

BONN, GERMANY



29 JULY – 11 AUGUST, 2018

# ICASSI

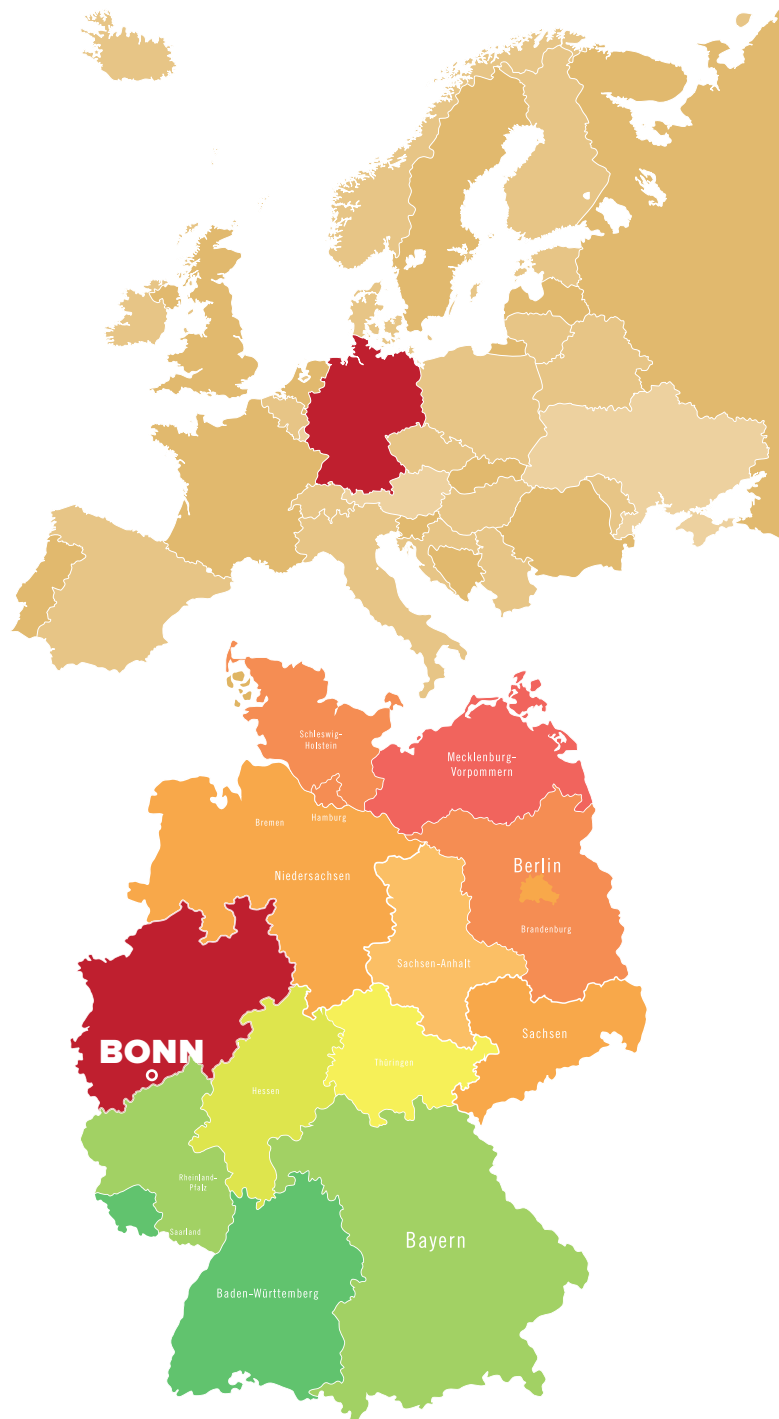
# 2018

**51<sup>ST</sup> INTERNATIONAL  
RUDOLF DREIKURS  
Summer Institute**

COURSES IN  
ADLER/DREIKURS  
THEORY AND PRACTICE

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





## INTRODUCTION

ICASSI 2018 promises to provide many enriching learning opportunities. The Faculty, Board, and Administrative team members all look forward to seeing you in Bonn, Germany in the summer of 2018. The Rudolf Dreikurs summer institute of ICASSI returns to Europe, following wonderful experiences at ICASSI the prior year in North America.

This will be the 51<sup>st</sup> summer institute of ICASSI. The principles and teachings of Adler and Dreikurs are appreciated more than ever. As in all the previous years, the international summer program brings fresh ideas, novel applications, new faculty, and updated course material to our participants. The setting for the 2018 summer institute permits participants to enjoy the quiet beauty of the woods surrounding Haus Venusberg while also giving accessibility to the many exciting venues in the cosmopolitan areas of Bonn. Participants will enjoy the fact that in Haus Venusberg everything is very close: the classrooms, accommodations, dining hall, and pleasant areas for socializing. The setting is very appealing.

ICASSI 2018 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. More German courses will be offered than in the past. In addition to the diversity of courses and instructors from many nations, the plenary morning sessions will be of interest to all.

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 2018.

**Eva Dreikurs Ferguson**

Co-Chair  
ICASSI 2018

# TABLE OF CONTENTS

WELCOME.....	1
1. ICASSI:.....	3
A BRIEF HISTORY .....	3
THEORY AND PRACTICE OF ADLER AND DREIKURS IN A NUTSHELL .....	4
SCHOOL POLICY.....	5
FOR WHOM IS ICASSI INTENDED?.....	6
2. ICASSI PROGRAM AT-A-GLANCE.....	6
3. COURSE SELECTION GUIDE.....	7
TYPE A: HALF-DAY COURSES .....	7
TYPE B: FULL-DAY COURSES.....	7
4. PROGRAM WEEK 1.....	8
PLENARY LECTURES 9:00-10:30.....	8
EARLY MORNING COURSES FOR CHILDREN AND YOUTH 9:00-10:30.....	8
OVERVIEW: TYPE A COURSES.....	9
OVERVIEW: TYPE B COURSES .....	10
OVERVIEW: CHILDREN AND YOUTH'S PROGRAM .....	10
COURSE DESCRIPTIONS .....	11-15
5. PROGRAM WEEK 2.....	16
PLENARY LECTURES 9:00-10:30.....	16
EARLY MORNING COURSES FOR CHILDREN AND YOUTH 9:00-10:30.....	17
OVERVIEW: TYPE A COURSES.....	17
OVERVIEW: TYPE B COURSES .....	18
OVERVIEW: CHILDREN AND YOUTH'S PROGRAM .....	18
COURSE DESCRIPTIONS.....	19-24
6. CHILDREN AND YOUTHS PROGRAMS.....	25
THE PROGRAM.....	25
PARENT MEETINGS.....	25
7. SITE 2018: HAUS VENUSBERG, BONN, GERMANY .....	26
THE SITE .....	26
THE VENUE.....	26
REGISTERING FOR YOUR CHOICE OF ACCOMMODATIONS.....	28
TRAVEL ARRANGEMENTS.....	29
8. GENERAL INFORMATION.....	31
TUITION.....	31
SCHOLARSHIP FUND.....	31
CREDIT FOR CONTINUING EDUCATION .....	31
COURSE CREDIT.....	32
VISITORS.....	32
OMBUDSPERSONS.....	32
DECLARATION OF NON-DISCRIMINATORY POLICY .....	32
TAX ALLOWANCE.....	33
PROHIBITION OF PRIVATE COUNSELING AND THERAPY .....	33
LIMITATIONS OF LIABILITY.....	33
9. ICASSI BOARD OF DIRECTORS, FACULTY & STAFF .....	34-37
10. SCHOLARSHIP AND FINANCIAL ASSISTANCE.....	38
REGIONAL SCHOLARSHIP REPRESENTATIVES.....	38
11. REGISTRATION FORMS AND PROCEDURES.....	39
CHART OF DUE DATES .....	39
ONLINE REGISTRATION .....	39
MAIL REGISTRATION.....	39
EARLY REGISTRATION DEDUCTIONS.....	40
REDUCED FEES.....	40
PAYING FOR ICASSI.....	40
REFUND POLICY.....	41
TRAVEL VISA.....	41
FURTHER INFORMATION.....	41
ICASSI 2018 REGISTRATION FORMS.....	42-46

## 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 20<sup>th</sup> Century, developed a psychiatric and educational treatment and prevention approach that today would be called a strength-based and community-oriented psychology. The emphasis was on the fundamental motivation of human beings to belong and to contribute to the larger society in which they live.

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

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

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

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

## THEORY AND PRACTICE OF ADLER AND DREIKURS: IN A NUTSHELL

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

### THE ICASSI MISSION:

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

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

“ ICASSI historically has its roots in two languages and provides translation to enhance learning and sharing in an international environment. ICASSI values the cultural and linguistic diversity that is fundamental to its success, and celebrates the more than 20 nations that participate each year. ”

## 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, every ICASSI participant is expected to demonstrate and promote a climate of mutual respect, cooperation, and consideration in interpersonal relationships. Appropriate action will be taken if the behavior of a participant negatively affects the learning environment.

