

CANTERBURY, ENGLAND



20TH JULY - 2ND AUGUST 2014

ICASSI

2014



**47TH INTERNATIONAL
RUDOLF DREIKURS**
Summer Institute

Courses in Adler/Dreikurs
Theory and Practice

www.icassi.net





Introduction

ICASSI 2014 promises to be a most comprehensive and enriching learning experience, and the Faculty, Board, and Administrative team members all look forward to seeing you in Canterbury, England in July of 2014.

I am gratified that the annual *Rudolf Dreikurs Summer Institute* is going strong in its 47th year. It is a testament to the timeless value of the principles and teachings of Adler and Dreikurs. The 2014 Summer Institute is a reflection of ongoing efforts of ICASSI to ensure that our international institute brings fresh ideas, novel applications and updated course material to our participants. We are delighted to return to the fascinating land where knights and lords once ruled but that in modern life is a multi-cultured leading democracy with pleasant countryside and a rich history that can be seen in its variety of architecture, encompassing Roman, Medieval, Gothic, Elizabethan, Victorian and many other styles.

We are pleased that ICASSI 2014 will be strengthened by the addition of accomplished new faculty members. There will also be a broad range of program options. As usual, we will have a fine diversity of courses and instructors from many nations. The 2014 plenary morning sessions will again be in English and German.

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

Adlerian psychology is as relevant as ever, with its focus on cooperation, equality and mutual respect between individuals and groups, and its understanding of the whole person. In today's complex, fast-changing world, we must continue to find ways to help more people live healthy and strength-based lives. Whether you are a professional who counsels or teaches others or an individual or family member seeking personal development, you will benefit from the life-changing learning experience of ICASSI 2014.

Eva Dreikurs Ferguson
Co-Chair
ICASSI 2014

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ICASSI: the International Committee of Adlerian Summer Schools and Institutes

A BRIEF HISTORY

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



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

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

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

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

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

THEORY AND PRACTICE OF ADLER AND DREIKURS: IN A NUTSHELL

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

THE ICASSI MISSION:

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

Reach out to others through education, training, dialogue, and experience

Enhance the spirit of social interest, sharing, and cooperation, and foster equality by making a common effort to eliminate the barriers between nationalities, age groups, genders, religions, social classes, races, professions, and any other artificial distinctions by which humans believe themselves to be divided

Stimulate leadership in different countries and help potential and existing leaders in their efforts to establish a world of peace and cooperation



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



FOR WHOM IS ICASSI INTENDED?

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

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

The ICASSI program is unique in providing the highest quality of professional education in an enriching social environment. Participants choose from a wide range of courses in the theory and techniques of Adler and Dreikurs, with application to 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.

Course Selection Guide

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

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

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

SERIES A: HALF-DAY COURSES

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

OR:

SERIES B: FULL-DAY COURSES

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

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

ICASSI PROGRAM AT-A-GLANCE

WEEK ONE

Sunday, July 20	14:00-19:00	ICASSI Registration
	20:00	Opening Ceremony
Wednesday, July 23	09:00-16:30	C100 Leadership and Management course Begins
Friday, July 25	19:00	Special Dinner for All Participants

WEEK TWO

Sunday, July 27	16:00-19:00	ICASSI Registration for Week Two Arrivals
	20:00	Welcoming Ceremony for Week Two Arrivals
Friday August 1	17:30	Closing Ceremony
	19:00	Farewell Banquet for All Participants

MONDAY TO FRIDAY, WEEKS ONE AND TWO

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

* At the discretion of the faculty member in discussion with the class, some classes may end ½ hour earlier.

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

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.

OVERVIEW OF ICASSI CLASSES FOR WEEKS ONE AND TWO

Week One Classes Bloc 2, Mornings from 11:00 to 13:00	Faculty	Week One Classes Bloc 3, Afternoons from 14:30-16:30	Faculty
A201 Individual Psychology in the Workplace (Eng) (1+2)	Eva Dreikurs Ferguson	A301 Using Metaphors in Treatment and Reorientation (Eng) (1)	Jim Holder
A202 Cooperative Problem Solving (Eng) (1)	Theo Joosten	A302 Encouragement	Yoav Shoham
A203 Finding Good Authority (Eng) (1)	Karen John	A303 Working Safely with Trauma (Eng) (1)	Anthea Millar
A204 Managing Life Transitions (Eng) (1)	Marion Balla	A304 Understanding Gender Differences (Eng) (1)	Marion Balla
A205 Lifestyle Analysis Using Family Constellation (Eng) (1)	Yvonne Schürer	A305 Useful Techniques for Adlerian Brief Therapy (Eng) (1)	Richard Watts
A206 Family Issues (Eng) (1)	Joyce Callus	A306 Parenting Issues (Eng) (1)	Joyce Callus
A207 Family Counseling (Eng) (1)	Frank Walton	A311 Dreams/Träume (Eng/Ger) (1)	Gerhard Baumer
A208 Sexual Orientation: An Adlerian Perspective (Eng) (1)	Bruce Tate	A312 Being Single/ Single Sein (Eng/Ger) (1)	Zivit Abramson
A209 From Competition to Cooperation (Eng) (1)	Erika Echle	A313 Alcohol Dependency/ Alkoholiker (Eng/Ger) (1)	Andrea Salewsky
A211 Couples in Conflict/Paare im Konflikt (Eng/Ger) (1)	Zivit Abramson	A315 Umgang mit Stress (Ger) (1)	Erika Echle
A215 Lebensstil und Kunsttherapie (Ger) (1)	Uti Landscheidt	*A314 Lifestyle Analysis and Realignment	Helmut Heuschen
A220 Personal Development for Youth Ages 12-17 (Eng)	Yoav Shoham	A320 Youth Recreation: Ages 12-17 (Eng/Ger) (1+2)	Hofstra
A221 Children's Program (Block 1 +2) (Eng/Ger)	Hoekstra, Vainker and Krizhak	A321 Children's Recreation (Eng/Ger) (1 +2)	Grünig and Krizhak

***We made a mistake in our first printing and omitted A314, Lifestyle Analysis and Realignment /A314 Lebensstilanalyse und - neuausrichtung mit Märchen(Eng/Ger) 1 with Helmut Heuschen. See website Course Listings for Description.**

TYPE B COURSES WEEK ONE

B101 DSM-V (Diagnostic and Statistical Manual): An Adlerian Perspective (Eng) (1)	Paul Rasmussen
B102 Use of Early Recollections in Adlerian Psychotherapy and Counseling (Eng) (1)	Rachel Shifron
B103 Integrative Art Therapy: Understanding self and others including globally mobile families and immigrants (Eng) (1)	Hala Buck
B104 Adler and the Crucial C's in Action (Eng) (1)	Betty Lou Bettner

TYPE C 3-DAY INTENSIVE COURSE 9:00-16:30 W, TH, F

C100 Leadership 3-Day Intensive (See insert centerfold)	Jay Colker
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Week Two Classes Bloc 2, Mornings from 11:00 to 13:00	Faculty	Week Two Classes Bloc 3, Afternoons from 14:30-16:30	Faculty
A401 Individual Psychology in the Workplace (Eng) (1+2)	Eva Dreikurs Ferguson	A501 Dealing with Addictions (Eng) (2)	Jim Holder
A402 Cooperative Problem Solving (Eng) (2)	Theo Joosten	A502 Personal Growth Following Trauma (Eng) (2)	Anthea Millar
A403 Working with Emotions (Eng) (2)	Paul Rasmussen	A503 Couples Enrichment (Eng) (2)	Betty Lou Bettner
A404 Managing Life Transitions (Eng) (2)	Marion Balla	A504 Family Dynamics in Action (Eng) (2)	Marion Balla
A405 Counseling Families with Children who meet ADHD Criteria (Eng) (2)	Frank Walton	A505 Lifestyle in a Nutshell: LS Analysis using Early Recollections (Eng) (2)	Yvonne Schürer
A406 Coaching for Leaders (Eng) (2)	Jay Colker	A506 Coaching for Life (Eng) (2)	Jay Colker
A411 Lifestyle Through Art/ Lebensstil und Kunsttherapie (Eng/Ger) (2)	Uti Landscheidt	A507 Understanding Grief and Loss: An Adlerian Perspective (Eng) (2)	Margaret Nimmo- Smith

Week Two Classes Bloc 2, Mornings from 11:00 to 13:00	Faculty	Week Two Classes Bloc 3, Afternoons from 14:30-16:30	Faculty
A412 Neurosis in Terms of Adlerian Psychology/ Neurosen aus individualpsychologischer Sicht (Ger/Eng) (2)	Zivit Abramson	A511 Working with Stress/ Umgang Mit Stress (Ger/Eng) (2)	Erika Echle
A413 Getting Along in School/ In der Schule klarkommen (Eng/Ger) (2)	Ursula Oberst	A515 Individualpsychologie und Emotionale Intelligenz (Ger) (2)	Ursula Oberst
A420 Personal Development for Youth Ages 12-17 (Eng)	Yoav Shoham	A520 Youth Recreation: Ages 12-17 (Eng/Ger) (1+2)	Hauzer
A421 Children's Program (Bloc 1 and 2) (Eng/Ger)	Hoekstra, Krizhak, Grünig	A521 Children's Recreation (Eng/Ger) (1+2)	Hoekstra Irwin

