

## WEEK TWO CLASSES, BLOCS 2 AND 3

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

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

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

<b>Week Two Classes Bloc 2, Mornings from 11:00 to 13:00</b>	<b>Faculty</b>
<p><b>A401 Individual Psychology in the Workplace (Eng) (1+2)</b></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 Limit: 20 Not Open to Youth</p>
<p><b>A402 Cooperative Problem Solving (Eng) (2)</b></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 Limit: 20 Not Open to Youth</p>
<p><b>A403 Working with Emotions (Eng) (2)</b></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 Limit: 20 Open to Youth</p>
<p><b>A404 Managing Life Transitions (Eng) (2)</b></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><b>A405 Counseling Families with Children Who Meet ADHD (Attention Deficit Hyperactivity Disorder) Criteria (Eng) (2)</b></p> <p>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.</p>	<p>Frank Walton Limit: 20 Open to Youth</p>
<p><b>A406 Coaching for Leaders (Eng) (2)</b></p> <p>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.</p>	<p>Jay Colker Limit: 20 Not Open to Youth</p>
<p><b>A411 Lifestyle Through Art Therapy (Eng/Ger) (2)</b></p> <p>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</p>	<p>Uti Landscheidt Limit: 12 Open to Youth</p>

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<p>Sadie Tee Dreikurs. No artistic skill required.</p> <p><b>A411 Lebensstil und Kunsttherapie (Deu/Eng) (2)</b></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><b>A412 Neurosis from an Individual Psychology Perspective (Eng/Ger) (2)</b></p> <p>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.</p> <p><b>A412 Neurosen aus individualpsychologischer Sicht (Deu/ Eng) (2)</b></p> <p>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.</p>	<p>Zivit Abramson Limit 20 Open to Youth</p>
<p><b>A413 Getting Along in School (Eng/Ger) (2)</b></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><b>A413 In der Schule klarkommen (Deu/Eng) (2)</b></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 Limit 20 Not Open to Youth</p>
<p><b>A420 Personal Development for Youth Ages 12-17 (Eng)</b></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 Limit 25 Open to Youth Only</p>
<p><b>A421 Children's Program (Bloc 1 and 2) (Eng/Ger)</b></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, Krizhak, Grünig____ Limit 25 Open to Children Only</p>

## WEEK TWO CLASSES, BLOCS 2 AND 3

<p><b>A421 Kinderprogramm (Block 1 und 2) (Eng/Deu)_ _</b></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>	
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<b>Week Two Classes Bloc 3, Afternoons from 14:30 to 16:30</b>	<b>Faculty</b>
<p><b>A501 Dealing with Addictions (Eng) (2)</b></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><b>A502 Personal Growth Following Trauma (Eng) (2)</b></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><b>A503 Couples Enrichment (Eng) (2)</b></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><b>A504 Family Dynamics in Action: An Adlerian Perspective (Eng) (2)</b></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>
<p><b>A505 Lifestyle in a Nutshell: LS Analysis Using Early Recollections (Eng) (2)</b></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><b>A506 Coaching for Life (Eng) (2)</b></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><b>A507 Understanding Grief and Loss: An Adlerian Perspective (Eng) (2)</b></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</p>	<p>Margaret Nimmo-Smith Limit 15 Not Open to Youth</p>

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<p><b>A507 Understanding Grief and Loss: An Adlerian Perspective (Eng) (2)</b></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>
<p><b>A511 Working with Stress (Eng/Ger) (2)</b></p> <p>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.</p> <p>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.</p> <p><b>A511 Umgang mit Stress (Deu/Eng) (2)</b></p> <p>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.</p> <p>Problematisch wird es, wenn die erzeugte Anspannung zum Dauerzustand wird, sei es</p>	<p>Erika Echle Limit 15 Not Open to Youth</p>
<p><b>A514 Lifestyle Analysis and Realignment Using Fairy Tales (Eng/Ger) (2)</b></p> <p>In this course we will take scenes from our childhood, teen years and adulthood. We will then role-play and write down the key scenarios. This will be followed by turning our life into fiction, by creating fairy tales and other forms of poetry. After reading this fiction we will be able to turn it back into new ways of being in our present lives.</p> <p>Material: Diary and colored pencils, photos from childhood may also be useful.</p> <p><b>A514 Lebensstilanalyse und -neuausrichtung mit Märchen</b></p> <p>Der Kurs schaut auf die eigene Lebensgestaltung in Kindheit, Jugend und im Erwachsenenalter. Hier werden wir Kernszenen spielen und beschreiben. Die kreierte autobiographischen Texte übertragen wir in fiktive literarische Formen: Vornehmlich Märchen. Auch andere Formen können gewählt werden (Fabeln, Gedichte, Kurzerzählungen). Aus der Welt des Fiktiven schauen wir wieder in die Realität, vielleicht in eine teilweise andere Realität zurück. Ein Tagebuch, Buntstifte, Fotos aus der Kindheit sind ein nützliches Material.</p>	<p>Helmut Heuschen Limit 15 Not open to youth</p>
<p><b>A515 Individualpsychologie und Emotionale Intelligenz (Deu) (2)</b></p> <p>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.</p>	<p>Ursula Oberst Limit 20 Open to Youth</p>
<p><b>A520 Youth Recreation: Ages 12-17 (Eng/Ger) (1+2)</b></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>Hauzer Limit: 25 Open to Youth Only</p>

