

## Week Two Classes, Blocs 2 and 3\*

ICASSI has two types of classes: Type A and Type B. Type A courses are for 2 hours each day either in Bloc 2 (11:00 – 13:00) or Bloc 3 (14:30-16:30). Type B classes meet for 4 hours each day in Bloc 2 AND Bloc 3.

\*The language the course will be taught in is indicated by Eng = English, Ger = German. A Ger/Eng course is a bi-lingual course, unless all participants in the class agree that it can be one language

\*Courses identified as (2) are for Week Two only. Courses identified as (1+2) indicate that although the course continues through Weeks One and Two, participants may choose to register for just the first or second week or both weeks.

<b>Week Two Classes Bloc 2, Mornings from 11:00 to 13:00</b>	<b>Faculty</b>
<p><b>A401 COUPLES IN CONFLICT (ENG) (2)</b>            How does a couple start? How does it get into trouble? It may have to do with individual issues of Lifestyle or it may be a couple conflict.            This course is both for people who wish to understand their own partnership issues a little better (whether they participate as a couple or as one of the partners) and for professionals who wish to experience or witness typical Adlerian ways of understanding couples difficulties.</p>	<p><b>ZIVIT ABRAMSON</b>            Limit: 25            Not Open to Youth</p>
<p><b>A402 MANAGING GRIEF AND LOSS IN OUR PERSONAL AND PROFESSIONAL LIVES (ENG) (2)</b>            Grief and loss is a frequent experience in all our lives. This course will explore the grieving process and present strategies for coping within each stage of living and working with grief and loss. The application of the concepts of private logic, early recollections, life tasks, and movement will be an integral part of the group activities.</p>	<p><b>MARION BALLA</b>            Limit: 15            Open to Youth</p>
<p><b>A403 COUNSELING PARENTS OF TEENS (ENG) (2)</b>            Every effort will be made to provide three counseling demonstrations, one of which may be working with an adolescent as an “adult client.” The instructor will focus upon common ways adolescents may perceive themselves to be in a position of inferiority. Participants will have the opportunity to observe use of The Most Memorable Observation as a technique for understanding how the belief system of parents influences their choice of parenting style. Teen suicide, bullying and other manifestations of severe discouragement in adolescents will be discussed.            Target: Practitioners and students of family counseling, parents and adolescents. Open to professionals, parents, and adolescents 15-17.</p>	<p><b>FRANK WALTON</b>            Limit: 20            Open to Youth</p>
<p><b>A404 LIFESTYLE AND ART THERAPY (GER/ENG) (2)</b>            Art therapy is a creative method to deepen the knowledge of oneself. Through interaction with others we learn to understand our own and other persons' lifestyles. This course is for participants who are new to Individual Psychology, and for advanced counselors who want to expand their skills by a creative method. This course is based on the book “Cows can be purple” by Sadie Tee Dreikurs.</p>	<p><b>UTI LANDSCHEIDT</b>            Limit: 12            Open to Youth</p>
<p><b>A405 COOPERATIVE PROBLEM SOLVING (ENG) (2)</b>            Whether in faculties, families or professional settings, people meet problems. This course will explore practical ways of helping each other find encouraging solutions to these social challenges. The influence of the language we use and the incident method will get special attention. This will be done through the input of “examples” provided by the participants.</p>	<p><b>THEO JOOSTEN</b>            Limit: 24            Not Open to Youth</p>
<p><b>A406 INDIVIDUAL PSYCHOLOGY IN THE WORKPLACE (ENG) (1+2)</b>            Adlerian Psychology helps improve human relations in all settings, including the work place. 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.</p>	<p><b>EVA DREIKURS FERGUSON</b>            Limit: 25            Not Open to Youth</p>
<p><b>A407 THE 6 ESSENTIAL PIECES OF THE PARENTING PUZZLE (ENG) (2)</b>            Everyone who has children, works with children, or interacts with children in any setting needs to have the basic requirements for being a positive force in their lives. Adults need to know how: to develop and maintain relationships with children, to understand the goals of behavior, to encourage intrinsic worth in them, to interact with the social logic of equality, to help them develop healthy perceptions while providing support and an attitude that contributes to a sense of belonging, acceptance, and respect.</p>	<p><b>BETTY LOU BETTNER</b>            Limit: 25            Open to Youth</p>