TYPE B COURSES WEEK TWO

B601 Group Dynamics and Facilitation (Eng) (2)	Karen John
B602 Adlerian Supervision (Eng) (2)	Rachel Shifron
B603 Psychodrama (Eng) (2)	Anabella Shaked
B604 Effective Interventions for Helping Clients in Adlerian Counseling and Psychotherapy (Eng) (2)	Richard Watts
B605 Psychopathology/Psychopathologie (Eng/Ger) (2)	Gerhard Baumer

***We made a mistake in our first printing and omitted A514, Lifestyle Analysis and Realignment /A514 Lebensstilanalyse und – neuausrichtung mit Methoden (Eng/Ger) 2. See Website Course Listings for description.**

Week One

PLENARY LECTURES, BLOC 1 WEEK ONE, 9:00 – 10:30

Monday, July 22	Adlerian Theory with Eva Dreikurs Ferguson (Lecture) (E) Adlerian psychology emphasizes holism, goal-directed action and motivation, and the need to belong and Social Interest. We'll review these concepts and their applications.
Tuesday, July 23	First Memory of Substance Use- Are There Symptoms? with Jim Holder (E) Examining first use memories is a key to understanding addictive behaviors, the positive purpose in compulsive use, and in individualizing treatment goals for those addicted.
Wednesday, July 24	Adlerian Lifestyle Analysis with Yvonne Schürer (Demonstration) (G) Why should we understand our lifestyle? To answer this question a lifestyle assessment will be carried out and the result will be related to the protagonist's actual life situation
Thursday, July 25	Youth Group with Zivit Abramson (Demonstration) (E) This presentation will involve youth telling us how they see themselves, adults, the relationships in which they are involved, and some thoughts and feelings that they value.
Friday, July 26	Lifestyle, Movement and the Body - with Anthea Millar, Yoav Shoham and Hala Buck (E) Adler's holistic approach to understanding lifestyle focuses on movement. Understanding and noticing body responses and interpersonal dynamics reveal embodied personal, intergenerational and cultural beliefs.

Week One 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. Course labeled Type C is an intensive Workshop and runs from 09:00 to 16:30 Wednesday through Friday.

* 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 (1) are for Week One 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.

Week One Classes Bloc 2, Mornings from 11:00 to 13:00	Faculty
<p>A201 Individual Psychology in the Workplace (Eng) (1+2)</p> <p>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>Eva Dreikurs Ferguson</p> <p>Limit: 20 Not Open to Youth</p>
<p>A202 Cooperative Problem Solving (Eng) (1)</p> <p>Whether 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 influence of the language we use and the incident method will get special attention. This will be done through the input of case examples provided by the participants.</p>	<p>Theo Joosten</p> <p>Limit: 20 Not Open to Youth</p>
<p>A203 Finding Good Authority (Eng) (1)</p> <p>Democracy requires new ways of relating and leading, yet we struggle to identify and claim our good authority. We will examine the concept of authority, authoritative, autocratic and laissez faire leadership, and what prevents us from using power responsibly at home and work. We will look at the relevance of feelings and behaviors that undermine democratic living, enacting dilemmas and exploring lifestyle issues.</p>	<p>Karen John</p> <p>Limit 12 Not Open to Youth</p>

Week One Classes Bloc 2, Mornings from 11:00 to 13:00	Faculty
<p>A204 Managing Life Transitions (Eng) (1)</p> <p>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, marriage, empty family nest, divorce. Through the use of early recollections, anniversary dates, and the exploration of life tasks, participants will gain increased insight and strategies to manage major life changes.</p>	<p>Marion Balla Limit 15 Open to Youth</p>
<p>A205 Lifestyle Analysis Using Family Constellation (Eng) (1)</p> <p>Lifestyle assessment can be performed in many different ways. In this course we focus on our family of origin, the childhood laboratory where we developed and tested our social skills. Through creative exercises participants discover their individual lifestyle. Professionals can learn various methods for group work as well as for individual therapy.</p>	<p>Yvonne Schürer Limit 12 Not Open to Youth</p>
<p>A206 Family Issues (Eng) (1)</p> <p>Healthy societies grow from healthy families. Healthy families are not perfect families. Conflict and issues happen in every family. These can be destructive or a means of strengthening relationships. Solving conflicts, and handling issues from an Adlerian perspective can make all the difference. Feelings of inferiority, poor communication, misunderstanding behavior may all come between a healthy parent / educator positive relationship. Participants will have the opportunity to experience the application of IP when solving these issues. After all, as Adler said, "It is not the problem that is a problem."</p>	<p>Joyce Callus Limit 20 Not Open to Youth</p>
<p>A207 Family Counseling (Eng) (1)</p> <p>This course may serve as an introductory or advanced course due to the fact that the primary means of teaching will be through live demonstrations with parents, children, and/or adolescents. Participants will be given the opportunity to volunteer 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.</p>	<p>Frank Walton Limit 20 Open to Youth</p>

Week One Classes Bloc 2, Mornings from 11:00 to 13:00	Faculty
<p>A208 Sexual Orientation: An Adlerian Perspective (Eng) (1)</p> <p>This course will examine issues relating to sexual orientation for both professionals and non-professionals. In recent years there have been some important developments in enhancing equality – it is now possible for same-sex couples to marry in some countries. This is not universal and many people face discrimination or worse. We will examine issues and cultural influences our clients may face.</p>	<p>Bruce Tate Limit 15 Not Open to Youth</p>
<p>A209 From Competition to Cooperation (Eng) (1)</p> <p>The goal of cooperative group processes is to create positive cooperation of all group members (students and adults). Each individual contribution is respected without 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.</p>	<p>Erika Echle Limit 20 Open to Youth</p>
<p>A211 Couples in Conflict (Eng/Ger) (1)</p> <p>How does a couple relationship start? How does it get into trouble? It may have to do with individual issues of Lifestyle or it may be a couple conflict.</p> <p>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>Zivit Abramson Limit 15 Not Open to Youth</p>
<p>Paare im Konflikt (Eng/Deu) (1)</p> <p>Wann wird ein Paar ein Paar? Wie beginnt der Ärger? Es könnte mit individuellen Lebensstillaspekten zu tun haben, oder es könnte ein Paarkonflikt sein.</p> <p>Dieser Kurs ist sowohl für Menschen, die ihre eigene Beziehung etwas besser verstehen möchten (ob sie nun alleine oder als Paar teilnehmen), als auch für Berufstätige, die typische adlerianische Methoden kennenlernen möchten, um Beziehungsschwierigkeiten zu verstehen.</p>	

Week One Classes Bloc 2, Mornings from 11:00 to 13:00	Faculty
<p>A215 Lebensstil und Kunsttherapie (Deu) (1)</p> <p>Kunsttherapie ist eine kreative Methode, um das Eigenverständnis zu vertiefen. Durch gemeinsames Arbeiten in der Gruppe lernen wir, unseren eigenen Lebensstil und den der anderen besser zu verstehen. Dieser Kurs ist für Erstteilnehmer bei Icassi genauso wie für Fortgeschrittene, die ihr Beratungsrepertoire um ein schöpferisches Verfahren erweitern wollen. Der Kurs basiert auf dem Buch "Kühe können lila sein" von Sadie Tee Dreikurs. Keine künstlerischen Fähigkeiten nötig!</p>	<p>Uti Landscheidt</p> <p>Limit 12</p> <p>Open to Youth</p>
<p>A220 Personal Development for Youth Ages 12-17 (Eng)</p> <p>This course is for youth aged 12-17 to facilitate the growth of self-understanding and to increase social interest and community-oriented behavior.</p> <p>*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>Yoav Shoham</p> <p>Limit 25</p> <p>Open to Youth Only</p>
<p>A221 Children's Program (Bloc 1 and 2) (Eng/Ger)</p> <p>This program will offer athletic, art, music and play activities. Adlerian child-rearing and classroom management principles will be used.</p> <p>*Please note: The program runs through Blocs 1 and 2. Parents bring their children to the program at 8:45.</p>	<p>Hoekstra, Vainker & Krizhak</p> <p>Limit 25</p> <p>Open to Children Only</p>
<p>A221 Kinderprogramm (Block 1 und 2) (Eng/Deu)</p> <p>Das Programm bietet Sport, Kunst, Musik und Spielaktivitäten an. Innerhalb kleiner Gruppen haben die Kinder die Möglichkeit, Aktivitäten zu planen. Individualpsychologische Erziehungs- und Gruppenleitungsprinzipien werden angewendet.</p> <p>*Bitte beachten Sie: Das Programm findet in Block 1 und in Block 2 statt. Eltern bringen ihre Kinder um 8:45 zu dem Programm.</p>	