### 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	Teachers & Educators
Psychologists & Social Workers	Business Professionals
Coaches	Clergy
Birth, Foster & Adoptive Families	Children & Youths
Early Childhood Educators	Health-Care Professionals
Students at all levels	People interested in the psychology
People interested in understanding themselves & their relationships	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 29	14:00-19:00	ICASSI Registration
	20:00	Opening Ceremony
Friday, August 3	19:00	Special Dinner for All Participants

### WEEK 2

Sunday, August 5	16:00-19:00	ICASSI Registration for Week 2 Arrivals
	20:00	Welcoming Ceremony for All
Friday, August 10	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
07:30 – 08:45	Breakfast	
09:00 – 10:30	Plenary Sessions	
	Early Morning Courses*	
10:30 – 11:00	Break	
11:00 – 13:00	Morning Courses	Type A (200/400) Half-Day Courses
		Type B (100/600) Full-Day Courses (Morning Session)
13:00 – 14:30	Lunch	
14:30 – 16:30	Afternoon Courses	Type A (300/500) Half-Day Courses
		Type 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. Persons interested in presenting are requested to turn in their request early in the week.

## 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 Type A (half-day courses) or Type 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.

### TYPE A: HALF-DAY COURSES (10-HOURS)

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

OR:

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

Type B offers a week-long intensive course (20-hours). Type 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 Type B course in each of Week 1 and Week 2, or may follow Type A in one week and Type B in the other week or Type 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 LECTURES<sup>†</sup> FOR WEEK 1, 9:00 – 10:30

Monday, July 30	<b>IP and Community – Eva Dreikurs Ferguson</b> Adlerian Psychology is a social-personality-developmental psychology. Humans fundamentally have a need 'to belong.' To understand the individual we need to understand the person's relationship with the community. Striving to contribute to the community (Gemeinschaftsgefühl) is vital for mental health.
Tuesday, July 31	<b>Social Equality, A Good Idea – Zivit Abramson</b> The presentation will deal with issues connected to the concept of Social Equality. Is it a fact or maybe a belief? What makes it a good idea? Can we actually accept it for us? for others?
Wednesday, August 1	<b>Law of Movement – Marina Bluvshstein</b> Law of Movement is the most important law in Adlerian Psychology, a framework through which we view human personality, a magnifying glass showing us vectors of usefulness in human activity, a yardstick measuring a degree of alliance between an individual striving and a trajectory of human evolution. This presentation will invite the audience to integrate Law of Movement with the contemporary brain science, by detecting and actively using motor metaphors to ignite courageous movement in each of us.
Thursday, August 2	<b>The Philosophy of As-If – Peter Pollak</b> This presentation will provide an Introduction to Hans Vaihinger and his philosophy of as-if and its significance for Adlerian Psychology. Examples for its use in everyday life and in counseling will be given.
Friday, August 3	<b>Psychological Muscle – Paul Rasmussen</b> Psychological muscle refers to human strengths that need to be developed in childhood if one is to be prepared for the challenges of adulthood. Being an adult is difficult. An effective adult must be prepared to face burdens, get along with others, control impulses and cope with aversive feelings. Developing the qualities to face these challenges as an adult is not impossible, but is difficult. As Adler argued, it is easier to prepare the child than it is to cure the adult. Notions of psychological muscle are compared to basic life tasks, the Crucial C's and to historical and contemporary views of virtue and value.

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

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

Children			Youth		
A 221	Irvine, M., Grünig, R., Radu, L.	Children's Program	A 220	Hofstra, P.	Morning Youth Recreation, 12-17

### 4.3 OVERVIEW: TYPE A COURSES

Week One Mornings Courses from 11:00 to 13:00			Week One Afternoons Courses from 14:30-16:30		
English Courses					
A201	Balla, M.	Caregiving the Caregiver	A301	Abramson, Z.	Couples in Conflict
A202	Belangee, S.	Purposefulness of Behavior	A302	Bluvshstein, M.	Understanding Human Development
A203	Bettner, B. L.	Developing Social Interest in Children and Youth	A303	Hofstra, P.	Self-Discovery: Movement and Boundaries
A204	Ferguson, E. D.	Individual Psychology in the Workplace (1+2)	A304	John, K.	Leadership in Action
A205	Joosten, T.	Cooperative Problem Solving	A305	Schürer, Y.	Make Your Lifestyle Work For You
A206	Rasmussen, P.	Emotions and Private Logic	A306	Shoham, Y.	Art of Encouragement
A207	Shifron, R.	ERs, the Therapist's Treasures	A307	Sperry, J.	Adlerian Case Conceptualization
A208	Tate, B.	Personal Growth	A308	Tate, B.	Creativity and Private Logic
A209	Walton, F.	Family Counseling	A309	Watts, R.	"It's all Fiction" Creativity & Private Logic
A210	Watts, R.	Tailoring Treatment for Needs of Clients			
German Courses					
A211	Jensch, M.	Analyse des Lebensstils mit dem SYNCHRONIZING®-Struktur-Modell.	A310	Fröhlich-Dithmer, C.	Selbstbewusste Elternschaft
A212	Landscheidt, U.	Kunsttherapie	A311	Hillenbrand, A.	Alkoholabhängigkeit
A213	Oberst, U.	Kindliches Fehlverhalten verstehen	A312	Pollak, P.	Holismus
A214	Schläpfer, C.	Folgen von Verwöhnung und Überbehütung	A313	Schläpfer, C.	Mobbing und Cybermobbing – Macht es nicht schlimmer!

## 4.4 OVERVIEW: TYPE B COURSES

(4 hours each day during Mornings and Afternoons.)

Choose only one Type B Course for this week.

English Courses		
B101	Millar, A.	Restorative and Relational Supervision for Helping Professionals
B102	Shaked, A.	Adlerian Psychodrama

## OVERVIEW: CHILDREN AND YOUTHS' PROGRAM

Mornings		Youth's Program		Afternoons	
A 220	Shoham, Y.	Personal Development for Youths 12-17	A 320	Shoham, N.	Youth Recreation

Mornings		Children's Program		Afternoons	
A 221	Irvine, M., Grünig, R., Radu, L.	Children's Program	A 321	Grünig, R., Radu, L.	Children's Recreation

## 4.5 COURSE DESCRIPTIONS FOR WEEK 1

### Type A Courses: Week 1\*

Mornings (11:00 - 13:00)

#### English Courses

#### A201, Balla, Marion – Caregiving the Caregiver

As Caregivers, we must be alert to signs of distress and 'compassion fatigue' as we juggle time, priorities, personal and professional expectations. This course will present the latest brain research on self-nurturing and self-soothing, the warning signs of symptoms which require our active intervention for self-care, as well as strategies to ensure we live more balanced and boundaried daily lives.

#### A202, Belangee, Susan – Adler's Purposefulness of Behavior – Why Humans Think, Feel, and Act as They Do

This course explores the concept of purposefulness of behavior as Adler developed it later in his theory. Experiential activities and discussions of reading material will help participants understand the concept.

#### A203, Bettner, Betty Lou – Developing Social Interest in Children and Youth

Adler said, "A person of genius is primarily a person of supreme usefulness. Social interest is the barometer of the child's normality." and "As long as the feeling of inferiority is not too great, a child will always strive to be worthwhile and on the useful side of life." While social interest is innate in the child, it has to be consciously developed. This course will explore what the environment and education can provide that guides a child to "see with the eyes of another, to hear with the ears of another, to feel with the heart of another."

#### 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. (1+2)

#### 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. The language and the incident method will get special attention. Participants will be able to apply the incident method. Case examples provided by the participants will be used.

#### A206, Rasmussen, Paul – Emotions and Private Logic

In this course the adaptive use of emotions will be presented. Discussion will include the two major categories of emotion, the three critical purposes of emotions, the relationship between emotions and intuitive, and private logic. This information is important in understanding one's own lifestyle and the nature of many clinical conditions.

#### A207, Shifron, Rachel – Early Recollections, the Therapist's Treasures

ERs 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 ERs will be the main theme of this workshop. This workshop is open for therapists and counselors, people who work with individuals and couples.



#### **A208, Tate, Bruce – Personal Growth**

Adlerian Psychology views personal growth and development as tasks that we all face in dealing with the challenges of life. Throughout his writing, Adler highlights striving to overcome a sense of inferiority. Identifying personal strengths and courage is therefore important for practitioners in helping people to achieve goals and handle challenges.

#### **A209, Walton, Frank – Family Counseling**

The primary means of teaching this course will be through live demonstrations with parents, children, and/or adolescents, and will include lecture, and small group discussion. 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. Helping families of children who meet the criteria for the ADHD diagnosis will be discussed.

