

## BLOC 2 and 3 : Classes for Week 2

### Overview : Type A Courses (2 hours each day)

Week 2 Courses Mornings 11:00 - 13:00			Week 2 Courses Afternoons 14:30 - 16:30		
BLOC 2		English Courses	BLOC 3		
A 401	Abramson, Z.	Neurosis from an Adlerian Perspective	A501	Abramson, Z.	Why am I still single?
A402	Balla, M.	Managing Life Transitions	A502	Balla, M.	Family Dynamics in Action
A403	Bitter, J.	Early Recollections in Counseling and Psychotherapy	A503	Bettner, B. L.	Couples Enrichment/Therapy
A 404	Ferguson, E. D.	Individual Psychology in the Work Place	A 504	Bitter, J.	Understanding Psychopathology from an Adlerian Perspective
A 405	John, K.	Suicidal Behavior	A 505	Holder, J.	Dealing with Addictions through the Use of Early Recollections
A 406	Joosten, T.	Cooperative Problem Solving	A 506	John, K.	Leadership in Action
A 407	Millar, A.	Personal Growth following Trauma	A 507	Schürer, Y.	Enhancing Social Interest
A 408	Rasmussen, P.	Adaptive Reorientation for Anger	A 508	Shifron, R.	Unemployment and the Impact on the Family: For Therapists
A 409	Tate, B.	Sexual Orientation	A 509	Shoham, Y.	Encouragement in Stressful Situations
A 410	Walton, F.	Counseling Children who meet the Criteria for ADHD	A 510	Sperry, J.	Adlerian Case Conceptualization
			A 511	Tate, B.	It's All Fiction - Private Logic
			A 512	Watts, R.	Mindfulness and Spirituality
BLOC 2		German-English Courses	BLOC 3		
<i>These courses are bilingual unless all participants agree it can be in one language</i>					
A 411	Echle, E.	Working with Stress/ Umgang mit Stress	A 513	Baumer, G.	Group Dynamics/ Gruppendynamik in Aktion
A 412	Landscheidt, U.	Advanced Art Therapy/Kunsttherapie für Fortgeschrittene	A 514	Echle, E.	Communication with Youth/ Gewaltfreie Kommunikation mit Jugendlichen

### Overview : Type B Courses

(4 hours each day during Blocs 2 and 3.) Choose only one Type B Course for this week.

English Courses		
B 601	Buck, H.	Integrative & Cross Cultural Approaches to Art Therapy
B 602	Shaked, A.	Psychodrama

### **Overview: Children and Youths Program**

BLOC 2			YOUTHS PROGRAM		BLOC 3
A 420	Shoham, Y.	Personal Development for Youths 12-17	A 520	Hofstra, P.	Youth Recreation 12-17 years/ Jugendfreizeitprogramm, 12-17, Jahre
BLOC 2			CHILDREN'S PROGRAM		BLOC 3
A 421	Hoekstra, W., Grünig, R., Zelickman- Krizhak, G. & Radu, L.	Children's Program/ Kinderprogramm	A 521	Grünig, R. & Irvine, M.	Children's Recreation/ Kinderfreizeitprogramm,

Type A Courses	
BLOC 2 (11:00 to 13:00)	
English Courses	
<b>A401, Abramson, Zivit - Neurosis from an Adlerian Perspective</b>	Although using the same term as Freud, "neurosis," Adler was not interested in diagnosis. He was interested in people's choices of the way they face life. We shall explore Adler's understanding of the neurotic attitude towards life and how it might apply to us. We will also identify ways to change. Both lay people and professionals are welcome.
<b>A402, Balla, Marion - Managing Life Transitions</b>	This course is designed to assist participants to identify and explore the losses and gains inherent in major life transitions, e.g. aging, career change, retirement, graduation, marriage, 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 transitions.
<b>A403, Bitter, Jim - Early Recollections in Counseling and Psychotherapy</b>	Understanding early recollections opens the door to multiple therapeutic interventions. While Adlerians typically use them at the end of a lifestyle assessment to highlight meaning, early recollections can also be used to interrupt emotional reactivity, address trauma, change one's relationship with anxiety and depression, and re-orient lives toward increased social interest, to name a few. Consultations with participants are emphasized.
<b>A404, Ferguson, Eva Dreikurs - Individual Psychology in the Workplace</b>	Adlerian psychology helps improve human relationships in all settings, including the workplace. Workplace solutions are applicable also to problems in the family and school. Participants' own work problems are discussed. Work roles, conflict resolution, group dynamics, and personality variables are viewed within the Adler-Dreikurs framework.
<b>A405, John, Karen - Suicidal Behavior</b>	Suicide rates worldwide have increased 60% in the past 45 years, with suicide being one of three leading causes of death among 15-44 year-olds. Four times more males than females die of suicide, but more females than males attempt suicide. We will address the facts, myths, and disturbing effects of suicide and suicidal behavior.
<b>A406, Joosten, Theo - Cooperative Problem Solving</b>	In families, community or professional settings, people meet problems. This course will explore practical ways of helping each other find encouraging solutions to these social challenges. The