Week One Classes Bloc 3, Afternoon from 14:30-16:30	Faculty
<p>A301 Using Metaphors in Treatment and Reorientation (Eng) (1)</p> <p>This workshop will focus on recognizing the metaphorical significance in memories when clients talk about their situation and give us recollections. The importance of meeting the client where they are in their misguided beliefs to promote movement will be discussed. Participants will learn to use “deep”, “shallow”, and “punch” metaphors while assisting clients in reorientation.</p>	<p>Jim Holder Limit 12 Not Open to Youth</p>
<p>A302 Encouragement (Eng) (1)</p> <p>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 difference between praise and encouragement and overall build courage to face the issues constructively in our personal and work life. Target: Everyone.</p>	<p>Yoav Shoham Limit 20 Open to Youth</p>
<p>A303 Working Safely with Trauma (Eng) (1)</p> <p>In recent years, increased understanding of the neurological and biopsychosocial aspects of trauma has resulted in more effective processes that integrate well with an Adlerian therapeutic approach. This highly practical course will focus particularly on developing the therapeutic skills of ensuring safety and stability, developing dual attention and building on the person’s resilience and social connection. Target group: Health professionals and those in training.</p>	<p>Anthea Millar Limit 18 Not Open to Youth</p>
<p>A304 Understanding Gender Differences (Eng) (1)</p> <p>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 utilized to explore personal decisions related to gender. Target: All</p>	<p>Marion Balla Limit 15 Open to Youth</p>
<p>A305 Useful Techniques for Adlerian Brief Therapy (Eng) (1)</p> <p>Brief therapy approaches are increasingly in demand and many professionals are practicing in agencies and schools where they are expected to work with many clients and students in specific, time-limited frameworks. Due to this, many professionals are seeking effective and easy-to-use methods for assisting clients in achieving fast and lasting behavioral change. In this course, participants will learn (via discussion, demonstration, and practice) various Adlerian techniques uniquely suited for work in brief counseling, guidance, and therapy setting. Target: All people helpers.</p>	<p>Richard Watts Limit 10 Not Open to Youth</p>

A306 Parenting Issues (Eng) (1)

Bringing up children could be the most important job in a parent's life, yet children do not come with a manual. Adler and Dreikurs gave special attention to the education and upbringing of children as adult traits/behavior could be seen in childhood. Very often parents want the best for their children and the application of IP in the family provides another way of handling challenging behavior, doing away with punishments and rewards and establishing a democratic family. In this workshop participants will have an opportunity to learn and practice all this.

Joyce Callus

Limit 20
Not Open to Youth

A311 Dreams (Eng/Ger) (1)

It is 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, and tone our emotions and expectations towards the future. There are some similarities to early recollections. We will show how to work with both in order to understand motives and goals that 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, counselors as well as for people who want to work on unsolved life-issues, gaining more self-awareness or increasing their understanding of human nature.

Gerhard Baumer

Limit 16
Not Open to Youth

A311 Träume (Eng/Deu) (1)

Es ist allgemein bekannt, dass wir unsere täglichen Erlebnisse im Schlaf verarbeiten. Wir deuten sie um und verarbeiten sie nach unserem Lebensstil. Träume sind sehr stark auf den nächsten Tag ausgerichtet, und leiten unsere Emotionen und Erwartungen Richtung Zukunft. Es gibt ein paar Gemeinsamkeiten zu Kindheitserinnerungen. Wir zeigen, wie man mit beiden arbeitet, um unsere Motive und die Ziele, nach denen wir streben zu verstehen. Dieser Kurs gibt Aufschluss über diesen Prozess, indem wir mit den Träumen von Teilnehmern arbeiten und diese manchmal mit Kindheitserinnerungen vergleichen. Dieser Kurs ist für Psychotherapeuten, Berater und Personen, die an ungelösten Lebensdingen arbeiten möchten, mehr Selbsterkenntnis erlangen oder ihr Verständnis der menschlichen Natur erweitern möchten.

Gerhard Baumer

Limit 16
Not Open to Youth

A312 Being Single (Eng/Ger) (1)

This course is about singles. Often being single is experienced as a sad situation forced on the individual. We shall ask the questions: Could it be that it is a choice? Could it be a matter of not finding the right partner/situation? The personal assumptions and expectations we have, that we are not aware of, can be an obstacle in our way towards entering a couple relationship. Participants will be encouraged to volunteer for demonstrations of individual work.

A312 Single Sein (Deu/Eng) (1)

In diesem Kurs geht es um Singles. Oft empfinden die Menschen das Single-Dasein als traurige Situation, in der sie gefangen sind. Deshalb werden wir folgende Fragen stellen: Könnte es sein, dass das Single sein eine Entscheidung ist, die wir getroffen haben? Könnte es daran liegen, dass man nicht den richtigen Partner/die richtige Situation findet? Die persönlichen Vorstellungen und Erwartungen die wir haben und die uns nicht bewusst sind, können ein Hindernis auf unserem Weg in eine Paarbeziehung sein. Teilnehmer werden ermutigt, an Demonstrationen der eigenen Arbeit teilzunehmen.

A313 Alcohol Dependency (Eng/Ger) (1)

Alcoholics are unpopular patients. They are considered difficult, being easily offended, accusing others and lying. By looking at the development of their addiction, we will aim to understand how alcohol is used to face the tasks of life and achieve a felt plus and why the unpopular features are logical, understandable and even make sense. The course is for both therapists and interested others of any age and experience.

A313 Alkoholiker (Deu/Eng) (1)

Alkoholiker sind unbeliebte Patienten. Sie gelten als schwierig, kränkbar, anklagend und als notorische Lügner. Indem wir die Entwicklung der Abhängigkeit betrachten, werden wir versuchen zu verstehen, inwiefern der Alkohol dazu dient, die Lebensaufgaben zu erfüllen und zum gefühlten „Plus“ zu gelangen, und warum die unbeliebten Eigenschaften durchaus logisch und verständlich, ja auf ihre Weise sogar sinnvoll sind. Der Kurs richtet sich an Therapeuten sowie andere Interessierte, unabhängig von Vorkenntnissen.

Zivit Abramson

Limit 16

Not Open to Youth

Andrea Salewsky

Limit 20

Open to Youth

A315 Umgang mit Stress (Deu) (1)

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

Erika Echle

Limit 15
Not Open to Youth

A320 Youth Recreation: Ages 12-17 (Eng/Ger) (1+2)

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.

Hofstra

Limit 25
Open to Youth Only

A320: Jugendfreizeitprogramm, 12-17 Jahre (Eng/Deu) (1+2)

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

A321 Children's Recreation (Eng/Ger) (1+2)

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.

Grünig & Krizhak

Limit 25
Open to Children Only

A321: Kinderfreizeitprogramm (Eng/Deu) (1+2)

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

TYPE B Classes

Week One Classes Meet in Bloc 2 and Bloc 3 each day	Faculty
<p>B101 DSM-V: An Adlerian Perspective (Eng) (1)</p> <p>In this course the changes in the DSM-V from DSM-IV are summarized as well as the relationship between DSM and ICD systems of classification. The majority of the time will be spent discussing how an Adlerian oriented professional can speak the language of the DSM system and use it in a productive way without having to compromise the advantages of working within the Adlerian model of conceptualization and treatment.</p>	<p>Paul Rasmussen</p> <p>Limit 20</p> <p>Not Open to Youth</p>
<p>B102 Use of Early Recollections in Adlerian Psychotherapy and Counseling (Eng) (1)</p> <p>One of Adler's genius ideas was to identify the powerful potential in the use of early recollections (ERs) in Adlerian Psychotherapy. The use of ERs is vital for the analysis of the patient's lifestyle. 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. ERs as metaphors supply excellent tools for finding the patient's strengths and creative abilities. In the therapeutic process, discovering the strengths enable the patient and the therapist to reconstruct the ERs and find productive/creative solutions to cope differently with life. The creative way of working with ERs will be the main theme of this workshop.</p> <p>This workshop is open for therapists and counselors who work with individuals, couples, families and vocational therapists.</p>	<p>Rachel Shifron</p> <p>Limit 15</p> <p>Not Open to Youth</p>
<p>B103 Integrative Art Therapy: Understanding self and others including globally mobile families and immigrants (Eng) (1)</p> <p>Art, body and Early Recollections are powerful ways to explore issues of belonging and differentness and specially relevant for immigrants, mixed marriages, and mobile crosscultural lifestyles. Whether this applies to you or you're a counselor/therapist/teacher of such individuals, it's important to understand the hidden challenges and strengths of living in between worlds and its effect on identity and sense of "home." No artistic skill required.</p>	<p>Hala Buck</p> <p>Limit 12</p> <p>Not Open to Youth</p>

B104 Adler and the Crucial C’s in Action (Eng) (1)

Adler’s theory outlines what all human beings need: to belong, to improve, to find significance, and to be encouraged. For easy remembering we call them the “Crucial Cs” — to connect, feel capable, to count, and have courage. This course will outline how all of them are needed in the three tasks that all of us face: to make friends and relate to family, to find jobs and careers, and to develop an intimate relationship. We will explore how important they are in all of these areas and what happens when we don’t provide them for others or when we don’t have them in our lives.