#### **A210, Watts, Richard – Tailoring Treatment for the Needs of Clients**

Via discussion, demonstration, and practice, this course is designed to provide attendees with (a) an understanding of Adlerian therapy techniques and selected techniques from closely related therapeutic approaches and (b) understanding of when, where and how these procedures best fit in the therapeutic process according to the phases of Adlerian therapy and the Client Stages of Change Model.

### German Courses

#### **A211, Jensch, Markus – Analyse des Lebensstils mit dem SYNCHRONIZING®-Struktur-Modell**

Auf der Basis von vielen tausend Lebensstil-Analysen wurde von Markus Jensch und seinen Kollegen die Lebensstil-Kurzanalyse entwickelt. In sechs bis zwanzig Stunden kommen sechs Elemente der Diagnose und Analyse zum Einsatz. Die Choreografie ist in jahrzehntelangem Einsatz ständig optimiert worden. Teilnehmer erhalten ein gutes Rüstzeug, um eigene Lebensstil-Analysen damit zu erweitern.

#### **A212, Landscheidt, Uti – Kunsttherapie (1) – Kühe können lila sein**

Kunsttherapie wurde von Sadie T. Dreikurs als Methode der Lebensstilanalyse entwickelt. Dieser Kurs ist für jeden, der seine eigene Kreativität erforschen will, aber 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 werden wir sowohl eigene Lebensstilaspekte entdecken als auch lernen, andere Kunstwerke dahingehend zu interpretieren. Basierend auf dem Buch “Kühe können lila sein” von Dreikurs (bei ICASSI erhältlich).

#### **A213, Oberst, Ursula– Kindliches Fehlverhalten verstehen**

Beschreibung: Dieser Kurs richtet sich an Eltern, Lehrer und Schulberater, die ihren Umgang mit Kindern mit Verhaltens- und Disziplinproblemen sowie mit deren Familien verbessern wollen. Auf der Basis des klassischen Adler-Dreikurs-Modells wird eine systemische und strategische Perspektive eingeführt und integriert. Problemsituationen, die von den Teilnehmern präsentiert werden, dienen als Beispiele für das Erfahrungslernen durch Rollenspiele und der Analyse der Problemsituationen.

#### **A214, Schläpfer, Christelle – Folgen von Verwöhnung und Überbehütung**

Dass Eltern das Beste für ihre Kinder wollen, ist unbestritten. In manchen Fällen ist das Beste aber schädlich, nämlich dann, wenn es darum geht, den Kindern sämtliche Steine aus dem Weg zu entfernen oder ihnen alles gleich zu ermöglichen. Im Workshop entdecken wir, wie Verwöhnung und Überbehütung die Hirnbiologie beeinflussen und was es im Erziehungsalltag für die Entwicklung von Lebenskompetenzen braucht.

### 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), Irvine, Magnus; Grünig, Richard; 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.

### Type A Courses Week 1\* Afternoons (14:30 – 16:30)

#### English Courses

#### **A301, 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. The course will include both theoretical material and demonstration. Participants can choose to work on their couple relationship.

#### **A302, Bluvshstein, Marina – Understanding Human Development**

Adler wrote about “mysterious creative power of life which expresses itself in the desire to develop, to strive, to achieve, and even to compensate for defeats.” Using cultural metaphors generated by participants, via demonstrations and hands-on experience, this course explores the Adlerian view on human development, over the lifespan, its holistic and soft-deterministic nature, patterns and obstacles, strategies and strengths that guide humans toward sense of individual mastery and more perfect communities.

#### **A303, Hofstra, Pauline – Self-Discovery: Movement and Boundaries**

As humans we are both ‘a part of’ and ‘a-part from’ the social world. We have our own psychological inner world (based on lifestyle and private logic), with psychological boundaries that separate us from the outside world and the inner world of others. This experiential course examines how strong boundaries and maintenance of our inner world can enhance self-esteem, autonomy, compassion, empathy in the relationship with others. We will use a 3 dimensional boundary projective method called “Self-Boundary Awareness.”

#### **A304, John, Karen – Leadership in Action**

Whether a manager, supervisor, teacher or facilitator, personal and professional integrity, optimism, inspiring and consulting with others, are essential qualities of democratic leadership components. Through examining birth order, early recollections, collaborating in teams and psychodrama, participants will assess dynamics, their leadership experiences and styles and gain insight into themselves and others and how to be strong, compassionate role models and leaders.

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



#### **A305, Schürer, Yvonne – Make Your Lifestyle Work For You**

Early in your life you created a work of art: your lifestyle. However, this amazing masterpiece was developed by a toddler! Still, it has guided you ever since through all the ups and downs of your life. 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. Learn more about Adler's concept of lifestyle through demonstrations and practical work in dyads. **Open to Youth.**

#### **A306, 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.

#### **A307, Sperry, Jon – Adlerian Case Conceptualization**

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

#### **A308, Tate, Bruce – Creativity and Private Logic**

Creativity is a key concept within Individual Psychology and is linked to our Private Logic. We create fiction in order to make sense of ourselves and life. Exploring these can help clients understand their lifestyle and creative possibilities. 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.

#### **A309, Watts, Richard – Using Music in Therapy**

Based on the work of Dreikurs, there are numerous opportunities to use music in counseling or psychotherapy. Via discussion, demonstration, and practice, participants will learn how to use various music media as a useful resource in Adlerian therapy. **Open to Youth.**

#### **German Courses**

#### **A310, Fröhlich-Dithmer, Christa – Selbstbewusste Elternschaft**

Selbstbewusst und souverän eigene Entscheidungen treffen können und gegenüber anderen vertreten, den verborgenen Werten und Zielen auf die Spur kommen, auch bei Trennung der Eltern, in einer gemeinsamen Elternschaft kooperieren - diese Basics für den Elternalltag erarbeiten wir. Dabei spielt die geschichtliche Entwicklung jeden einzelnen Elternteils eine zentrale Rolle.

Adressaten: Dieser Kurs ist nur für einzelne Eltern und/oder Paare gedacht. Die Teilnehmerzahl ist auf 12 Personen begrenzt.

#### **A311, Hillenbrand, Andrea – Alkoholabhängigkeit**

In diesem Kurs werden Alkoholmissbrauch und Abhängigkeit unter individualpsychologischen Aspekten betrachtet, um ein besseres Verständnis für die Erkrankung zu erzielen und die Kompetenzen im Umgang mit Betroffenen zu erhöhen. Wir betrachten dabei die Zielgerichtetheit des Konsums, auch im Zusammenhang mit der Erfüllung der Lebensaufgaben, die Entwicklung der Abhängigkeit, Besonderheiten der Therapie und die Rolle der Angehörigen und des Umfeldes im Sinne einer Co-Abhängigkeit. **Offen für Jugendliche.**

#### **A312, Pollak, Peter – Holismus**

Einführung in den Holismus: Wir beschäftigen uns mit den Vorstellungen von Holismus von der Antike bis in die Gegenwart mit dem Schwerpunkt auf Jan Christiaan Smuts. Wir lernen die Bedeutung des Holismus für Alfred Adler und die Individualpsychologie kennen. Wir betrachten den Holismus bezogen auf das Individuum und Holismus bezogen auf die sozialen Systeme des Menschen differenziert. Wir setzen uns mit der Bedeutung der holistischen Sichtweise auf Beratung und Therapie auseinander. Verständnis für den Zusammenhang von Holismus, Finalität und Verantwortung zu entwickeln. **Offen für Jugendliche.**

#### **A313, Schläpfer, Christelle – Mobbing und Cybermobbing – Macht es nicht schlimmer!**

Mobbing und Cybermobbing sind nach wie vor grosse Herausforderungen an vielen Schulen. Viele betroffene Schüler holen sich keine Hilfe aus Angst, die Situation könnte schlimmer werden. In diesem Workshop erfahren wir, weshalb die Form der Intervention bei Mobbing und Cybermobbing entscheidend ist und erhalten viele Ressourcen zur Prävention und Intervention.

**Offen für Jugendliche.**

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

#### **Type B Courses Week 1\*** **Mornings and Afternoons**

#### **English Courses**

#### **B101, Anthea Millar – Restorative and Relational Supervision for Helping Professionals**

Receiving regular and restorative supervision is a crucial aspect of being an effective helping professional. This highly practical class, drawing on Adlerian principles, is designed for all those wishing to develop their supervision skills further. We will explore the multiple dynamics of supervision, identify how to build a supervisory relationship that combines equality, authority and encouragement, practice the essential skills of supervisory feedback, and introduce some creative methods.

#### **B102, Shaked, Anabella – Adlerian Psychodrama**

This course is designed for participants interested in personal development. Based on Adlerian principles, psychodrama offers a holistic experience on cognitive, affective, and behavioral levels to safely explore personal issues, offering multiple perspectives to life situations. Psychodrama uses active and dramatic methods to enhance spontaneity and creativity.