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

**A407, Millar, Anthea – Personal Growth Following Trauma**

After a traumatic experience, it may feel as if everything is turned upside down, less safe and out of control. Some people develop distressing long-term symptoms. This course will explain common post trauma effects, and offer an encouraging and safe space where participants can develop strategies to that enable healing, social re-connection and personal growth.

**A408, Rasmussen, Paul - Adaptive Reorientation for Anger**

The Adaptive Reorientation Strategy for Anger will be presented. The adaptive purpose of anger and lack of social interest in the expression of anger will be discussed. Ways to help enhance insights and provide more adaptive (social interest) ways for fulfilling the objectives of anger is described. Information can be used for individual and group counseling.

**A409, Tate, Bruce - Sexual Orientation**

In recent years there have been some important developments in enhancing equality – it is now possible for same-sex couples to marry in some places. This is not universal and many people face discrimination or worse. We will examine issues and cultural influences our clients may face. This course will examine issues relating to sexual orientation for professionals and non-professionals.

**A410, Walton, Frank Counseling Children Who Meet Criteria for ADHD**

The instructor will explain and demonstrate how an underdeveloped sense of community feeling and mistaken approaches to life frequently influence children to manifest behavior that meets the criteria for the ADHD diagnosis. Specific techniques to work with these parents and children will be offered and demonstrated with families/children with ADHD diagnosis.

**German-English Courses**

*These courses are bilingual unless all participants agree it can be in one language*

**A411, Echle, Erika – Dealing with Stress**

The challenges of working life are rising constantly. Conscious stress management helps us to deal with those stressors and accomplish our professional goals successfully. Stress is a complex, important physical and psychological reaction. Dealing with continued personal or professional stress can become a problem. We will be talking about reducing stress and finding clarity, serenity and inner balance.

**A411, Echle, Erika - Umgang mit Stress**

Die Anforderungen der Arbeitswelt nehmen laufend zu. Bewusstes Stressmanagement hilft, mit Belastungen besser umzugehen – und berufliche Ziele erfolgreich zu erreichen. Stress ist eine komplexe, wichtige körperliche und psychische Reaktion. Als Dauerzustand durch familiäre oder berufliche Belastungen oder kleine Ärgernisse ist Stress problematisch. Wir besprechen, wie man Ballast abwerfen, abschalten, sich einen Durchblick schaffen, Gelassenheit erlangen und inneres Gleichgewicht finden kann.

**A412, Landscheidt, Uti – Advanced Art Therapy**

For participants who have had art therapy experience, this new course is an opportunity to enhance one’s creative skills. Within the framework of Adlerian theory and by means of directed art activities, participants will be able to increase personal self-awareness and to learn how to interpret the art of others.

**A412, Landscheidt, Uti – Kunsttherapie für Fortgeschrittene**

Für Teilnehmer mit Erfahrungen in Kunsttherapie bietet dieser neue Kurs die Möglichkeit zur Vertiefung der bestehenden Kenntnisse. Dies betrifft einerseits eigene Lebensstilaspekte und andererseits die Deutungsfähigkeit fremder Kunstwerke. Das Buch “Kühe können lila sein” von Sadie T. Dreikurs wird als Grundlage empfohlen.

### Children's and Youths' Program

#### **A420, Shoham, Yoav - Personal Development for Youths Ages 12-17**

This course is for youths aged 12-17 to facilitate the growth of self-understanding and to increase social interest and community-oriented behavior.