Betty Lou Bettner

Limit 20

Not Open to Youth

**3-DAY INTENSIVE LEADERSHIP WORKSHOP
23, 24, 25 JULY 9.00-4.30PM**

C100 3-Day Intensive Leadership Workshop (Eng) (1)

An intensive course for leaders at any level wanting to build and sustain optimal relationships and business results, this course is designed to enhance leadership style and increase participants’ understanding and application of best practices in leadership and management. Participants will work to consider application of best practices within their settings including recruitment and selection, on-boarding, coaching, performance management, team building, change management, and employee management. Throughout the workshop, leaders will work together on their most pressing leadership challenges and practices. Collectively, leaders will co-create innovative solutions and next best steps. See full details in separate leaflet and on the website: www.icassi.net

Jay Colker

Limit 20

Not Open to Youth

Week Two

PLENARY LECTURES, BLOC 1 WEEK TWO, 9:00 – 10:30

Monday, July 28	<p>Training Families in Social Interest with Betty Lou Bettner (E)</p> <p>Adler's theory emphasized social embeddedness. We need others and we need to be needed: to belong and to contribute. He called this the "iron logic of communal life." Social interest is needed for both and is required for mental health.</p>
Tuesday, July 29	<p>Emotional Intelligence with Ursula Oberst (Lecture) (G)</p> <p>This lecture will explore the concept of Emotional Intelligence according to different authors, as well as the main research outcomes. Its relationship with Individual Psychology will be identified.</p>
Wednesday, July 30	<p>Family Counseling Demonstration with Frank Walton (Demonstration) (E)</p> <p>The presenter will work with parents and children to demonstrate a typical initial family counseling session.</p>
Thursday, July 31	<p>The Adlerian Magic Shop Technique (AMST) with Anabella Shaked (Lecture) (E)</p> <p>The presenter will introduce and demonstrate the Adlerian version of the classical psychodramatic technique "The Magic Shop." She will briefly introduce the main tenets of psychodrama and what Adlerian psychodrama means and then present the technique as deeply connected to the concepts of freedom of choice and holism.</p>
Friday, August 1	<p>Couples Counseling with Marion Balla and Rachel Shifron (Demonstration) (E)</p> <p>This plenary session will identify and demonstrate theoretical and clinical strategies for working with couples. Marion will present the concepts of movement and gender guiding lines. Rachel will address issues related to family/work roles.</p>

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.

Week Two Classes Bloc 2, Mornings from 11:00 to 13:00	Faculty
<p>A401 Individual Psychology in the Workplace (Eng) (1+2)</p> <p>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>Eva Dreikurs Ferguson</p> <p>Limit 20 Not Open to Youth</p>
<p>A402 Cooperative Problem Solving (Eng) (2)</p> <p>Whether 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 influence of the language we use and the incident method will get special attention. This will be done through the input of case examples provided by the participants.</p>	<p>Theo Joosten</p> <p>Limit 20 Not Open to Youth</p>
<p>A403 Working with Emotions (Eng) (2)</p> <p>Of all the emotions contributing to clinical conditions, anxiety, anger and depression are the most common. In this course, the purposefulness of these feeling states is described along with the relationship between them. Building on this understanding, the Adaptive-Reorientation approach for greater emotional control and personal growth is presented. This model of treatment emphasizes working with the emotions rather than against them and focuses upon the desired outcomes in life rather than the problems.</p>	<p>Paul Rasmussen</p> <p>Limit 20 Open to Youth</p>

A404 Managing Life Transitions (Eng) (2)

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, marriage, empty family nest, divorce. Through the use of early recollections, anniversary dates, and the exploration of life tasks, participants will gain increased insight and strategies to manage major life changes.

Marion Balla

Limit 15
Open to Youth

A405 Counseling Families with Children Who Meet ADHD (Attention Deficit Hyperactivity Disorder) Criteria (Eng) (2)

The instructor will explain and demonstrate how an underdeveloped sense of community feeling frequently influences children to manifest behavior that meets the criteria for the ADHD diagnosis. Every effort will be made to provide counseling demonstrations with families who have children who meet the criteria for the ADHD diagnosis. Specific techniques to work with these parents and children will be offered.

The course will also include a brief look at autistic behavior through the frame of reference of Adlerian psychology.

Frank Walton

Limit 20
Open to Youth

A406 Coaching for Leaders (Eng) (2)

Learn four critical steps in the coaching process: 1) establishing a relationship and aligning goals; 2) questioning effectively to enhance understanding; 3) providing feedback on observations and process; and 4) reorienting through implementing useful change strategies. Hone your skills through coaching in the moment on real concerns among participants; provide support and feedback to participants on their coaching practices. Target: Leaders and managers in organizations; high potential individuals aspiring to leadership and management responsibilities; consultants providing leadership coaching who want to further enhance their skills.

Jay Colker

Limit 20
Not Open to Youth

A411 Lifestyle Through Art Therapy (Eng/Ger) (2)

Art Therapy was developed by Sadie T. Dreikurs as a method to approach lifestyle through our own creativity. Working in the group with various media, we will discover aspects of our own lifestyle as well as learning to interpret art of others. It will be exciting (Why am I the way I am?) and relaxing (with no pressure, freedom, and enjoyment of the art). The course is based on the book, "Cows can be Purple" by Sadie Tee Dreikurs. No artistic skill required.

A411 Lebensstil und Kunsttherapie (Deu/Eng) (2)

Kunsttherapie ist eine kreative Methode, um das Eigenverständnis zu vertiefen. Durch gemeinsames Arbeiten in der Gruppe lernen wir, unseren eigenen Lebensstil und den der anderen besser zu verstehen. Dieser Kurs ist für Erstteilnehmer bei Icassi genauso wie für Fortgeschrittene, die ihr Beratungsrepertoire um ein schöpferisches Verfahren erweitern wollen. Der Kurs basiert auf dem Buch "Kühe können lila sein" von Sadie Tee Dreikurs. Keine künstlerischen Fähigkeiten nötig!

A412 Neurosis from an Individual Psychology Perspective (Eng/Ger) (2)

In spite of using the same terms as Freud, Adler understood human beings and their relationships in a totally different way. Neurosis is one good example of this. Although using the same term, Adler was not interested in diagnosis. He was interested in people's choices of the way they face life. We shall explore Adler's understanding of the neurotic attitude towards life. Participants will learn whether they have been making neurotic choices and how they can change these. Both lay people and professionals are welcome.

A412 Neurosen aus individualpsychologischer Sicht (Deu/ Eng) (2)

Obwohl er die gleichen Begriffe wie Freud benutzte, verstand Adler das menschliche Wesen und seine Beziehungen in einer ganz anderen Weise. Neurosen sind ein gutes Beispiel hierfür. Trotz des gleichen Begriffs war Adler nicht an der Diagnose interessiert. Er war an der individuellen Wahl interessiert, wie der Einzelne dem Leben begegnet. Teilnehmer werden Adlers Verständnis von neurotischen Attitüden und Verhalten entdecken und erkennen, in welchen Gebieten sie neurotische Wahlen getroffen haben und wie sie sie ändern können. Sowohl Laien als auch Fachleute sind herzlich eingeladen.

Uti Landscheidt

Limit 12
Open to Youth

Zivit Abramson

Limit 20
Open to Youth

Week Two Classes Bloc 2, Mornings from 11:00 to 13:00	Faculty
<p>A413 Getting Along in School (Eng/Ger) (2)</p> <p>This course is mainly aimed at school teachers and school counsellors who want to improve their way of dealing with children in the classroom, especially with those who have behavior and discipline problems. On the basis of the classical Adler-Dreikurs model, a systemic and strategic perspective is introduced and integrated. Problem situations presented by the participants will serve as examples for experiential learning. The purpose is to learn to use techniques in order to prevent conflicts in the classroom and to intervene efficiently when problems arise. Target group: teachers and educators, school counsellors, parents.</p> <p>A413 In der Schule klarkommen (Deu/Eng) (2)</p> <p>Dieser Kurs richtet sich hauptsächlich an Lehrer und Schul- bzw. Erziehungspsychologen, die ihre Kompetenzen im Umgang mit Schülern verbessern wollen, insbesondere mit solchen Schülern, die Verhaltens- und Disziplinprobleme haben. Auf der Basis des klassischen Ansatzes von Adler und Dreikurs, wird hier eine systemische und strategische Perspektive integriert. Die Teilnehmer können eigene problematische Situationen vorstellen, die bearbeitet werden und so als Beispiele dienen können. Die Teilnehmer sollen die Techniken lernen und anwenden können, um so Konflikten in der Schule vorzubeugen und effizient zu intervenieren, wenn Probleme auftauchen.</p>	<p>Ursula Oberst</p> <p>Limit 20</p> <p>Not Open to Youth</p>
<p>A420 Personal Development for Youth Ages 12-17 (Eng)</p> <p>This course is for youth aged 12-17 to facilitate the growth of self-understanding and to increase social interest and community-oriented behavior.</p> <p>*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>Yoav Shoham</p> <p>Limit 25</p> <p>Open to Youth Only</p>
<p>A421 Children's Program (Bloc 1 and 2) (Eng/Ger)</p> <p>This program will offer athletic, art, music and play activities. Adlerian child-rearing and classroom management principles will be used.</p> <p>*Please note: The program runs through Blocs 1 and 2. Parents bring their children to the program at 8:45.</p> <p>A421 Kinderprogramm (Block 1 und 2) (Eng/Deu)</p> <p>Das Programm bietet Sport, Kunst, Musik und Spielaktivitäten an. Innerhalb kleiner Gruppen haben die Kinder die Möglichkeit, Aktivitäten zu planen. Individualpsychologische Erziehungs- und Gruppenleitungsprinzipien werden angewendet.</p> <p>*Bitte beachten Sie: Das Programm findet in Block 1 und in Block 2 statt. Eltern bringen ihre Kinder um 8:45 zu dem Programm.</p>	<p>Hoekstra, Krizhak, Grünig</p> <p>Limit 25</p> <p>Open to Children Only</p>