## WEEK TWO CLASSES, BLOCS 2 AND 3

<p><b>A520 Youth Recreation: Ages 12-17 (Eng/Ger) (1+2)</b></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><b>A520: Jugendfreizeitprogramm, 12-17 Jahre (Eng/Deu) (1+2)</b></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 Limit: 25 Open to Youth Only</p>
<p><b>A521 Children's Recreation (Eng/Ger) (1+2)</b></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</p>	<p>Hoekstra &amp; Irvine Limit: 25 Open to Children Only</p>

### TYPE B CLASSES

Week Two Classes Meet in Bloc 2 and Bloc 3 each day	Faculty
<p><b>B601 Group Dynamics and Facilitation (Eng) (2)</b></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 Limit: 12 Not Open to Youth</p>
<p><b>B602 Adlerian Supervision (Eng) (2)</b></p> <p>The purpose of this course is to present an Adlerian model for supervision in three professional fields: THERAPY, COUNSELING and TEACHING. Supervision is a natural stage of development for professionals. The experience, knowledge and understanding of the profession are shared in supervision. In the Adlerian model the supervisees are not "students" who learn from their masters, rather, each one of them is a unique individual who works according to his/ her own lifestyle. The supervisor is a good listener and has to be an expert in understanding the supervisee's lifestyle. Therefore, issues concerning lifestyle and use of early recollections will be part of the workshop. Therapists, counselors and teachers are welcome to take part in this workshop.</p>	<p>Rachel Shifron Limit: 20 Not Open to Youth</p>
<p><b>B603 Psychodrama (Eng) (2)</b></p> <p>Psychodrama applies dramatic methods to facilitate insight and personal growth. Based on Adlerian principles, Psychodrama offers a holistic experience on cognitive, affective, and behavioral levels, and recognizes a person's private logic. Psychodrama offers the opportunity to explore new solutions to old problems using active methods as well as words, and offering multiple perspectives to life situations. This course is for people who are interested in a creative exploration of themselves and their relationships, and for professionals who are interested in acquiring psychodramatic tools for their practice.</p>	<p>Anabella Shaked Limit: 12 Not Open to Youth</p>
<p><b>B604 Effective Interventions for Helping Clients in Adlerian Counseling and Psychotherapy (Eng) (2)</b></p> <p>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.</p>	<p>Richard Watts Limit 10 Not Open to Youth</p>

## WEEK TWO CLASSES, BLOCS 2 AND 3

### **B605 Psychopathology (Eng/Ger) (2)**

This course is for people who work as counsellors and therapists, in the medical field or in the educational or social area. The course is going to show how neurotic lifestyle patterns are developed in childhood and adolescence as a coping strategy and how they present themselves in adulthood causing problems in fulfilling life tasks. I want to show the wide range of expressed neurotic lifestyle patterns and their variety in depressions, anxiety or obsessive compulsive symptoms as well as in eating disorders or the field of personality disorders like borderline or anti-social behavior. The course should deepen your understanding of the underlying dynamics in certain lifestyle patterns and help improve your interventions when working with people seeking help (clients, pupils etc.).

### **B605 Psychopathologie (Eng/Deu) (2)**

Dieser Kurs richtet sich an psychologische Berater und Therapeuten, an Teilnehmer aus medizinischen und pädagogischen Tätigkeitsfeldern. Der Kurs soll aufzeigen wie neurotische Lebensstilelemente sich in der Kindheit und Pubertät als Problemlösungsstrategien entwickeln und diese im Erwachsenenleben zu teils schweren Beeinträchtigungen bei der Lösung von anstehenden Lebensaufgaben führen. Ich möchte die Bandbreite neurotischer Lebensstilelemente aufzeigen und ihre Ausdrucksformen in Symptomen wie Depression, Angststörung, Zwängen oder auch in Essstörungen sowie in Persönlichkeitsstörungen (z.B. Borderline oder antisozialer Persönlichkeit) veranschaulichen. Der Kurs sollte ihr Verstehen der zugrundeliegenden Entstehungsdynamik verbessern und ihre Interventionsmöglichkeiten bei der Arbeit mit Klienten erweitern.

Gerhard Baumer  
Limit 16  
Not Open to Youth