Visa, Master Card, or PayPal account. It will also allow participants to pay by check or bank transfer if preferred. All payments this year are based on Euros. At the time of registration, all individuals/families must make a deposit of at the following rate: €300 for individuals; € 550 for families.

**All final payments are due by 15 June 2016. Registration after 15 June, including onsite registration, will include remaining balance, plus a 75 Euro processing fee. Those who have not paid final balance with not be allowed to attend ICASSI courses/programs.**

### MAIL REGISTRATION

Persons who prefer to register by mail, are to 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, 2016.

If paying by bank transfer make sure you send a copy of your receipt to Betty Haeussler, c/o ICASSI, 9212 Morley Road, Lanham, MD 20706 USA or scan it and send to [info.icassi@gmail.com](mailto:info.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 (other than eastern 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

Reduced tuition prices are available for persons mostly from the Eastern European countries of: Belarus, Bulgaria, Czech Republic, Estonia, Ireland, Hungary, Latvia, Lithuania, Poland, Romania, Russia, Slovakia, Turkey and the Ukraine. These are listed as Reduced Eastern European Tuition.

If 8 Reduced Tuition Eastern European Adults 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. By using Visa, MasterCard or PayPal when registering online at: [www.regonline.co.uk/icassi2016](http://www.regonline.co.uk/icassi2016).
2. Direct Bank Transfer by sending the payment directly to the bank at the following address:

ICASSI  
Sparkasse Aachen  
Account No.: 3400 470  
IBAN: DE 95 3905 0000 0003 4004 70  
SWIFT-BIC: AACSD333



Receipts for bank transfers should be scanned and emailed to [info.icassi@gmail.com](mailto:info.icassi@gmail.com) or sent to: Betty Haeussler, c/o ICASSI, 9212 Morley Road, Lanham, MD 20706 USA.

3. By using ICASSI's PayPal account and sending Euros or US Dollar equivalents to [info.icassi@gmail.com](mailto:info.icassi@gmail.com)

4. By paying 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 15 June, 2016. 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 15 June, 2016 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 the event participants need to check out earlier than originally scheduled, participants must cancel with the ICASSI office 48 hours in advance. Participants will be refunded in accordance with the policy of the hotel, which may result in no refund and/or a substantial early check out fee since the hotel has held the room for them. If participants want to extend their stay, they need to request it through the ICASSI office and pay any fees that the facilities may charge.

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, 2016. It is recommended that any participant registered prior to 15 June who has not received the letter of confirmation and other detailed information by 20 June should contact Becky at [info.icassi@gmail.com](mailto:info.icassi@gmail.com).

# ICASSI 2016 REGISTRATION FORM

Registration is also available online at [www.regonline.co.uk/icassi2016](http://www.regonline.co.uk/icassi2016)

## PART A: IDENTIFYING INFORMATION

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

Becky LaFountain  
614 Old W. Chocolate Ave.  
Hershey, PA 17033 USA

## 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, 2016 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.

People are asked to notify the ICASSI administrator of health concerns they may have, so that in the event issues arise, the administration will have background information on which to rely.

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 <sup>st</sup> ) | €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 2015/2016 or 2016/2017

\*\* All ages are based on age as of July 15, 2016

\*\*\* To be eligible for this fee you must live in one of the countries listed on p41.

+ If paying 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](http://www.finance.yahoo.com/currency-converter).

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

Accommodation fees include room, breakfast and dinner each day starting the evening meal of your day of arrival (beginning July 24, 2016), opening reception, farewell dinner, coffee breaks and administrative fees. Note: it does not include dinner for the mid-weekend Saturday. Some of the accommodation types are limited. Participants will be contacted for an alternate choice if the type chosen is fully booked. 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 |
|--|---------------------------------|------------|--------------|---------------|-------|
| <b>Most Slavy Hotel</b>  |                                 |            |              |               |       |
| Double Room Per Person   | €320                            | €670       |              |               | €     |
| <b>Pax Hotel</b>   |                                 |            |              |               |       |
| Single Room  | €395                            | €840       |              |               | €     |
| Double Room Per Person+  | €320                            | €670       |              |               | €     |
| <b>Krym Hotel (for families with children and youth)</b>   |                                 |            |              |               |       |
| Shared Room Per Adult+   | €320                            | €670       |              |               | €     |
| Youth+ over 12 in shared room  | €285                            | €580       |              |               | €     |
| Child+ under 13 on side bed in Shared Room   | €215                            | €450       |              |               | €     |
| <b>Hotel Viktoria</b>  |                                 |            |              |               |       |
| Single Room - Check Type Below   | €310                            | €640       |              |               | €     |
| Double Room Per Person - Check Type Below  | €275                            | €565       |              |               | €     |
| - Economy (is on first or second floor and has elevator)<br>- Comfort Economy (is on third floor with no elevator) |                                 |            |              |               |       |
| <b>Pension Vlara</b>   |                                 |            |              |               |       |
| Single Room  | €280                            | €580       |              |               | €     |
| Double Room Per Person+  | €260                            | €540       |              |               | €     |
| Triple Room Per Person+  | €230                            | €470       |              |               | €     |
| <b>*Off-Site Fee</b>   |                                 |            |              |               |       |
| Off-Site Fee Adult, Youth, and Children  | €80                             | €130       |              |               | €     |
| TOTAL FROM ABOVE   | Line 2                          |            |              |               | €     |
| TOTAL TUITION  | Line 1 (from page 46)           |            |              |               | €     |
| 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, 2016        |            |              |               | €     |

## FROM PREVIOUS PAGE:

\* If you are staying anywhere other than in these accommodations, 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, triple 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: .....