Week Two Classes Bloc 3, Afternoons from 14:30 to 16:30	Faculty
<p>A501 Dealing with Addictions (Eng) (2)</p> <p>From an Adler-Dreikurs perspective, participants will learn how private logic sets up an individual for addictive behaviors. A key to treatment and awareness is how the addiction itself reinforces the belief system. Processes used will include Early Recollection interpretations, the re-writing and re-reading of ERs, and honing the therapist's sensitivity, predictive potential, and perceptive reasoning.</p>	<p>Jim Holder Limit 12 Open to Youth</p>
<p>A502 Personal Growth Following Trauma (Eng) (2)</p> <p>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: All</p>	<p>Anthea Millar Limit 15 Not Open to Youth</p>
<p>A503 Couples Enrichment (Eng) (2)</p> <p>Some say an intimate relationship is the hardest. Intimacy requires social feeling and a readiness for cooperation. Real love requires courage. Everyone yearns for a satisfying relationship no matter how counterproductive the behavior seems at the moment. Let's explore the task of intimacy—our goals, hopes, expectations, choices, wants vs. needs, use of emotions, and our methods for resolving conflicts. Adler said it's not a question of being right or wrong, but whether a couple wants peace. Target: Anyone interested in the subject, individuals, couples, those working with couples, and therapists.</p>	<p>Betty Lou Bettner Limit 20 Not Open to Youth</p>
<p>A504 Family Dynamics in Action: An Adlerian Perspective (Eng) (2)</p> <p>This course offers participants an opportunity to understand a holistic approach to family patterns and their impact on daily life in the present day. The use of early recollections, birth stories and family sculpting will be presented in hands-on, movement oriented experiences. Target: All</p>	<p>Marion Balla Limit 12 Open to Youth</p>

Week Two Classes Bloc 3, Afternoons from 14:30 to 16:30	Faculty
<p>A505 Lifestyle in a Nutshell: LS Analysis Using Early Recollections (Eng) (2)</p> <p>Lifestyle assessment can be performed in many different ways. In this course we concentrate on the abundance of information hidden in early recollections: They reveal our strengths and weaknesses, resources and stumbling blocks, common sense goals and our mistaken goals. Professionals will become familiar with a sophisticated and cooperative method, the Andriessens' Questionnaire, which allows the client to be actively involved in the process.</p>	<p>Yvonne Schürer Limit 12 Not Open to Youth</p>
<p>A506 Coaching for Life (Eng) (2)</p> <p>Coaching for Life uses a strength-based approach and hones skills and abilities already demonstrated by the client. This approach helps clients see themselves at their best and helps them examine their life goals for optimal satisfaction and effectiveness. Learn how to be an effective life coach to help clients achieve their dreams in the tasks of work, friendship, and intimacy. Target: Professionals desiring to enhance their practice through life coaching; individuals who want a framework to help others to use their strengths and enhance the tasks of work, friendship, and intimacy.</p>	<p>Jay Colker Limit 20 Not Open to Youth</p>
<p>A507 Understanding Grief and Loss: An Adlerian Perspective (Eng) (2)</p> <p>How do we cope with grief and loss in our lives? Both older and more modern theories of grief and loss will be presented and viewed from an Adlerian perspective: examining the impact on life tasks, private logic, and social interest. Participants will use experiential exercises to explore their own journeys through grief and loss. This course is suitable both for counselors and other professionals, and for individuals wishing to understand their own bereavement process.</p>	<p>Margaret Nimmo-Smith Limit 15 Not Open to Youth</p>

A511 Working with Stress (Eng/Ger) (2)

The requirements of working life increase continuously. Conscious stress management 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 alert and able to act on mental and physical challenges.

Problems arise when the generated tension becomes a permanent condition, whether through challenges in the family or work setting or even through constant small annoyances. In this course we will be dealing with the questions of how to reduce the burden of stress, relax, keep perspective, gain composure and find inner balance by coping with stress through mindfulness.

A511 Umgang mit Stress (Deu/Eng) (2)

Die Anforderungen der Arbeitswelt nehmen laufend zu. Ein bewusstes Stressmanagement hilft, mit den Belastungen besser umzugehen – und die beruflichen Ziele erfolgreich zu erreichen. Stress ist eine komplexe, wichtige körperliche und psychische Reaktion. Sie sorgt dafür, dass wir bei geistigen und körperlichen Herausforderungen besonders wach und handlungsfähig sind.

Problematisch wird es, wenn die erzeugte Anspannung zum Dauerzustand wird, sei es durch familiäre oder berufliche Belastungen oder auch nur durch ständige kleine Ärgernisse. In diesem Kurs gehen wir den Fragen nach wie kann ich Ballast abwerfen, Abschalten, mir einen Durchblick schaffen, Gelassenheit erlangen und inneres Gleichgewicht finden? Stressbewältigung durch Achtsamkeit

A515 Individualpsychologie und Emotionale Intelligenz (Deu) (2)

Emotionale Intelligenz wird als die Fähigkeit definiert, Emotionen wahrzunehmen, Emotionen zu erkennen und zu erzeugen, um so die kognitiven Funktionen zu unterstützen, sowie als die Fähigkeit, Emotionen zu verstehen, darüber zu reflektieren und sie zu regulieren; es ist eine Fähigkeit, die erlernt werden kann. Emotionale Prozesse sind jedoch stark mit der privaten Logik verbunden. Daher kann von einem Adlerschen Standpunkt aus Emotionale Intelligenz nur dann erweitert werden, wenn Lebensstilaspekte eingebunden werden.

Erika Echle

Limit 15

Not Open to Youth

Ursula Oberst

Limit 20

Open to Youth

Week Two Classes Bloc 3, Afternoons from 14:30 to 16:30	Faculty
<p>A520 Youth Recreation: Ages 12-17 (Eng/Ger) (1+2)</p> <p>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.</p> <p>A520: Jugendfreizeitprogramm, 12-17 Jahre (Eng/Deu) (1+2)</p> <p>Jugendliche (12-17 Jahre) aus verschiedenen Ländern beschließen gemeinsam mit Hilfe eines interaktiven Entscheidungsmodells, welche Aktivitäten unternommen werden. Die gemeinsamen Aktivitäten konzentrieren sich auf den Aufbau zwischenmenschlicher Beziehungen und die Entwicklung von Kooperations- und Teamfähigkeit. Die Spiele sind kooperativ und schließen alle Teilnehmer mit ein.</p>	<p>Hauzer</p> <p>Limit 25</p> <p>Open to Youth Only</p>
<p>A521 Children's Recreation (Eng/Ger) (1+2)</p> <p>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.</p> <p>A521: Kinderfreizeitprogramm (Eng/Deu) (1+2)</p> <p>Komm und hab Spaß mit uns! Kindern wird ein Programm aus Kunst, Musik, sportlichen Aktivitäten und Spielen angeboten. Der Kurs wendet individualpsychologische Prinzipien an, wie z.B. Gruppentreffen zum Planen der Tagesaktivitäten.</p>	<p>Hoekstra & Irvine</p> <p>Limit 25</p> <p>Open to Children Only</p>

TYPE B Classes

Week Two Classes Meet in Bloc 2 and Bloc 3 each day	Faculty
<p>B601 Group Dynamics and Facilitation (Eng) (2)</p> <p>Promoting social equality within the workplace and other contexts requires understanding and attending to group dynamics and group needs, as well as to individual needs and life style issues. In this highly interactive, experimental and experiential course, participants are invited to enact group experiences and scenarios in order to increase their effectiveness as facilitators, trainers, group and team members.</p>	<p>Karen John</p> <p>Limit 12</p> <p>Not Open to Youth</p>

B602 Adlerian Supervision (Eng) (2)

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.

B603 Psychodrama (Eng) (2)

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.