\*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, Shoham, Noam**

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.

#### **A321, Children's Recreation, Irvine, M., Grünig, R., Radu, L.**

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.

## 5. PROGRAM WEEK 2

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

Monday, August 6	<b>Understanding Alcoholic Addicts – Andrea Hillenbrand</b> Alcoholics and other substance addicts are considered unpopular patients. They are considered difficult, being easily offended, accusing others and lying. By looking at the development of their addiction from an Adlerian point of view, we will try to understand how the substance is used to face the tasks of life and striving from a felt minus to a felt plus and why the unpopular features are logical, understandable and even make sense.
Tuesday, August 7	<b>Encouragement - Requirement for Positive Change of Behavior – Yoav Shoham</b> “All qualities are trained because the individual finds them effective” (R. Dreikurs). In this presentation, encouragement will be discussed as one of the most powerful and effective qualities that one can use in order to make a difference in his/her and others lives.
Wednesday, August 8	<b>Feeling Inferior on the Web – Ursula Oberst</b> This plenary gives an introduction to the opportunities and challenges of internet-based technologies and applications under a viewpoint of Adlerian Psychology. According to Adler, feeling connected with others is of utmost importance for the wellbeing of individuals, and inferiority feelings arise when people are discouraged and this need to belong is not satisfied. In our contemporary society, with Internet and Internet-based applications for communication, social media and online social networking sites, Adler's vision of an ideal communal life where all people can be connected, seems to have come closer. However, online communication and the use of online social networks like Facebook and WhatsApp, can also lead to negative consequences, such as inferiority feelings, especially in younger and vulnerable individuals. The implications for Adlerian theory and practice are discussed.
Thursday, August 9	<b>Creativity – Bruce Tate</b> Personal Creativity is one of the core tenets of Adlerian Psychology. Adler stressed the importance of creating meaning and creative strategies adopted to address life's challenges. This presentation will highlight different aspects of creativity and how these can be used for personal and social growth and enjoyment.
Friday, August 10	<b>Cultural Diversity – Uti Landscheidt</b> There are many different concepts of culture around the world. This presentation will compare diverse concepts in selected countries and how they go along with the principles of Adler and Dreikurs.

<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		
A 421	Irvine, M., Grünig, R., Radu, L.	Children's Program	A 420	Hofstra, P.	Morning Youth Recreation, 12-17

### 5.3 OVERVIEW: TYPE A COURSES

Week Two Mornings Courses from 11:00 to 13:00			Week Two Afternoons Courses from 14:30-16:30		
English Courses					
A401	Balla, M.	Gender Issues	A501	Balla, M.	Managing Life Transitions
A402	Ferguson, E. D.	Individual Psychology in the Workplace (1+2)	A502	Bluvshstein, M.	Goal-Directed Behavior
A403	Holder, J.	Substance Addiction, ERs and Life Themes	A503	Hofstra, P.	Self-Discovery: Movement and Boundaries
A404	John, K.	Group Dynamics and Facilitation	A504	John, K.	Social Equity in Action
A405	Joosten, T.	Cooperative Problem Solving	A505	Millar, A.	Working Safely with Trauma
A406	Oberst, U.	Family Relationships	A506	Schürer, Y.	Adlerian Couples Counseling
A407	Pelonis, P.	Discover the Leader in You	A507	Shoham, Y.	Encouragement in Stressful Situations
A408	Rasmussen, P.	Adaptive Reorientation	A508	Sperry, J.	Drumming and Music in IP
A409	Sperry, J.	Motivational interviewing	A509	Tate, B.	Introduction to ERs
A410	Walton, F.	Family Counseling			
German Courses					
A411	Abramsom, Z.	Warum bin ich noch Single?	A510	Abramsom, Z.	Adlerianische Psychotherapie und Beratung: anders als andere psychologische Schulen
A412	Jensch, M.	„Schlank & stark“ – das neue IP-Modell zur nachhaltigen Gewichtsreduktion	A511	Hillenbrand, A.	Dem Burn-Out vorbeugen
A413	Landscheidt, U.	Kunsttherapie – Kühe können lila sein	A512	Oberst, U.	Im Cyberspace und in den sozialen Medien
A414	Pollak, P.	Die zwei persönlichen Lebensaufgaben nach Dreikurs und Mosak	A513	Strubel, U.	Kindheitserinnerungen – Die Schatzkiste für Berater und Klient

## 5.4 OVERVIEW: TYPE B COURSES

(4 hours each day during Mornings and Afternoons.)

Choose only one Type B Course for this week.

English Courses		
B601	Bettner, B. L.	Adler, Crucial Cs and Life Tasks
B602	Shifron, R.	Adlerian Supervision

## OVERVIEW: CHILDREN AND YOUTHS' PROGRAM

Mornings		Youth's Program		Afternoons	
A 420	Shoham, Y.	Personal Development for Youths 12-17	A 520	Shoham, N.	Youth Recreation, 12-17

Mornings		Children's Program		Afternoons	
A 421	Irvine, M., Grünig, R., Radu, L.	Children's Program	A 521	Grünig, R., Radu, L.	Children's Recreation

## 5.5 COURSE DESCRIPTIONS FOR WEEK 2

### Type A Courses: Week 2\*

Mornings (11:00 - 13:00)

#### English Courses

#### A401, Balla, Marion – Gender Issues

The course will provide participants with an increased understanding of the impact of male and female roles within 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.

#### 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. (1+2)

#### A403, Holder, Jim – Substance Addiction, Early Recollections and Life Themes

This workshop will detail the process of substance use and addiction. Participants will be updated on my current research with Francis Marion University relating to how substance use and addiction reinforces clients' beliefs, life themes, and lifestyles. Life themes are found within the metaphorical make-up of early recollections and point to the positive purpose for substance use and addiction.

#### A404, John, Karen – Group 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.

#### A405, Joosten, Theo – Cooperative Problem Solving

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

#### A406, Oberst, Ursula – Family Relationships

To enjoy family relationships is not always an easy task, and family issues can be a source of multiple conflicts. On the basis of the classical Adler-Dreikurs model, a systemic family perspective is introduced and integrated. Problem situations presented by the participants will serve as examples for experiential learning by means of role-playing, sculpting, and enactment of the problem situation.

#### A407, Pelonis, Peggy – Discover the Leader in You

Using Lifestyle Assessment, participants will come to understand their personal leadership approach and learn ways to become more effective.

#### **A408, Rasmussen, Paul – Adaptive Reorientation**

In this course, the Adaptive Reorientation model of Adlerian treatment will be presented. Included will be the 6 objectives in counseling and the importance of reorientation. Topics will include lifestyle assessment, including early recollections and their role in reorientation. Attendees will be taken through the phases of treatment and provided strategies for prompting psychological change. Demonstration and practice will be included.

#### **A409, Motivational Interviewing – Jon Sperry**

Motivational Interviewing (MI) is an encouraging counseling approach that helps to elicit and strengthen motivation for change. This counseling approach is highly compatible and consistent with the philosophies that are articulated by Adlerians. Over 200 controlled clinical trials have demonstrated the effectiveness of Motivational Interviewing among clients with various presenting issues. This course will include various MI demonstrations and counseling practice opportunities.

#### **A410, Walton, Frank – Family Counseling**

The primary means of teaching this course will be through live demonstrations with parents, children, and/or adolescents, and will include lecture, and small group discussion. 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. Helping families of children who meet the criteria for the ADHD diagnosis will be discussed.

### German Courses

#### **A411, Abramson, Zivit – Warum bin ich noch Single?**

Der Kurs beschäftigt sich mit einem interessanten Phänomen: viele Menschen würden sehr gern in einer Partnerschaft sein, eine Partnerschaft eingehen, aber es klappt nicht. Sie bleiben Single. Es gibt viele Hindernisse, die der Person nicht bewusst sind, sie oder ihn aber hindern, Teil einer gemeinsam eingegangenen Partnerschaft zu werden. Wir werden diese möglichen Hindernisse diskutieren. Teilnehmer werden ermutigt, freiwillig an einer Demonstration der Arbeit mit Menschen, die Single sind, obwohl sie das ändern möchten, teilzunehmen.

#### **A412, Jensch, M. – „Schlank & stark“ – das neue IP-Modell zur nachhaltigen Gewichtsreduktion**

Die IP hat hervorragende Methoden, dem Problem des Übergewichtes „richtig“ zu Leibe zu rücken: **Wozu** isst der Übergewichtige? Was steckt dahinter? Wer Kenntnisse über die Gesetze der Psychodynamik erworben hat, kann gut essen und dabei trotzdem abnehmen. Markus Jensch stellt seinen Werkzeugkoffer mit vielen IP-„tools“ darin vor.