.....

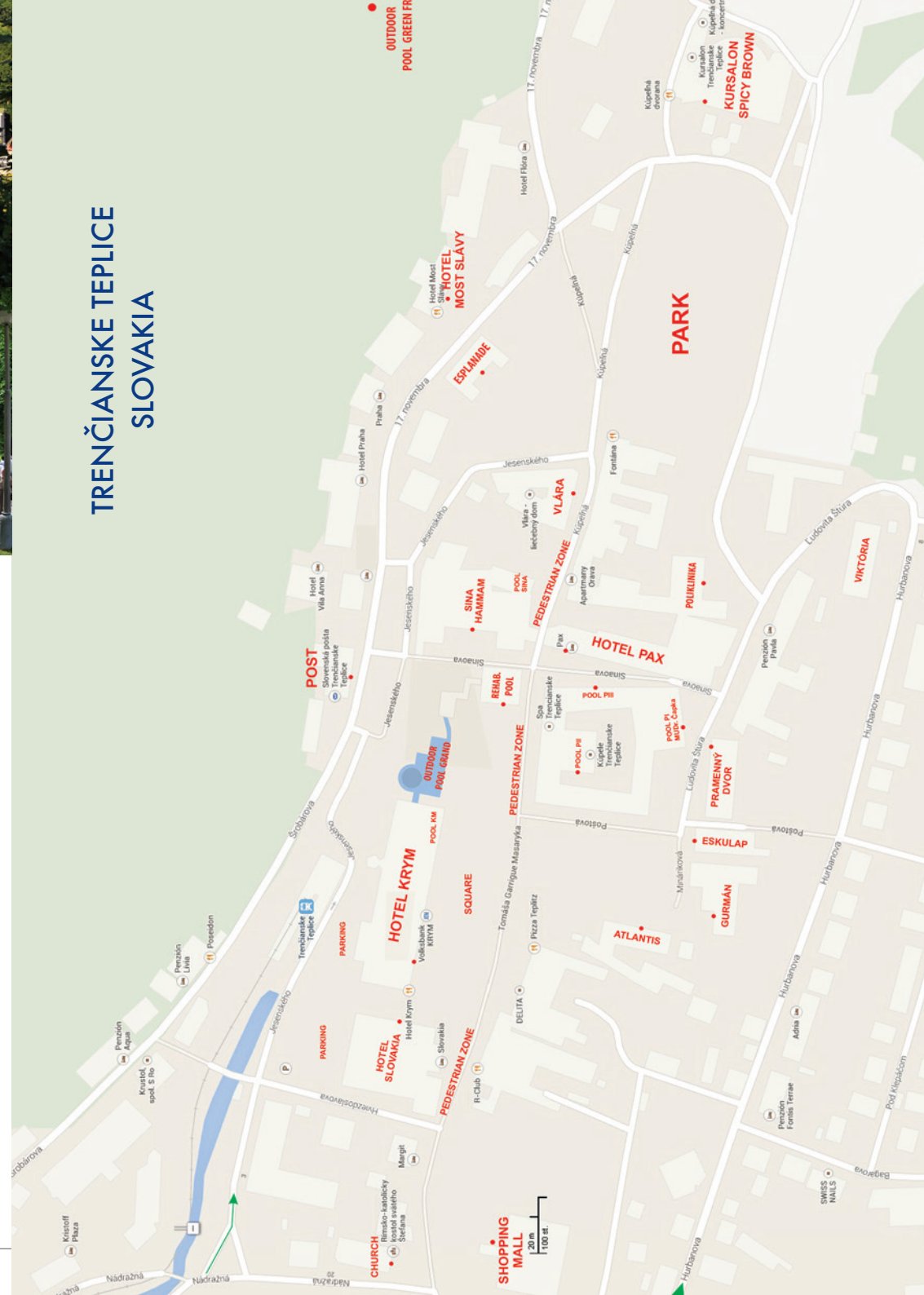
++ Scholarship Fund: ICASSI strives to keep fees for tuition and accommodations as low as possible. Despite all best efforts, donations are needed to permit ICASSI's programs to continue to be offered and to keep prices down. ICASSI tries to provide high quality continuing education at the lowest prices possible.

Individuals are asked to consider giving a donation when registering (or even if not registering), individuals can donate on the website or send a contribution to ICASSI using the bank account number listed under "Paying for ICASSI." Supporters will be listed as Fund contributors on the website if permission is given to do so. Thank you.

SCHOLARSHIP FUND: The Scholarship Fund is intended to provide the opportunity for exemplary candidates to participate who would not otherwise be able due to financial limitations. Scholarship information is outlined on p.39. Donations to the scholarship fund will make an important contribution in maintaining the high quality, inclusiveness, and accessibility of ICASSI.



TRENČIANSKE TEPLICE  
SLOVAKIA



Construction  Services

Westend Tower, Dúbravská cesta 2, 841 04 Bratislava  
tel.: +421 2 2086 2274



STAKO - ZP spol. s.r.o.

maliarske a stavebné práce  
email: [stako.zp@atlas.sk](mailto:stako.zp@atlas.sk)  
kontakt: 0903719894



# INDIVIDUÁLNA PSYCHOLÓGIA NA SLOVENSKU

TRENČIANSKE TEPLICE, SLOVAKIA



For information:  
[info.icassi@gmail.com](mailto:info.icassi@gmail.com)  
[www.icassi.net](http://www.icassi.net)