B604 Effective Interventions for Helping Clients in Adlerian Counseling and Psychotherapy (Eng) (2)

Interventions or techniques are tools for helping people make the changes they desire. In this workshop, participants will learn (via discussion, demonstration, and practice) various Adlerian counseling and psychotherapy interventions/techniques. In addition, participants will learn (via discussion, demonstration, and practice) selected counseling and psychotherapy interventions/techniques from other approaches that work well in the context of Adlerian counseling and psychotherapy.

Rachel Shifron

Limit 20

Not Open to Youth

Anabella Shaked

Limit 12

Not Open to Youth

Richard Watts

Limit 10

Not Open to Youth

We made another error in our original booklet and omitted B605. B605 is Psychopathology/Psychopathologie with Gerhard Baumer. You can read a description on our website at http://icassi.net/?page_id=38.

CHILDREN AND YOUTHS PROGRAMS

ICASSI offers a unique, international, educational program for children and youths. While the parents learn the theory of Individual Psychology in the morning lectures and its practice during Blocs II and III, qualified teachers will lead the children, through play, into the basics of Individual Psychology. There is a special value to having a multi-lingual (English, German, Dutch) experience in this children's program, as children become more culturally aware and comfortable in a global society. The objective of the teachers is to encourage children to find their place confidently in the group and to design the way the group functions with the other children and teachers. 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 Children's Program is open to children ages 4 to 11 during Blocs 1, 2 and 3. Children must be at least 4 years old and toilet trained to participate in ICASSI's Children's Program. The program is a unique opportunity for young people to learn and socialize in an encouraging atmosphere. The leaders are bi-lingual and the children have an exciting opportunity to make friends with young people from diverse cultures of many nations from around the world.

ICASSI also offers programs for youth, ages 12 to 17. Youth 12-17 from various countries will together determine the activities (e.g., game, art, drama, music, photography, etc.) to be engaged in during the session, using an interactive decision-making model. Activities focus on connecting with one another and developing capabilities in collaboration and team (play) work. Team activities are cooperative in nature and focus on including all participants. Youth 15 to 17 may also participate in adult courses that indicate they are open to youth.

Parents are responsible for their children and youth at all times, and are expected to be clear about rules, boundaries and expected behavior.

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

PARENT MEETINGS

Staff running the programs for children and youth will be available during registration to meet with parents and respond to their questions. Parents and their children and youth are asked to meet with program staff on the Monday of each week. It is very important that all parents attend. The purpose of the meetings is to exchange information, and to allow staff to explain ICASSI policies and expectations. The time and place of the meetings will be announced at registration and at Bloc 1 on Monday morning. See the newsletter in case you forget the location.

Site 2014: Canterbury, England (UK)

Our venue for this year is the University of Kent near Canterbury, England (UK). The university is located in the county of Kent, in the south east of England. The region is known as "The Garden of England" and offers a haven of traditional English countryside. The capital of the county is the historic city of Canterbury which has a wealth of beautiful architecture and a thriving cosmopolitan atmosphere. The streets are packed with small shops, bookshops, large stores and over 80 restaurants, bars and pubs. Of course, it is well known for its world-famous cathedral, which is visible from the campus.

A visit to Kent would not be complete without taking the time also to visit the other small towns and villages in the region, offering many valuable sightseeing opportunities.

Weather in Kent is very variable in July and August, so come prepared for both rain and sunshine with temperatures ranging from anything between 15 – 25 degrees Celsius (59 to 72 Fahrenheit).

THE UNIVERSITY OF KENT

The University of Kent is a newer university, founded in 1965. The campus is built on 300 acres of parkland and located about 15 minutes by bus to the city center of Canterbury or about a 25 minute walk. The campus is self-contained which means that you are within walking distance of all the facilities as well as student accommodations, the Sports Centre, the Campus Shop, a pharmacy, a bookstore (Blackwells), an off-license store, two banks (ATM available) and cash points, pleasant bistros and bars and two shops on campus selling grocery items and household items. A medical center is open on weekdays and the staff are trained in first aid. There is also a cinema and a theatre on campus with ongoing programs throughout the summer.

There is no swimming pool on campus but a council swimming pool is about a 15 minute walk from the campus and is also on the bus route. There is a modest weekly charge for use of the Sports Centre which features tennis, squash and fitness options.

The facilities are modern and housing includes several options. We will be using three different housing units for ICASSI. All of them are college dormitory type rooms so this is not a 4 star hotel. The rooms are all clean and adequate. Launderettes are located in each residential area across the campus.

As the campus is quite extensive, for those with difficulties in walking it will be possible to book a mobility scooter for the period you are at ICASSI for between £12-£15 per week – this can be booked when you register.

Keynes College features single rooms with en-suite toilet and shower. Every 8 rooms share a common room that also has a microwave and a refrigerator. Keynes also has double rooms with a matrimonial type double bed – they do not have two twin beds, they have one double bed. Daily room fee includes breakfast and dinner.

Rutherford College features very simple and basic single rooms and shared toilets and showers. There is one toilet and one shower in the corridor for each 5 or 6 rooms. Each room does have a washbasin for personal use. Daily room fee includes breakfast and dinner.

Rutherford College is also the venue for the main dining hall for the use of all participants.

Park Wood features family units with 5 or 6 bedrooms per unit (one bed in each room). Each unit has two toilets and one shower and a kitchen. Park Wood can only be booked as a unit (in other words, you need to have 5 or 6 people who want to share the cost of the unit. Room fee includes dinner only, breakfast is on your own but there is a grocery store right near the units which makes it convenient for preparing your own breakfast and lunches. Park Wood is an ideal location if you have 4 or 5 friends who are coming that are willing to room in the same unit (separate bedrooms of course but same apartment unit). It is located less than a 10 minute walk from the aula and the teaching rooms. This is a pleasant walk through a well-lit wooded park area that has lots of people passing through. Persons living in Park Wood can also choose to buy their breakfast at one of the restaurants on campus for about 5 or 6 pounds.

OTHER ACCOMMODATION OPTIONS

Persons living close by Canterbury may travel every day to the University. Parking is available on campus with a pass which is available upon registration. There is an Off-Site Fee charged by ICASSI to cover the costs of coffee breaks, receptions, meeting rooms and audiovisual fees. For those staying on campus, this fee is included in the costs of accommodations.

There are campsites and caravan parks around Canterbury and this is a possible option but you must supply your own camping equipment and transportation to and from the university each day. You will need to consult the internet if you are interested in these arrangements as ICASSI takes no responsibility for the planning of your camping adventure.

Travel Arrangements

There are many options for reaching Canterbury, and a useful starting point is the university website: www.kent.ac.uk/directions.

BY AIR

The most convenient airport is Manston (MSE), with twice daily flights (early morning and late evening) from Amsterdam Schiphol by KLM, which is partnered by Delta. From Manston, take bus no. 11 into Canterbury bus station and from there take the UNIBUS or the Canterbury Triangle service 4, 4a and 4b bus to the university. Taxis from Manston to the university can be booked with Central Cars, telephone no. 0044 1843 888 888, website: www.centralcarsthanet.co.uk.

Alternative airports are Heathrow, Gatwick, Luton and London City. For onward travel to Canterbury, see www.journeyplanner.tfl.gov.uk.

London City Airport is the most convenient, requiring a train journey of approximately two hours into Canterbury.

BY RAIL

1. From the Continent

If you are travelling from the Continent, and in particular anyone coming from the IAIP conference in Paris, take Eurostar to Ashford: journey time approximately 2 hours. From there take the train to Canterbury West and see above directions to the university campus.

2. Travelling from London

Travelling from London, there are a number of options:

London (St Pancras) to Canterbury West: High speed trains - journey time approximately 55 minutes. Trains depart on an hourly basis.

London (Victoria) to Canterbury East: journey time approximately 85 minutes.

London (Charing Cross or Waterloo East) to Canterbury West: journey time approximately 90 minutes.

For timetables, see <http://www.nationalrail.co.uk>.

3. Travelling from Canterbury East and Canterbury West: journey time approximately 90 minutes

From Canterbury East train station: Turn right straight outside the station (do not cross the bridge opposite the station) and follow the road to the bus stop.

From Canterbury West train station: Turn right out of the station entrance and walk along Station Road West. Turn left into St Dunstan's Street and cross to the bus stop on the opposite side of the road.

You can catch either the UNIBUS or the Canterbury Triangle service 4,4a and 4b from both bus stops.

BY CAR

For participants driving from the Continent, Canterbury is about 26 miles (42 km) from the Calais-Folkestone Eurotunnel, with regular departures and a journey of 35 minutes. See www.eurotunnel.com for further information.

More specific travel suggestions for travel by car, train and bus will be available on the website later and also in a mailing to participants.

CREDIT FOR CONTINUING EDUCATION

This program is co-sponsored by the North American Society of Adlerian Psychology (NASAP). NASAP is approved by the American Psychological Association to sponsor continuing education for psychologists and is recognized by the National Board of Certified Counselors (NBCC) to offer continuing education for counselors. NASAP maintains responsibility for this program and its content.

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 you can address questions to the administrator at john.icassi@gmail.com.