#### **A413, Landscheidt, Uti – Kunsttherapie (2) – Kühe können lila sein**

Kursbeschreibung: siehe Woche 1. In Woche 2 werden wir andere Methoden benutzen als in Woche 1.

#### **A414, Pollak, P. – Die zwei persönlichen Lebensaufgaben nach Dreikurs und Mosak**

Wir beschäftigen uns in dem Kurs mit den zwei persönlichen Lebensaufgaben „gelungener Umgang mit uns selbst“ und „Kosmos / Sinnfrage“. Ein guter „Umgang mit mir selbst“ – warum gelingt es oft nicht und was können wir tun, damit es häufiger gelingt? Der „gute Umgang mit mir selbst“ als Basis für die sozialen Lebensaufgaben verstehen und die Finalität im Umgang mit mir selbst erkennen. Die Bedeutung der Sinnfrage in der Individualpsychologie herausarbeiten. Der Sinn in der Erfüllung der Lebensaufgaben und im Entwickeln des Gemeinschaftsgefühls zu erkennen. Wir stellen uns die Frage der „Sinnverteilung“. Eine Würdigung an Dreikurs und Mosak für die Weiterentwicklung der Individualpsychologie.

### Children and Youth Program

#### **A420, 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.

#### **A421, Children’s Program (Early Morning and Morning), Irvine, Magnus; Grünig, Richard; 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.

### Type A Courses Week 2<sup>†</sup> Afternoons (14:30 – 16:30)

#### English Courses

#### **A501, Balla, Marion – Managing Life Transitions**

This course is designed to assist participants to identify and explore the losses and gains inherent in major life transitions, e.g., aging, career change, retirement, graduation, marriage/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. **Open to Youth.**

#### **A502, Bluvshstein, Marina – Goal-Directed Behavior**

Why do people behave the way they behave? From light curiosity to haunting preoccupation, in everyday life and in life crises, with ourselves and Facebook strangers – we keep seeking causes of behavior. Adler insisted that we should be asking a different question: What is the goal of behavior? This experiential course will use participants’ early recollections to bring goal-directedness to a forefront of our understanding of behavior. **Open to Youth.**

#### **A503, Hofstra, Pauline – Self-Discovery: Movement and Boundaries**

As humans we are both ‘a part of’ and ‘a-part from’ the social world. We have our own psychological inner world (based on lifestyle and private logic), with psychological boundaries that separate us from the outside world and the inner world of others. This experiential course examines how strong boundaries and maintenance of our inner world can enhance self-esteem, autonomy, compassion, empathy in the relationship with others. We will use a 3 dimensional boundary projective method called “Self Boundary Awareness.”

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

Social equality requires new ways of leading and relating, yet we struggle to exercise our rights or assume responsibility. We will look at leadership approaches, group processes, 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.**

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

#### **A505, 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, enabling dual attention and building on the person's resilience and social connection.

#### **A506, Schürer, Yvonne – Adlerian Couples Counseling**

Couples counseling is not an easy task, because the counselor has to deal with two clients in conflict, simultaneously. Therefore a clear concept is needed, or sessions will become chaotic. But great flexibility is also required to prevent the counselor becoming a mere tamer. In this course a precise, but adjustable, 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.

#### **A507, Shoham, Yoav – Encouragement: Overcoming Stressful Situations**

This program 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.

#### **A508, 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. **Open to Youth.**

#### **A509, Tate, Bruce – Introduction to ERs**

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.

### German Courses

#### **A510, Abramson, Zivit – Adlerianische Psychotherapie und Beratung: anders als andere psychologische Schulen**

Dieser Kurs vermittelt kompakt die Struktur der Adlerianischen Beratung oder Therapie mit Klienten. Was unterscheidet den Adlerianer von Psychotherapeuten anderer Schulen? Welche Ziele wollen wir wirklich mit unserer Arbeit erreichen? Wie machen wir das? Es wird Demonstrationen typischer Sitzungen geben, zu denen die Teilnehmer um ihre aktive Teilnahme gebeten werden.

#### **A511, Hillenbrand, Andrea – Dem Burn-Out vorbeugen**

Um einem Burnout vorzubeugen arbeiten wir daran, Balance im Leben wiederherzustellen. Dazu nutzen wir die Lebensaufgaben nach Alfred Adler. Wichtig für die Veränderung ist es ebenso sich der persönlichen Ziele und uneingestanden Einstellungen bewusst zu werden. Deshalb werden wir die eigenen Standards und Verhaltensmuster untersuchen durch die Analyse der Familienkonstellation und früher Kindheitserinnerungen. Wir werden vorhandene Stärken aufzeigen, die helfen, den äußeren Herausforderungen zu begegnen.

### German Courses

#### **A512, Oberst, Ursula – Im Cyberspace und in den sozialen Medien**

Neue Technologien und soziale Medien beeinflussen zunehmend menschliches Verhalten, und virtuelle Beziehungen und Interaktionen sind sehr verbreitet. Neue Verhaltensweisen wie Online Social Networking, Online-Spiele, Online-Dating und die Verwendung einer Vielzahl von Internet-basierten Anwendungen entstehen in sowohl funktionaler als auch dysfunktionaler Weise. Dieser Kurs richtet sich an jüngere und ältere Nutzer und Nichtbenutzer von Internetanwendungen. Im Rahmen der Individualpsychologie werden wir analysieren, wie sich Menschen in einer virtuellen Welt verhalten, wie sie Zugehörigkeit, Minderwertigkeit und Gemeinschaftsgefühl erleben. Teilnehmer, vor allem Jugendliche, sind eingeladen, ihre Computer mitzubringen und die von ihnen benutzten Online-Anwendungen (z. B. Online-Spiele, Social Networking Sites) zur Verfügung zu stellen. **Open to Youth.**

#### **A513, Strubel, Ulrike – Kindheitserinnerungen – Die Schatzkiste für Berater und Klient**

Kindheitserinnerungen – angenehme und unangenehme – sind eine wahre Fundgrube für uns als Berater. Sie zeigen klar und deutlich die in früher Kindheit entwickelten Stärken und Fähigkeiten eines Menschen. Hier sind auch die Stolpersteine versteckt, die auf dem Weg zum Ziel hinderlich sein können. Wir üben an unseren eigenen Erinnerungen nach einer Methode von Dr. Rachel Shifron aus Israel.

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

**B601, Bettner, Betty Lou – Adler, Crucial Cs and Life Tasks**

Alfred Adler outlined four psychological needs for mentally healthy individuals. Since we are socially embedded, belonging is the most essential, followed by the need to grow and improve. Number three is to experience a way to contribute to society for a sense of significance; and finally, everyone needs to be encouraged since courage is required to go forward and meet life's challenges. We call them, "The Crucial Cs" – to Connect, to be Capable, to feel that we Count, and to have Courage. We will explore these topics and their application to Adler's life tasks for the purpose of personal growth and enlightenment.

**B602, 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 workshop. Therapists, counselors and teachers are welcome to take part in this workshop.

<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, Shoham, Noam**

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.

**A521, Children's Recreation, Grünig, Richard, Radu, Liliana**

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.

## 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, Hebrew) 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., games, 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 2018 : HAUS VENUSBERG, BONN, GERMANY

### THE SITE

ICASSI will be held at Haus Venusberg, a training centre situated in the southern part of the city of Bonn, Germany. Bonn was the former capital of Germany until the unification when Berlin was reinstalled as Germany's capital city. It is a city on the banks of the river Rhine and has about 350,000 inhabitants. Founded in the first century BC as a Roman settlement, Bonn is one of Germany's oldest cities. The city is now the location of 19 United Nations institutions and the University of Bonn. It is the birthplace of Ludwig van Beethoven (born 1770). For more information about Bonn see: <http://www.bonn.de/>

### THE VENUE

The Haus Venusberg training centre is made up of three houses (Häuser) containing guest rooms and classrooms. The dining room is a separate building with 200 seats. All of the buildings are an easy 3 minute walkable distance of each other. There is no air conditioning at the site, the climate usually does not require it.

Haus 3 at the entrance houses reception and the auditorium, where the plenaries and evening programs will be held. It is also where the ICASSI office will be located. A lounge area and a café in this building are central locations where participants can congregate in the evenings. Outside of the dining hall (between Haus 1 and 3) is an inviting seating area which also lends itself to socializing. Photos can be seen at the website <http://www.haus-venusberg.de> (only in German).

For the children and youth there is an outdoor playground and there are also game rooms and a gymnasium located in the basement of Haus 3. There is a big football field and a forest behind house 2. The area of the site is very safe and is situated in a quiet district.

Haus Venusberg offers free wifi, but because of the conditions of the site, it is not always reliable all of the time and everywhere. It may be variable at times of high use. Participants may need to go to common areas to access internet if they cannot access it in their rooms.