\*Please note: The youths registered in this course may also participate in an early morning recreation program from 8:45 until 11:00.

#### **A421, Children's Program (Bloc 1 and 2), Hoekstra, Willy; Gruenig, Richard; Zelickman-Krizhak, Galit & Radu, Liliana**

This program will offer athletic, art, music and play activities. Adlerian child-rearing and classroom management principles will be used.

\*Please note: The program runs through Blocs 1 and 2. Parents bring their children to the program at 8:45.

#### **A421 Kinderprogramm (Bloc 1 und 2), Hoekstra, Willy; Gruenig, Richard; Zelickman-Krizhak, Galit & Radu, Liliana**

Das Programm bietet Sport, Kunst, Musik und Spielaktivitäten an. Innerhalb kleiner Gruppen haben die Kinder die Möglichkeit, Aktivitäten zu planen. Individualpsychologische Erziehungs- und Gruppenleitungsprinzipien werden angewendet.

\*Bitte beachten Sie: Das Programm findet in Block 1 und in Block 2 statt. Eltern bringen ihre Kinder um 8:45 zu dem Programm.

### Type A Courses – WEEK 2 BLOC 3 (14.30 to 16.30)

#### English Courses

#### **A501, Abramson, Zivit - Why am I Still Single?**

Often being single is experienced as a sad situation forced on the individual. The personal assumptions and expectations 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.

#### **A502, Balla, Marion - Family Dynamics in Action**

This course offers participants an opportunity to understand a holistic approach to family patterns and their impact in the present day. The use of early recollections, birth stories and family sculpting will be presented in hands-on, movement oriented experiences. **Open to Youth**

#### **A503, Bettner, Betty Lou –Couples Enrichment/Therapy**

Some say an intimate relationship is the hardest. Intimacy requires social feeling and a readiness for cooperation. Real love requires courage. This course explores the task of intimacy—goals, hopes, expectations, choices, wants vs. needs, use of emotions, and methods for resolving conflicts. This course is open to individuals and couples, and those who work with couples.

#### **A504, Bitter, Jim - Understanding Psychopathology from an Adlerian Perspective**

Understanding the purpose and functional dynamics of those suffering with a clinical diagnosis is one of the first steps in conceptualizing effective interventions in psychotherapy. This bloc focuses on case conceptualization from diagnosis to treatment, using Adlerian principles to help re-direct clients toward the useful side of life. Working with anxiety, depression, trauma, and schizophrenia and delusional disorders is emphasized.

#### **A505, Holder, Jim - Dealing with Addictions Through the Use of Early Recollections**

From an Adler-Dreikurs perspective, participants will learn how private logic sets an individual up

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.

**A506, John, Karen - Leadership in Action**

Whether you work as a manager, supervisor, teacher or facilitator, optimism, good communication, and ability to envision and model for and with others are essential leadership components. Examining birth order, ERs, and collaborating in teams, participants will assess their own leadership styles and gain new insights into being strong, compassionate role models, and leaders.

**A507, Schuerer, Yvonne - Enhancing Social Interest**

Clients and students who try to find their place in life in a mistaken way need the therapist's/teacher's support to develop a solid feeling of self-esteem and belonging. Participants will learn through methods such as role-play and art-therapy, how to help clients/students strengthen their trust in themselves and others, and how to help increase skills in communication and cooperation. **Open to Youth.**

**A508, Shifron, Rachel - Unemployment & the Impact on the Family: For Therapists**

Unemployment is a painful experience for the individuals and extremely difficult for their family members. In this workshop the issue of unemployment will be conceptualized according to the Adlerian theory. The use of Early Recollections will be emphasized in the process of training therapists and counselors in various interventions with their clients.

**A509, Shoham, Yoav - Encouragement in Stressful Situations**

This program has been built specially for ICASSI and is designed to prevent stress using an Adlerian approach that integrates activities, the use of case studies, as well as theoretical discussion. Various ways of dealing successfully with stressful situations using Adlerian psychology in daily life are presented.

**A510, Sperry, Jon - Adlerian Case Conceptualization**

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

**A511, Tate, Bruce - It's All Fiction - Private Logic**

Fiction is a key concept within Individual Psychology. Use is made of elements of fiction in helping clients understand their lifestyle and in creative therapeutic approaches. This course will explore aspects of fiction and how we can make use of them within our own lives through presentation, discussion and experiential exercises. No prior knowledge of Adlerian theory is required.