<p><b>A408 WORKING THROUGH STRESS (GER/ENG) (2)</b>  The requirements of working life increase continuously. A conscious stress management approach helps to deal with stress better and achieve professional goals successfully. Stress is a complex, important physical and psychological reaction. It ensures that we are awake/alert and able to act on mental and physical challenges. Problems arise when the generated tension becomes a permanent condition, whether through challenges in the family, work setting or even through constant small annoyances. In this course we will be dealing with the questions of how to reduce the burden of stress, to jettison the ballast, to relax, keep things in perspective, gain composure and how to find inner balance. Coping with stress through mindfulness will be our goal.</p>	<p><b>ERIKA ECHLE</b>  Limit: 25  Not Open to Youth</p>
<p><b>A409 PERSONAL GROWTH FOLLOWING TRAUMA (ENG) (2)</b>  After a traumatic experience, it may feel as if everything is turned upside down, the world seeming less safe and out of control. Some people may also develop distressing long term symptoms. This practical course will explain common post trauma effects, and offer an encouraging and safe space where participants can develop strategies to take back into their own lives that enable healing, social re-connection and personal growth.  Target Group: General participants Limited to 15 participants.</p>	<p><b>ANTHEA MILLAR</b>  Limit: 15  Open to Youth</p>
<p><b>A410 CAREGIVING (ENG) (2)</b>  While some people are stressed by caregiving, others get positive effects from it. This class is designed to help caregivers and professionals optimize the caregiving experience through experiential and didactic methods that increase their understanding of elderly persons' development emphasizing the physical, cognitive, personal and social-cultural aspects within the framework of Adler's tasks of life. Additionally, participants will explore their personal views on aging, as well as their strengths, in an effort to best serve this population.</p>	<p><b>BECKY LAFOUNTAIN</b>  Limit: 15  Not Open to Youth</p>
<p><b>A420 PERSONAL DEVELOPMENT FOR YOUTH AGES 12-17 (ENG)</b>  This course is for youths ages 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.</p>	<p><b>YOAV SHOHAM</b>  Limit: 25  Open to Youth Only</p>
<p><b>A421 CHILDREN'S PROGRAM (BLOC 1 AND 2) (ENG/GER)</b>  This program will offer athletic, art, music and play activities. Adlerian child-rearing and classroom management principles will be used.  *Please note: The program runs through Blocs 1 and 2. Parents bring their children to the program at 8:45.</p>	<p><b>HOEKSTRA, KRUEGER,  GRUENIG</b>  Limit: 25  Open to Children Only</p>

<b>Classes Bloc 3, Afternoons from 14:30 to 16:30</b>	<b>Faculty</b>
<p><b>A501 SOCIAL EQUALITY (GER) (2)</b>  Democracy, Social Equality... right. But how does it work in my own life? Why do I sometimes feel worthless, sometimes feel I would like to put others down? We shall explore the meaning of Social Equality in all areas of social living and try to understand why we ourselves often do not feel it.</p>	<p><b>ZIVIT ABRAMSON</b>  Limit: 25  Open to Youth</p>
<p><b>A502 FAMILY DYNAMICS IN ACTION – AN ADLERIAN PERSPECTIVE (ENG) (2)</b>  This course offers participants an opportunity to understand a holistic approach to family patterns and their impact in the present day. An Adlerian perspective on family dynamics will be presented through the use of early recollections, birth stories, family sculpting, and hands-on, movement oriented experiences.</p>	<p><b>MARION BALLA</b>  Limit: 25  Open to Youth</p>
<p><b>A403 USING ERs WITH ADDICTIONS AND CO-OCCURRING PROBLEMS (ENG) (2)</b>  The workshop will look at the ER's of those having co-occurring problems. This includes both addictions and at least one other problem such as depression, anxiety, hallucinations, personality traits, and others. Participants will learn to use ERs and first use memories as metaphors, and specific words of these metaphors will assist the professional in pinpointing the problem.</p>	<p><b>JIM HOLDER</b>  Limit: 12  Not Open to Youth</p>
<p><b>A504 PUTTING INDIVIDUAL PSYCHOLOGY INTO PRACTICE (GER/ENG) (2)</b>  Adlerian principles such as priorities, social interest, and encouragement will be taught through exercises in which participants are actively involved. This course is for beginners</p>	<p><b>UTI LANDSCHEIDT</b>  Limit: 25  Open to Youth</p>