There are no refrigerators in the guest rooms at Haus Venusberg, however there is a vending machine in the lobby of Haus 3 where coffee and cold drinks can be purchased. A supermarket is next to the entrance of Haus Venusberg. Within a 5-minute walk there are a few small cafes where participants can buy lunch.

### MEALS

**Breakfast.** Participants will eat breakfast at the locations where they are staying (please read the descriptions of the breakfasts in the accommodation information below).

**Lunch** is not included in the fee for accommodations, therefore participants are on their own for lunch. The dining room at Haus Venusberg is offering lunch to participants who register for the entire week in advance (either on regonline, or on the paper registration form). The cost is € 27.50 each week. Everyone will eat the same meal that the kitchen prepares. The lunch might be pizza, hotdogs, fish and chips, etc. Salad may be served depending on the meal.

**Dinner** for all participants who are registered in one of the ICASSI accommodations (Haus Venusberg, Youth Hostel or V-Hotel) is included in the price for accommodations. Each evening (except the middle Saturday) one 3-course menu will be provided (meaning that everyone will eat the same meal for dinner). It will include: salad, entrée and dessert (They do not serve pork.) There will be a vegetarian option for those persons who register in advance as a vegetarian. The kitchen is also able to prepare meals for those persons who have gluten or lactose restrictions and who register for gluten-free or lactose-free meals on the registration form. The kitchen is not able to serve persons with other dietary restrictions. Participants who would like more variety for their dinners, or who have other dietary needs, may want to choose to stay in an off-site location. Participants who are staying off-site and who wish to eat dinner at Haus Venusberg may register to eat dinner in the dining room by registering for this option in advance (either on regonline, or on the paper registration form). Off-Site Participants must register for the entire week and the cost is € 42.50 per week (since Friday dinner is included in the off-site fee).



## REGISTERING FOR YOUR CHOICE OF ACCOMMODATIONS:

### Haus Venusberg, Youth Hostel, and V-Hotel.

Please carefully review the room options available before you register. Please note that some types of rooms are very limited and are only available on a first-come-first-serve basis. There is no guarantee your room type will be available when you register. You may need to make a second choice. Note: Only Haus Venusberg offers a small reduction in the accommodation rates for children and youth.

**Haus Venusberg** has guest rooms in three different houses. The rooms are functional and clean and simply furnished, most with a bed, table, chair and closet. Bed linens and towels are provided. There are single and double rooms (and only a limited number of them have ensuite baths). There are also a limited number of rooms that can house families or friends for groups of 3, 4 or 5 persons, of which some of them have bunk beds. These group/family rooms are relatively small but are economical. These few group rooms that have ensuite bathrooms will be assigned on a first-come basis according to reservation date. Family rooms in Haus 2 are narrow with 2 sets of bunkbeds. There is no air-conditioning or amenities in the rooms. Haus Venusberg offers free wifi, but because of the conditions of the site, it is not always reliable all of the time and everywhere. It may be variable at times of high use. Participants may need to go to common areas to access internet if they cannot access it in their rooms. There is no laundry at Haus Venusberg, however, arrangements are being made for laundry services and more details will be available in a letter to participants in June 2018. Breakfast is included. Breakfast includes rolls and bread, cold cuts, cheese, marmalade and honey, cereals, yogurt, and fruit. <http://www.haus-venusberg.de>.

**The Youth Hostel** is located about a 5-7 minute walk from Haus Venusberg. In the tradition of youth hostels in Germany, the youth hostel is of a high standard since it hosts conferences and meetings. The youth hostel offers single and doubles all with ensuite bathrooms. The rooms are efficient and compact. There are no amenities in the rooms. Common areas include a bistro, patio and fireside reading room. Free wifi is available, but because of the conditions of the site, it is not always reliable all of the time and everywhere. It may be variable at times of high use. There are laundry facilities onsite. Breakfast is included, it is basic and is eaten in the Youth Hostel. Participants can visit the website at <http://www.jugendherberge.de/en/youth-hostels/bonn438/Portrait>

**The V-Hotel** is also about a 5-7 minute walk from Haus Venusberg. It is a 4 star hotel and offers both single and double rooms with ensuite bathrooms. Note: the double rooms only offer marital beds. The rooms are modern, efficiently designed, and have mini fridges. Free wifi is available. Breakfast is included and is a full buffet with many options. Participants can see photos on the German only website <https://v-hotel.de/de>

**Keys:** Participants in all locations will be issued keys. A key deposit is not charged, however, in the event a key is lost, participants will be charged a replacement fee. The Youth Hostel charges a replacement fee of € 85.

**Adding additional nights:** At all 3 locations, participants arriving for week one may add an additional night prior to ICASSI and arrive on Saturday, July 28. All participants leaving at the end of week one must check out on Saturday, August 4 so that rooms can be prepared for the persons arriving for week two. No additional nights may be added following week one. Since rooms will not be ready for participants arriving for week two until Sunday, August 5, week two participants may not arrive early. Week two participants have the option to add one night to the end of their stay and check out on Sunday, August 12. Registration for these additional nights include bed and breakfast only (it does not include dinner).

**Off-Site Accommodations:** There are more options for individuals who wish to stay off-site. Within a 12-minute walk from Haus Venusberg is the famous Dorint Hotel Bonn Venusberg. There are also private Bed and Breakfast establishments. More information regarding these options will be on the ICASSI website, [icassi.net](http://icassi.net) in January 2018. Participants will need to book these themselves.

## TRAVEL ARRANGEMENTS

### By Air

There are three airports in the area which provide good travel options to Bonn Haus Venusberg: Köln-Bonn, Düsseldorf and Frankfurt. When planning your travel it might be good to check whether a direct flight to one of these is available or whether prices vary.

**Cologne/Bonn International Airport** is an international airport with many flight connections. From the airport you may go by bus, train or taxi to Venusberg. There is a bus connection (Express SB60) from the airport (in front of terminal 1) to the central railway station in Bonn, which lasts about 25 minutes. In the weekend the buses depart every 30 to 60 minutes, during the week every 30 minutes.

A one way ticket costs € 8,20\*. More information can be found at the website: [en.swb-busundbahn.de/service/airport-express-sb60.html](http://en.swb-busundbahn.de/service/airport-express-sb60.html)

When you arrive in Bonn in front of the railway station, you take bus number A1/A2 (line 600 or 601) into direction Venusberg/Uniklinik. You need to leave the bus at bus stop Sertürnerstrasse. From there it is 200 m. to the accommodation.

This bus trip will last 16 or 19 minutes and cost € 2,80\*. A taxi from the airport to Bonn will be about € 50,00\*. The airport is about 25 km. from Haus Venusberg.

**Düsseldorf International Airport** is located about 85 km from Bonn. It is one of the biggest airports in Germany with many direct flight connections to the US and European destinations. There is a direct train connection from Düsseldorf Airport to Bonn Central Station (Hbf) which runs every hour and takes 1 hour and 5 minutes (9.50, 10.50, 11.50,...). And costs € 18.10\*. Once you arrive in Bonn Central Station follow the instructions above to reach Haus Venusberg.

\*These were the prices at the time the book was printed.

**Frankfurt International Airport** is an international airport that is about an hour and 45 minutes from Bonn. There are two options: 1) ICE (high speed train; 70 – 80 minutes). From Frankfurt am Main Flughafen Fernbahnhof, the long-distance train station at Frankfurt airport, take an ICE train to Siegburg/Bonn. At Siegburg/Bonn, take the tram (U-Bahn) No.66 to reach Bonn Hauptbahnhof (Bonn central station). 2) IC/EC (slower trains along the Rhine valley, 100 – 120 minutes). An alternative connections runs via the city of Mainz, and passes along the scenic Rhine valley. A few trains go directly to Bonn central station (departing at the train station at Frankfurt airport at 07:58, 11:58, 13:58, ...), for other connections you have to change trains in Mainz. <https://www.raileurope.ca/popular-routes/frankfurt-airport-to-bonn.html>

**Traveling in Germany:** If you are able to spend some extra days in Germany, you will be happy to know that there are many options for trips from Bonn. For example, you can get to Berlin via a 4-hour-train-trip.

**Car parking:** Car parking is available free of charge, but the parking lot spaces are limited at Haus Venusberg, the Youth Hostel and the V-Hotel; therefore some participants may have to park on the side of the street. Parking is not guaranteed.

## 8. GENERAL INFORMATION

### TUITION

Tuition covers all courses, plenary, special interest presentations and all evening programs. If a partner of a participant stays in an ICASSI accommodation he or she must pay the special tuition. This allows the partner to attend the plenary, special interest presentations and the evening programs.

### 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

It is anticipated that Continuing Education credit through the American Psychological Association will be available for licensed psychologists and other licensed mental health professionals.

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).