COURSE CREDIT

University Course Credit: Students who would like to have their ICASSI courses credited towards their University studies should discuss the possibility with their professors prior to registering at ICASSI. ICASSI faculty members are willing to contact professors directly to explain educational objectives and course criteria in support of students receiving credit. For further details, contact: John Newbauer, ICASSI Administrator, E-mail: john.icassi@gmail.com

Holy Family University in Philadelphia, Pennsylvania, USA will be offering three graduate credits in 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. Contact Dr. Betty Lou Bettner.
E-mail: bbettner@hollyfamily.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 School of Minnesota can contact: Ms. Evelyn Haas, Director of Admissions and Student Services, Adler Graduate School. E-mail: Ev@AlfredAdler.edu

GENERAL INFORMATION

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

VISITORS

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

OMBUDSPERSONS

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

DECLARATION OF NON-DISCRIMINATORY POLICY

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

TAX ALLOWANCE

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

PROHIBITION OF PRIVATE 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 we will do our utmost to support and refer to local resources.

LIMITATIONS OF LIABILITY

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

ICASSI Board of Directors, Faculty & Staff

BOARD OF DIRECTORS

Honorary Chairperson

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

Co-Chairpersons

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Theo Joosten, The Netherlands
Anthea Millar, UK

Secretary-Treasurer

Paul Rasmussen, USA

Members

Marion Balla, Canada
Erika Echle, Switzerland
Willy Hoekstra, The Netherlands
Uti Landscheidt, Germany
Rachel Shifron, Israel

ICASSI 2014 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. Psychotherapist and Consultant, International Trainer and Educator. Faculty, Adler Graduate Professional School (Toronto), President, Adlerian Counselling and Consulting Group, Inc., Ottawa, Canada.

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

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

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

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

Colker, Jay, DM, MBA, MA Core Faculty, MAO Program (Counseling and Organizational Psychology). Adler School of Professional Psychology; Management and Organizational Development Consultant. Chicago, Illinois, USA [www.Linkedin.com/in/jaycolker](http://www.linkedin.com/in/jaycolker).
Email: jcolker@adler.edu.

Echle, Erika. Adlerian counselor SGIPA, teacher in primary school, teacher instructor, trainer for teachers in Adlerian education. Group leader in Switzerland and abroad. Counselor in the Child Care Center, Oberwil-Lieli, Switzerland.

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

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

Hauzer, Hagit MA. Art & Drama therapist in elementary and junior high school; Counselor in private practice; Adlerian parenting group leader; Specialist with ADHD; Staff Member: Adlerian School of Psychotherapy. Israel.

Heuschen, Helmut. Head master(retired), Lecturer, counselor (DGIP). Coach for children, youth, adults with dyscalculia and dyslexia. Trainer for walking, nordic walking (LVN). Inventor of the project "Healthy town in Baesweiler, 1988" in connection with the worldwide project "Healthy Town," WHO, Ottawa -Charta 1986. Author. Baesweiler, Germany. helmut@heuschen.eu

Hoekstra, Willy. Coordinator for Masters in Special Educational Needs at Stenden University, Leeuwarden, The Netherlands. Also, trainer in Structural Cooperative Learning (Gardner); Secretary of the Dutch Association of Individual Psychology. The Netherlands.

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

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

Irvine, Magnus. Counsellor, Psychotherapist and mental health support worker. London, UK.

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

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

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

Landscheidt, Uti. Adlerian Counselor (DGIP); Teacher, school counselor; Adlerian workshops and workshops in art therapy. Krefeld, Germany.

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

Nimmo-Smith, Margaret, B.A., Dipl. Adlerian Psychology (ASIIP), UKCP Registered Psychotherapist (CCPE), Trainer, Supervisor, Counsellor, Organiser Cambridge Adlerian Society, 20 years experience with Cambridge Cruse Bereavement Care as Trainer and Supervisor.

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

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

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

Schürer, Yvonne, Psychologist FH, Psychotherapist IFP (International Federation for Psychotherapy). Private Praxis für Psychotherapie, Familienberatung, Paartherapie. Dozentin, Lehranalytikerin und Supervisorin. Individualpsychologische Workshops und Lehrer-Fortbildungskurse. Zürich, Schweiz. schuerer.yh@bluewin.ch

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

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

Shoham, Yoav, M.A., Educational Guidance and 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.

Tate, Bruce, Counsellor and training facilitator. Co-ordinator of Adlerian Counselling Certificate course. Cambridge, UK. www.brucetate.co.uk

Vainker, Ellie. Graduate student in the Department of Anthropology at Rice University. Houston, TX, USA and London, UK.

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

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

ADMINISTRATIVE STAFF

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

Betty Haeussler: Assistant Administrator, Lanham, Maryland, USA

Amelie Festag: Administrative Assistant/Translator, Berlin, Germany

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, 2014

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

REGIONAL SCHOLARSHIP REPRESENTATIVES

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

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

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

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

ISRAEL

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

UK & IRELAND

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

GREECE

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

MALTA

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

Registration Forms and Procedures

ONLINE REGISTRATION

Most participants found out last year that the easiest method to register and pay for ICASSI is to use the online registration form at www.regonline.co.uk/icassi2014 or through the hyperlink found on our website www.icassi.net. This online system will guide you through the process of registering and allow you to use your Visa, Master Card, or PayPal account. It will also allow you to pay by check or bank transfer if you prefer. All payments this year are based on GB Pounds. Please ensure your final balance is paid by June 15, 2014. We are unable to hold space in courses without full payment.

MAIL REGISTRATION

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

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

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

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

Payment of Fees: Payments are payable to ICASSI in GB Pounds or the current equivalent in US Dollars if paying by check. Please notice that a deposit of at least 300 GB Pounds (or current equivalent in US Dollars) should be made at the time of registration and that the balance is due by June 15, 2014.

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

EARLY REGISTRATION REDUCTIONS

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

GROUP RATES If six adults register TOGETHER, they will receive a 15% discount from their tuition. If seven students register TOGETHER, they will receive a 15% discount from their tuition. Registering "TOGETHER" means that one person is responsible for contacting the administrator and providing the names of the group. It ALSO MEANS there are NO REFUNDS for anyone who drops out of the group. The ICASSI administrator will apply the group discount after ALL members of the group have paid their fees. For groups of 20 or more, please contact the administrator for arrangements.

REDUCED FEES We have some reduced tuition prices available for persons from the Eastern European countries of: Belarus, Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Russia, Slovakia, Turkey and the Ukraine. These are listed as Reduced Eastern European Tuition. To qualify for these reduced prices, the participant must complete a Request for Reduced Eastern European Tuition Form available on our website or from john.icassi@gmail.com and send it to john.icassi@gmail.com. If 8 Reduced Tuition Eastern European Adults register TOGETHER, they will receive a 15% discount from their tuition. Registering "TOGETHER" means one person is responsible for contacting the administrator and providing the names of the group. It ALSO MEANS there are NO REFUNDS for anyone who drops out of the group. The ICASSI administrator will apply the group discount after ALL members of the group have paid their fees.

PAYING FOR ICASSI

There are four ways to pay for ICASSI:

- 1 Use Visa, MasterCard or PayPal when you register online at:
www.regonline.co.uk/icassi2014
- 2 Direct Bank Transfer by sending your payment directly to our bank at the following address:

ICASSI 2014

Lloyd's Bank PLC

Account Number: 29741568

IBAN: GB29 LOYD 3093 5029 7415 68

SWIFT - BIC: LOYDGB21249

Receipts for bank transfers should be scanned and emailed to john.icassi@gmail.com or sent to: John Newbauer, c/o ICASSI, 429 E. Dupont Road, #276, Fort Wayne, IN 46825 USA

- 3 Use your PayPal account and send Great Britain Pounds or US Dollar/Euro equivalents* to john.icassi@gmail.com

*The US dollar or Euro equivalent of the GBP on the day you send in your registration.

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

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

REFUND POLICY

Tuition: Requests for tuition refunds must be made prior to June 15, 2014. 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, 2014 due to commitments to the facilities. No refunds will be made after that date except in extraordinary circumstances at the discretion of the Administrator.

In all cases of refunds, an administrative fee of GBP (£)50.00 per person or GBP (£)75.00 per family will apply.

FURTHER INFORMATION

Further Detailed Information regarding travel directions, registration, accommodation, contact information while attending ICASSI, and weekend trips to points of interest, etc. will be included in a letter sent to all registered participants in June, 2014. It is recommended that any participant registered prior to June 15, 2014 who has not received the letter of confirmation and other detailed information by June 20 should contact John at: john.icassi@gmail.com.

SUPPORTERS FUND

ICASSI strives to provide high quality continuing education whilst keeping fees for tuition and accommodations as low as possible. Despite our best efforts, we need donations to maintain the high quality, inclusiveness, and accessibility of ICASSI whilst keeping our prices down. Our Scholarships provide the opportunity for exemplary candidates to participate who would not otherwise be able due to financial limitations. In addition our Outreach programs offer Adlerian professional development training by our ICASSI faculty members in regions that otherwise do not have the resources to fund such opportunities. So please consider giving a donation when you register. You can also donate on our website or send a contribution to ICASSI using the bank account number listed under "Paying for ICASSI." With your permission we will list Supporters Fund contributors on our website. Thank you.