who want to learn about themselves, and for advanced participants who want to learn new activities to use in parents groups, workplaces and other social settings.	
<b>A505 CLAIMING YOUR AUTHORITY (ENG) (2)</b> Changes in power structures require new ways of relating, but this sometimes leads to a loss of 'good authority'. We will explore the concept of power and authority authoritative styles of relating compared with authoritarian and laissez faire styles. Participants will be helped to identify what gets in the way of using their power well and claiming their authority, at home and at work, and to examine the meaning and relevance of feelings and behaviors that compromise their ability to be authoritative, using early memories and other metaphors. 12 participants.	<b>KAREN JOHN</b> Limit: 12 Not Open to Youth
<b>A506 ENHANCING SOCIAL INTEREST (ENG) (2)</b> Clients and students who try to find their place in life in a mistaken way need the therapist's / teacher's support to develop a solid feeling of self-esteem and belonging. Participants will learn through various methods such as role-play and art-therapy, how to help clients and students strengthen their trust in themselves and others, and how to help increase skills in communication and cooperation.	<b>YVONNE SCHUERER</b> Limit: 15 Open to Youth
<b>A507 INTEGRATIVE STRATEGIES AND INTERVENTIONS (ENG) (2)</b> Participants will learn (a) the integrative areas of common ground between Adlerian therapy and several other contemporary approaches to counseling and psychotherapy and (b) how numerous techniques from these various approaches work remarkably well in a theoretically consistent and technically eclectic integrative Adlerian therapeutic approach. Participants will have ample opportunity to practice using the various techniques in the class.	<b>RICHARD WATTS</b> Limit: 10 Open to Youth
<b>A508 FROM COMPETITION TO COOPERATION (GER/ENG) (2)</b> The goal of cooperative group processes is a good cooperation of all group members (students and adults). Each individual contribution is respected without putting it into competition with each other. In this way problem solving strategies can be developed and social interest can be trained. These goals can be reached through family/class meetings, conflict managing models, work with contracts and other methods . The course is not only for teachers but for everyone who works with groups.	<b>ERIKA ECHLE</b> Limit: 25 Open to Youth
<b>A509 ENCOURAGEMENT IN STRESSFUL SITUATIONS (ENG) (2)</b> Our daily lives are filled with stress. We face it on the streets, at home with our children, with our spouses and extended families, and at work. Research shows that stress is harming our health as well as our souls. We will learn a model to cope with stress integrating encouragement as well as holistic techniques to ease stress in traumatic situations.	<b>YOAV SHOHAM</b> Limit: 25 Open to Youth
<b>A510 LEADERSHIP DEVELOPMENT (ENG) (2)</b> Leaders influence the culture of the organization and employees' levels of engagement, work satisfaction, cooperation, and performance. This course reviews leadership principles with an Adlerian lens. Participants will present their leadership issues and challenges and work with the instructor on implementing enhancements from an Adlerian perspective. Strategy and tactics at the organizational, team, and individual leadership levels will be discussed.	<b>JAY COLKER</b> Limit: 16 Not Open to Youth
<b>A511 DREAMS (2)</b> It's common knowledge that we process our day to day experiences at night. We reframe and process them there according to our lifestyle. Dreams are very much directed towards the next day, tone our emotions and expectations towards the future. There are some similarities to early recollections. We show how to work with both in order to understand our motives and our goals we are striving towards. The course gives awareness of these processes through working with the participants' dreams, sometimes comparing with early recollections. The course is for psychotherapists, counsellors as well as for people who want to work on unsolved life-issues, gaining more self-awareness or increasing their understanding of human nature.	<b>GERHARD BAUMER</b> Limit: 16 Not Open to Youth
<b>A520 YOUTH RECREATION: AGES 12-17 (ENG/GER) (1+2)</b> Youth 12 - 17 from various countries will together determine the activities 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. Games are cooperative in nature and focus on including all participants.	<b>HOFSTRA, HAUSER</b> Limit: 25 Open to Youth Only
<b>A521 CHILDREN'S RECREATION (ENG/GER) (1+2)</b> 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.	<b>KRUEGER, HOEKSTRA, M.</b> Limit: 25 Open to Children Only

## TYPE B Classes

Week Two Classes Meet in Bloc 2 and Bloc 3 each day	Faculty
<p><b>B601 EARLY RECOLLECTIONS AND LIFESTYLE (ENG) (2)</b>            In this course, participants will get the opportunity to work with early recollections and see how ERs reveal the individual's life-style convictions and can be used in reorientation. Other aspects of life-style, including family constellation, will be considered as they relate to the individual's private logic and fictional goals. The format of the course is lecture, demonstration and practice.</p>	<p><b>PAUL RASMUSSEN</b>            Limit: 20            Not Open to Youth</p>
<p><b>B602 ADLERIAN SUPERVISION (ENG) (2)</b>            The purpose of this course is to present an Adlerian model for supervision in three professional fields: THERAPY, COUNSELING and TEACHING. Supervision is a natural stage of development for professionals. The experience, knowledge and understanding of the profession are shared in supervision. In the Adlerian model the supervisees are not "students" who learn from their masters, rather, each one of them is a unique individual who works according to his/her own lifestyle. 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.</p>	<p><b>RACHEL SHIFRON</b>            Limit: 25            Not Open to Youth</p>
<p><b>B603 PSYCHODRAMA (ENG) (2)</b>            Psychodrama applies dramatic methods to facilitate insight and personal growth. Based on Adlerian principles, Psychodrama offers a holistic experience on cognitive, affective, and behavioral levels, and recognizes a person's private logic. Psychodrama offers the opportunity to explore new solutions to old problems using active methods as well as words, and offering multiple perspectives to life situations. This course is for people who are interested in a creative exploration of themselves and their relationships, and for professionals who are interested in acquiring psychodramatic tools for their practice.</p>	<p><b>ANABELLA SHAKED</b>            Limit: 12            Not Open to Youth</p>