## 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@holyfamily.edu](mailto:bbettner@holyfamily.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: Dr. Richard Close, Adler Graduate School. E-mail: [richard.close@alfredadler.edu](mailto:richard.close@alfredadler.edu)

## 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, Marion Balla and Zivit Abramson, 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	Andrea Hillenbrand, Germany Jim Holder, USA Karen John, UK Yoav Shoham, Israel Bruce Tate, UK

### ICASSI 2018 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 (NASAP). Faculty, Adler Graduate Professional School (Toronto). Board Member, North American Society of Adlerian Psychology. Psychotherapist and Consultant, International Trainer and Educator. President, Adlerian Counselling and Consulting Group, Ottawa, Canada. [www.adleriancentre.com](http://www.adleriancentre.com)

**Belangee, Susan E, Ph.D., LPC, NCC, ACS.** Licensed Professional Counselor in Private Practice. President of NASAP; Expertise in treating eating disorders using the Adlerian model; Supervisor, Researcher, Canton, GA, USA.

**Bettner, Betty Lou, Ph.D., LPC.** Psychotherapist, author, faculty, Holy Family University Graduate School, Newtown, PA. Master Trainer in Adlerian Psychology for the Wise Edu Plus in Shanghai, China. Thornton, PA, USA [www.bettyloubettner.com](http://www.bettyloubettner.com)

**Bluvshstein, Marina, Ph.D.** Psychologist and Marriage and Family Therapist. Director of the Center of Adlerian Practice and Scholarship, Associate Professor, Adler University, Chicago. Cofounder of the Adler Academy of Minnesota, USA.

**Ferguson, Eva Dreikurs, Ph.D.,** Psychologist. Professor of Psychology, Southern Illinois University. Author. Researcher. Edwardsville, Illinois, USA. <http://www.siu.edu/~efergus/>

**Fröhlich-Dithmer, Christa,** Qualified Educator. Family Counsellor & Supervisor of Individual Psychology. Lecturer for Education and Training. Montessori Teacher. Founder and CEO of Monaddrei – Montessori-Adler-Dreikurs- School, an Institution for education and counselling for adults and children, Hamburg, Germany. <http://www.monaddrei.de/>

**Grünig, Richard,** Certified therapist for learning disabilities, Recreation pedagogue, Child care teacher (age group 4-13), Workshop coordinator co-leader of NCBI (National Coalition Building Institute, Oetwil am See, Switzerland.

**Heuschen, Helmut,** retired head master, counselor (DGIP), teacher and trainer for sports. Inventor of the international project, "Healthy town of Baesweiler, 1988". Baesweiler, Germany. [helmut@heuschen.eu](mailto:helmut@heuschen.eu)

**Hillenbrand, Andrea,** Psychologist, Licensed Psychotherapist, Adlerian Counselor in Private Practice. Trainer and Facilitator, Adler-Pollak-Institut. Wiesbaden, Germany. <http://www.andrea-hillenbrand.de>

**Hofstra, Pauline, M.A.,** Psychologist, Trainer, Boundary Based Awareness Counselor in private practice. Board member of the Dutch Association of Individual Psychology (NWIP), De Wijk, NL.

**Holder, Jim, M.A.,** Licensed Professional Counselor. Master Addictions Counselor. Forty years addiction treatment experience. In Private practice, consultant, trainer, author, Adlerian researcher. Effingham, South Carolina, USA. [www.positiveintentions.org](http://www.positiveintentions.org)

**Irvine, Magnus,** Psychotherapist, Counsellor and Supervisor. Chair of ASIIP, the UK Adlerian Society. Southend-on-Sea, UK. [www.magnusirvine.com](http://www.magnusirvine.com)

**Jensch, Markus, Dr. rer.nat.,** Psychoanalyst (DGIP), Management SYNCHRONIZING®-Institut Köln, Germany, [www.synchronizing.de](http://www.synchronizing.de)

**John, Karen, Ph.D.** Psychologist, Consultant, Trainer, Adlerian Psychotherapist and Supervisor/ Mentor of leaders of educational, social care and health services, Bath, United Kingdom. [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). Co-chairperson of ICASSI. Leeuwarden, Netherlands.

**Landscheidt, Sabine, LL.M., M.A.,** Political Scientist. Works in Politics. Berlin, Germany.

**Landscheidt, Uti,** Adlerian Counselor (DGIP), School Counselor. Adlerian workshops and workshops in art therapy. Private practice, Aachen and Krefeld, Germany. [icassi@gmx.de](mailto:icassi@gmx.de)

**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**, Ph.D., Professor of Psychology, Ramon Llull University; Researcher and author; Child and Family Counselor at the Bio-Institute Dr. Faust, Teknon Medical Center, Barcelona, Spain. <http://www.oberst.es>

**Pelonis, Peggy**, MBA, MFT, EdD. Dean of Students, American Community School, Athens, Greece, Founder of ISOS Counseling & Educational Center, Author, Researcher. Greece.

**Pollak, Peter**, Adlerian counsellor, Head of Adler-Pollak-Institute, Oppenheim, Germany.

**Radu, Liliana**, Clinical Psychologist and Adlerian Psychotherapist at WeChange Center, Romania. [www.wechange.ro](http://www.wechange.ro)

**Rasmussen, Paul R.**, Ph.D., DNSAP. Clinical Psychologist. Author, Professor, Columbia, SC, USA.

**Schläpfer, Christelle**, lic.phil. Former high school teacher, Adlerian Counsellor, Head of edufamily® - education & counselling for schools & families, Director of the Swiss Association for parenting (Elternbildung CH). Switzerland.

**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**, Ph.D, MCC. Adlerian expressive psychotherapist and supervisor in private practice. Psychodramatist. Founder and teacher, the Adlerian School of Psychotherapy and the School of Professional Coaching at the Adler Institute in Israel. Author of the CD series: "The practical guide for the busy parent". Israel.

**Shifron, Rachel**, Ph.D. Counseling psychologist, Senior Lecturer, The School of Adlerian Psychotherapy, Israel. Clinician, Researcher, Author. Israel.

**Shoham. Noam**, B.A. B.Ed., Geography and Hebrew teacher at Hula Valley high-school, 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**, Ph.D., Dipl. Adlerian Psychology (DNASAP). Assistant Professor of Psychology, Lynn University. Co-Editor-in-Chief of the Journal of Individual Psychology. Counseling Specialist at Florida Atlantic University Counseling and Psychological Services. Author, Researcher. Boca Raton, Florida, USA.

**Strubel, Ulrike**, non-medical practitioner in psychotherapy, Adlerian counselor, lecturer, private practice (parents and couples) in Schifferstadt, Germany, [www.beziehungspunkte.de](http://www.beziehungspunkte.de)

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

**Walton, Frank**, Ph.D., Psychologist. Consultant to schools and agencies in North and South America, Europe, China and Japan. Executive Director, South Carolina Society of Adlerian Psychology. [www.drfrankwalton.com](http://www.drfrankwalton.com).

**Watts, Richard**, Ph.D. Distinguished Professor of Counseling at Sam Houston State University and Texas State University System Regents' Professor. Huntsville, TX. USA. <http://sites.google.com/site/richardwattswebsite/>

## ADMINISTRATIVE STAFF

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

**Betty Haeussler**, Assistant Administrator, Lanham, Maryland, USA

**Beate Hertl**, Administrative Support Person, Graz, Austria

## 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, 2018.

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

<p><b>WESTERN EUROPE, NORTH &amp; SOUTH AMERICA, AFRICA, ASIA, AUSTRALIA</b></p> <p>Betty Haeussler 9212 Morley Road, Lanham, MD 20706, USA <a href="mailto:bettyicassi@aol.com">bettyicassi@aol.com</a></p>	<p><b>EASTERN EUROPE</b></p> <p>Yvonne Schürer Im Hang 31, Birmensdorf 8903, Switzerland <a href="mailto:schuerer.yh@bluewin.ch">schuerer.yh@bluewin.ch</a></p>
<p><b>ISRAEL</b></p> <p>Zivit Abramson 9 Zakut Street, Tel Aviv 69707, Israel <a href="mailto:zivitabramson@hotmail.com">zivitabramson@hotmail.com</a></p>	<p><b>UK &amp; IRELAND</b></p> <p>Anthea Millar 3 Proctor Drive, Trumpington, Cambridge, CB2 9BU, UK <a href="mailto:antheamiller97@gmail.com">antheamiller97@gmail.com</a></p>
<p><b>GREECE</b></p> <p>Danai Papadatou 10 Lias Street Halandri, Athens 11527 Greece <a href="mailto:dpap@nurs.uoa.gr">dpap@nurs.uoa.gr</a></p>	<p><b>MALTA</b></p> <p>Joyce Callus Chanson, Black Sea Street, The Village San Gwan SGN 07, Malta <a href="mailto:callus@maltanet.net">callus@maltanet.net</a></p>

## 11. REGISTRATION: FORMS AND PROCEDURES

### ACTION NEEDED

### DUE DATE

Scholarship Application	February 15, 2018
Letter of Invitation Request for Travel Visa	April 1, 2018
Final Payment (otherwise € 75 will be added)	June 15, 2018
Request for Tuition Refunds (cancellation fee applies)	June 15, 2018
Request for Room Refunds (cancellation fee applies)	June 15, 2018
Applying for classes and rooms	Available on first come basis

### ONLINE REGISTRATION

The easiest method to register and pay for ICASSI is to use the online registration form at [www.regonline.co.uk/icassi2018](http://www.regonline.co.uk/icassi2018) 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 Euro. At the time of registration, all individuals/families must make a deposit: € 300 for individuals; € 550 for families. **All final payments are due by June 15, 2018. Registration after June 15, including onsite registration, will include remaining balance, plus a € 75 processing fee. Those who have not paid their final balance will 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, D) 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.