ICASSI 2014 Registration Form

(Registrants for 3-Day Leadership Workshop please use the form in the flyer or register online at www.regonline.co.uk/icassi2014)

PART A: IDENTIFYING INFORMATION

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

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

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

PARTICIPANTS:

First & Last Name	Gender	Profession
1.		
2.		

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

First & Last Name	Age	Date Of Birth
1.		
2.		
3.		
4.		

Mailing Address: Please use block capitals if hand printing

House Number & Street _____

City _____ Province/ State _____

Country _____ Postal/ Zip Code _____

Telephone Number _____ Fax Number _____

Email _____

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

In case of emergency contact: _____

Phone Number _____

Email _____

PART B: COURSE CHOICES:

NAME OF PARTICIPANT 1:

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

NAME OF PARTICIPANT 2:

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

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

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

Youths 15-17 are designated morning classes but may select an afternoon class from the main curriculum from among those courses open to youth or attend the youth recreation program A320/A520. Please indicate the name and course selection below:

Name of Youth aged 15-17	Week 1		Week 2	
	AM	PM	AM	PM
	A220		A420	
	A220		A420	
	A220		A420	

PART C: CALCULATION OF FEES – TUITION

All fees are based on GB Pounds (£) only because of the impact of currency fluctuation

Regular Tuition	One Week	Both Weeks	# Persons 1 week	# Persons 2 weeks	Total
Early Bird Adult (Before March 31 st)	£325	£540			£
Adult	£365	£585			£
Student*	£285	£355			£
Youth (12-17)**	£175	£275			£
Child (4 - 11)	£115	£175			£
REDUCED EASTERN EUROPEAN FEES***					
Adult	£175	£275			£
Youth (12-17)	£135	£210			£
Child (4-11)	£95	£150			£
TOTAL	Line 1: Carry over to page 50				£

* Full time University or College students in academic year 2013/2014 or 2014/2015

** All ages are based on age as of July 15, 2014

*** To be eligible for this fee you must live in an Eastern European Country and submit a request for Financial Assistance to the ICASSI Administrator (see page 35-36 for details)

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

ACCOMMODATIONS: Room and Board & Off-Site Fees on Next Page

There are four types of accommodations this year: Keynes Hall has single and double rooms available but the double rooms have matrimonial beds only. They are not two twin beds – it is one bed. All the units in Keynes have a private toilet and shower. Rutherford Hall has single rooms only with shared toilet and shower. There are two showers and one toilet per wing with 5 or 6 persons in each wing. Park Wood units are housing units with 5-bedroom or 6-bedroom

units available. They must be rented as a unit. The bedrooms are private and there is a bath and toilet upstairs and a bath and shower downstairs. Park Wood does not include breakfast but has kitchen facilities in each unit to prepare breakfast and lunch. A grocery is located near the housing units.

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

PARK WOOD UNITS

Fees in Park Wood do not include breakfast but do include single room with shared bath, dinner each evening starting the evening of your arrival, opening reception, farewell dinner, coffee breaks and administrative fees (it does not include dinner on the mid-weekend Saturday).

Park Wood Units are sold as a 5 or 6 bedroom UNIT so you must indicate who will be staying in the unit with you below:

Park Wood	6-Bedroom Unit	5-Bedroom Unit
2 nd Person		
3 rd Person		
4 th Person		
5 th Person		
6 th Person		

ICASSI will not bill individuals for Park Wood Units – whoever reserves the unit will be billed for the unit and must collect the money from the other people who will be living there. These people will not be charged an Off-Site fee which is why they need to be listed on this form.

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

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

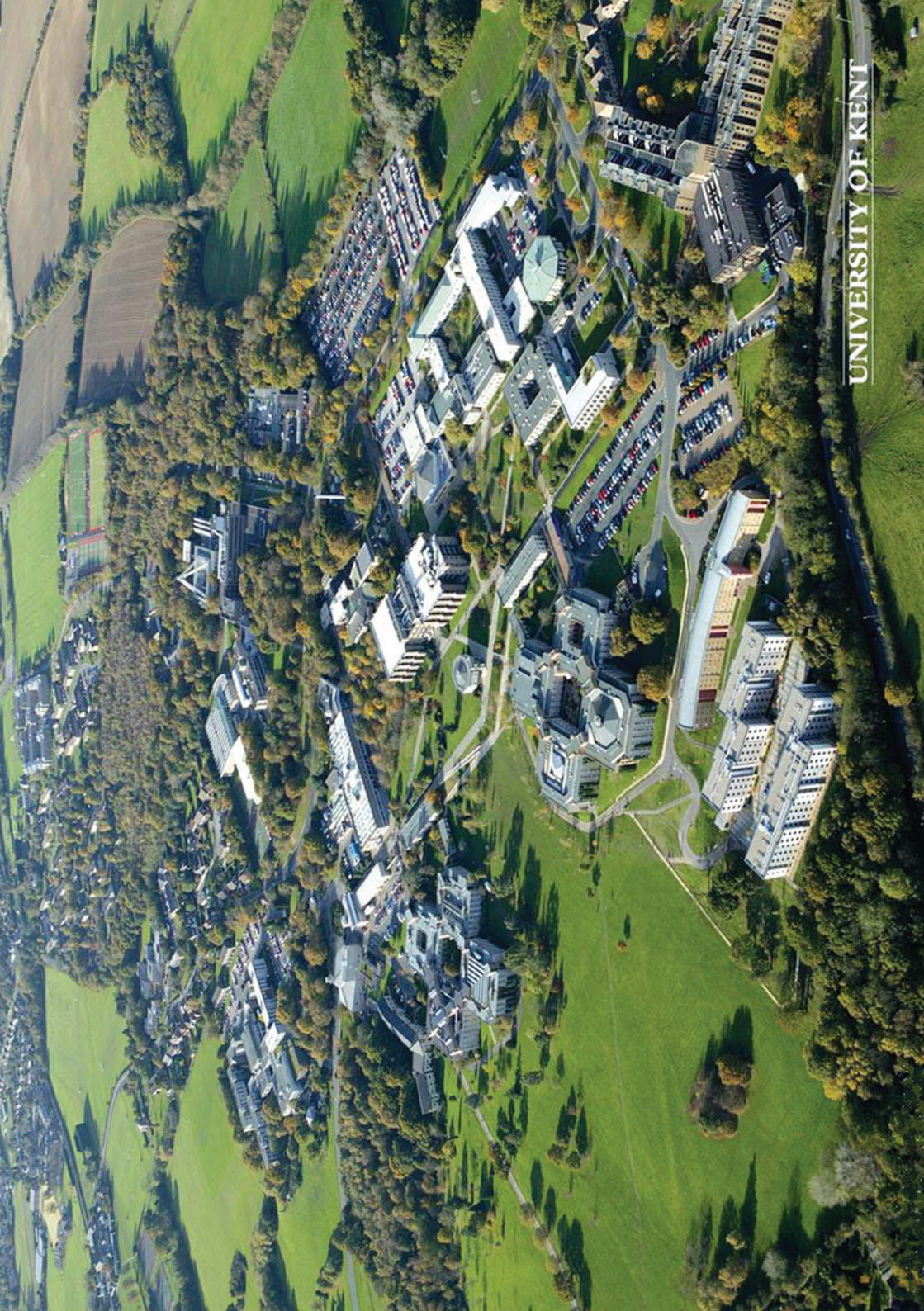
ROOMMATES & SPECIAL NEEDS

Roommate: _____

____ I would like to reserve a mobility scooter. Please identify any special mobility or dietary needs:

PART C: CALCULATION OF FEES

Accommodation	One Week	Both Weeks	# for 1 week	# for 2 weeks	Total
Keynes Hall					
Single ensuite bath	£365	£780			£
Double Room Per Person (1 bed)	£315	£660			£
Child 12 and under in double room (1 bed)	£220	£475			£
Child 12 and under in single room	£260	£545			£
Rutherford Hall					
Single	£300	£600			£
Child 4-11	£175	£370			£
Park Wood Units*	These are 5- and 6-bedroom units that are rented for families or groups of people who want to live together during ICASSI. List your family members or group members on page 49.				
5 Bedroom Unit	£1050	£2150			£
6 Bedroom Unit	£1260	£2600			£
Off-Site Fee**					
**Off-Site Fee Adult, Youth, and Children	£85	£135			£
TOTAL FROM ABOVE	Line 2				£
TOTAL TUITION + ACCOMMODATION	Line 1 (from page 48)				£
TOTAL TUITION + ACCOMMODATION	Line 2 + Line 1				£
SUBTRACT DEPOSIT	Individual: £300; Family: £550				£
BALANCE DUE					£
SUPPORTERS FUND - See pg. 45	Please list me on the web _____				£
TOTAL	Payable by June 15, 2014				£



UNIVERSITY OF KENT



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