**A512, Watts, Richard - Mindfulness and Spirituality**

This class will cover two topics: Mindfulness & Spirituality. We will discuss mindfulness and mindful procedures and explore how they may be used with our clients. Adlerian therapy respects clients' spiritual beliefs and these can facilitate the therapeutic process. We will discuss and practice selected techniques and procedures that are useful for spiritually sensitive Adlerian counseling.

**German-English courses**

*These courses are bilingual unless all participants agree it can be in one language*

**A513, Baumer, Gerhard - Group Dynamics**

An experiential and theoretical course to improve self-awareness and understanding of group processes. This course shows how group dynamics and Adlerian lifestyle analysis can be combined successfully to change goals and lifestyle patterns. Learn to lead groups successfully from an Adlerian perspective and improve your group leadership skills.

**A513, Baumer, Gerhard - Gruppendynamik in Aktion**

Dieses Seminar soll Gruppenprozesse nachvollziehbar machen, Selbsterfahrung und vertiefte Menschenkenntnis ermöglichen. Es zeigt wie Gruppendynamik und Lebensstilanalyse erfolgreich verbunden und Lebensstilmuster und unbewußte Zielsetzungen in der Gruppenarbeit verändert werden können. Teilnehmer lernen Gruppen mit adlerianischen Methoden erfolgreicher zu führen und ihre Kenntnisse in Gruppenleitung zu verbessern.

**A514, Echle, Erika – Nonviolent Communication with Youth**

Mutual respect and equality are the basis of successful communication. By changing our attitudes, our language and our style of communication also change, which makes equal and non-violent communication possible. In this course we will be practicing effective communication strategies, preferably with young dialog partners. YOUTHS ARE THEREFORE PARTICULARLY WELCOME.

**Open for Youth.**

**A514, Echle, Erika, Gewaltfreie Kommunikation mit Jugendlichen**

Gegenseitiger Respekt und Gleichwertigkeit sind die Grundlage erfolgreicher Kommunikation. Eine Veränderung unserer Einstellungen verändert auch unsere Sprache und unsere Art zu kommunizieren wodurch gleichberechtigte und gewaltfreie Kommunikation ermöglicht wird. In diesem Kurs werden wir effektive Kommunikationsstrategien, am besten mit jugendlichen Gesprächspartnern, üben. JUGENDLICHE SIND DESHALB BESONDERS HERZLICH WILLKOMMEN.

**Offen für Jugendliche.**

**Children's and Youths' Program**

**A520, Youths Recreation, 12-17 year olds, Hofstra, Pauline**

Youths 12-17 from various countries will together determine the activities (games, art, drama, music, photography, etc.) to be engaged in during the session, using an interactive decision-making model. Activities focus on connecting with one another and developing capabilities in collaboration and team (play) work. Games are cooperative in nature and focus on including all participants.

**A520, Jugendfreizeitprogramm, 12-17, Jahre, Hofstra, Pauline**

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

**A521, Children's Recreation, Grünig, Richard & Irvine, Magnus**

Come and have fun with us! Children will be offered art, music, athletic activities and games in a class that uses Adlerian child-rearing and classroom management principles. Small group meetings will give children the chance to plan activities.

**A521, Kinderfreizeitprogramm, Grünig, Richard & Irvine, Magnus**

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 COURSES Week 2**

**Bloc 2 and 3**

**English**

**B601, Buck, Hala. - Integrative Art Therapy: Understanding Self and Others Including Globally Mobile Families and Immigrants**

Art, body and ERs are powerful ways to explore issues of belonging and differentness, especially relevant for immigrants, mixed marriages, and mobile cross-cultural lifestyles. Whether this applies to you or you work with such individuals, it's important to understand the hidden challenges and strengths of living between worlds and its effect on identity and sense of "home." No artistic skill required.

**B602, Shaked, Anabella. - Psychodrama**

Psychodrama applies dramatic methods to facilitate insight and personal growth. Based on Adlerian principles, Psychodrama offers a holistic experience on cognitive, affective, and behavioral levels, and recognizes a person's private logic. Psychodrama uses active methods to offer multiple perspectives to life situations. This course allows for creative exploration of self and relationships.