**Form D:** Dietary Needs. Fill in for each person.

**Payment of Fees:** Payments are payable to ICASSI in EURO. Please notice that a deposit of at least € 300 (or € 550 for a family) should be made at the time of registration, and that the balance is due by June 15, 2018.

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 [bettyicassi@aol.com](mailto:bettyicassi@aol.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"

Registering "TOGETHER" means that one person is responsible for contacting the administrator and providing the names and emails of the group members, as well as sending in the down-payment for the entire group in one payment. Once the down-payment is received for the entire group, the administrator will contact each member of the group and let them know that their account has been opened and each member can register for classes and accommodations. 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 for each group member, the ICASSI administrator will apply the group discount and each group member 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, Hungary, Latvia, Lithuania, Poland, Romania, Russia, Slovakia, and the Ukraine. Persons from India, Turkey and Latin America are also eligible for this reduction. 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. Please see above for the definition of **Registering Together**.

## 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/icassi2018**
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: AACSDE 33

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

3. 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 June 15, 2018. No refunds will be made after that date except in extraordinary circumstances at the discretion of the Administrator.

**Accommodation:** Requests for accommodation refunds must be made prior to June 15, 2018 due to commitments to the facilities. No refunds will be made after that date except in extraordinary circumstances at the discretion of the Administrator and in accordance with the policies of the facilities. In the event participants need to check out earlier than originally scheduled, participants must cancel with the ICASSI office. However, no partial refunds are given for persons who leave early. If participants want to extend their stay, (e.g., add week 2) and the facilities can accommodate them, they need to request it through the ICASSI office and pay any fees that the local accommodation may charge.

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

## TRAVEL VISAS

It is up to each participant traveling to ICASSI to check whether they will need a travel visa to attend ICASSI held in Germany. They can check with their own country's office of the consulate. Often the application process will require a Letter of Invitation from the administrator of ICASSI. Since the application process can take several months, individuals needing a Letter of Invitation must make their request by April 1, 2018. They are to send their request to the administrator at [info.icassi@gmail.com](mailto:info.icassi@gmail.com)

## 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, 2018. It is recommended that any participant registered prior to June 15 who has not received the letter of confirmation and other detailed information by June 20 should contact the administrator at **[info.icassi@gmail.com](mailto:info.icassi@gmail.com)**.

Important Note: Since all communication regarding ICASSI occurs by email, it is important that participants check their email (including their spam account) on a regular basis.



# ICASSI 2018 REGISTRATION FORM

Registration is also available online at [www.regonline.co.uk/icassi2018](http://www.regonline.co.uk/icassi2018)

## PART A: IDENTIFYING INFORMATION

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

Betty Haeussler  
9212 Morley Road  
Lanham, MD 20706 USA

This form is also available for download from [www.icassi.net](http://www.icassi.net)

## PARTICIPANTS:

First & Last Name	Gender	Profession
1.		
2.		

**Children and Youths under 18:** Please give date of birth and exact age of children and youths (age as of July 29, 2018 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.

List any handicap accommodations needed or health concerns\* \_\_\_\_\_

In case of emergency contact: \_\_\_\_\_

Phone Number \_\_\_\_\_

Email \_\_\_\_\_

\*This background information is needed in case of emergency.

## PART B: COURSE CHOICES:

**Name of Participant 1:**

	EITHER Type A				OR Type 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 Type A				OR Type 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 will be enrolled in A220/A420 in the mornings 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 below:

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 (€)

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	€265			€
Child (4-11)	€120	€190			€
Special Tuition****	€80	€160			
<b>TOTAL</b>	<b>Line 1: Carry to next page</b>				<b>€</b>

\* Full time University or College students in academic year 2017/2018 or 2018/2019

\*\* All ages are based on age as of July 29, 2018

\*\*\* To be eligible for this fee you must live in one of the countries listed on p.39.

\*\*\*\* Fee for adult partners of participants when partners do not take classes and stay in ICASSI accommodations

## ACCOMMODATIONS: ROOM AND BOARD & OFF-SITE FEES

Accommodation fees include room, breakfast and dinner each day starting the evening meal of your day of arrival (beginning July 29, 2018), opening reception, farewell dinner, coffee breaks and administrative fees. Note: It does not include dinner for the mid-weekend Saturday.

Single rooms with private baths (ensuite and across the hall) as well as double rooms with private baths (ensuite and across the hall) are very limited and will be offered on a first-come, first-serve basis. All 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. There are minor reductions in accommodation rates for children or youth in select room choices in Haus Venusberg ONLY.

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

Accommodation	One Week	Both Weeks	# for 1 week	# for 2 weeks	July 28	Aug. 11	Total
<b>Haus Venusberg - Per Person</b>							
Single Rm. (Private bath-ensuite or outside room on first-come basis)	€460	€1000			+ €70 p.p.	+ €70 p.p.	€
Single Rm. (Shared bath)	€380	€825			+ €60 p.p.	+ €60 p.p.	€
Double Rm. (Private bath-ensuite or outside room on first-come basis)+	€385	€835			+ €60 p.p.	+ €60 p.p.	€
Double Rm. Per Person (Shared bath)+	€335	€725			+ €50 p.p.	+ €50 p.p.	€
Child or Youth sharing Double Rm.+	€300	€650			+ €45 p.p.	+ €45 p.p.	€
<b>Haus Venusberg - Per Family/Group</b>							
Family Rm. for family of 3 (Private bath or shared bath on first-come basis)	€750	€1625			+ €110 per family	+ €110 per family	€
Family Rm. for family of 4 (Private bath or shared bath on first-come basis)	€950	€2050			+ €135 per family	+ €135 per family	€
<b>Youth Hostel – Per Person</b>							
Single Room (Ensuite bath)	€425	€925			+ €65 p.p.	+ €65 p.p.	€
Double Room (Ensuite bath)+ (In a wing for adults age 27 and older)	€385	€835			+ €60 p.p.	+ €60 p.p.	€
<b>V-Hotel – Per Person</b>							
Single Room (Ensuite bath)	€600	€1300			+ €90 p.p.	+ €90 p.p.	€
Double Room (Ensuite bath) Marital (Double) Beds only++	€465	€1000			+ €70 p.p.	+ €70 p.p.	€
<b>**Off-Site Fee</b>							
*Off-Site Fee Adult, Youth, and Children	€80	€130					€
<b>Optional Meals</b>							
Dinner per person for off-site participants	1 week €42.50	2 weeks €85					€
Lunch (per person)	1 week €27.50	2 weeks €55					€
TOTAL FROM ABOVE	<b>Line 2</b>						€
<b>TOTAL TUITION</b>	<b>Line 1 (from page 43)</b>						<b>€</b>

TOTAL TUITION + ACCOMMODATION	Line 2 + Line 1			€
IF AFTER JUNE 15 ADD A PROCESSING FEE OF €75	€75			€
SUBTRACT DEPOSIT	Individual: €300; Family: €550			€
BALANCE DUE				€
SCHOLARSHIP FUND ++	Please list me on the web _____			€
<b>TOTAL</b>	<b>Payable by June 15, 2018</b>			€

\* 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.

Private baths are either ensuite or across the hall. Ensuite baths will be assigned on a first-come first-serve basis.

+ If you chose 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.

++ Name the person you will share a marital (double) bed with.

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.

## PART D: DIETARY

(Please check that you are aware of the site's dietary policy and check any dietary restriction that applies.)

\_\_\_ I am (We are) aware that Haus Venusberg is where all persons staying in one of the ICASSI accommodations will eat their dinner (and where the Special Friday dinners for ALL participants will be held). All participants will be served the same meal. No pork will be served. The only dietary restrictions the kitchen can accommodate are vegetarian, gluten and lactose for those persons who indicate it below.

Name_____	Name_____	Name_____
_____is vegetarian	_____is vegetarian	_____is vegetarian
_____needs a gluten-free diet	_____needs a gluten-free diet	_____needs a gluten-free diet
_____needs a lactose-free diet	_____needs a lactose-free diet	_____needs a lactose-free diet

**BONN, GERMANY**



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