

WEEK ONE - COURSE DESCRIPTIONS
AFTERNOON COURSES, 14:30 TO 16:30

201 - Ferguson, Eva Dreikurs - IP in the Workplace (1+2) online - facilitator Marina Bluvsthein – English

202 - Fröhlich-Dithmer, Christa - Geschwisterkonstellation und Auswirkung im Beruf - German

Geschwisterkonstellationen und ihre Auswirkung im Beruf. Wie wir unser Selbstverstehen sinnvoller in unsere Lebensaufgaben integrieren können zeigen uns die Gefühle, z.B. der Zugehörigkeit, der Minderwertigkeit oder auch Geltungsstreben. Welche Anstrengung kostet der Erfolg oder Misserfolg? Mut zu Veränderungen bei den Lebensaufgaben z.B. von Positionen am Arbeitsplatz können in diesem Kurs entwickelt werden.

Geeignet für Berufstätige, Elternpaare und Jugendliche in Berufsfindung.

Learning objectives:

1. *Wir schauen auf die heutige Lebenssituation und ermitteln, welche Bedürfnisse und berufliche Ziele vorhanden oder Veränderungen wünschenswert sind.*
 2. *Die adlerianische Charakteristika der Geschwisterposition erhellt die bevorzugten zwischenmenschlichen Interaktionen.*
 3. *In frühen Kindheitserinnerungen können TN entdecken, welche Strategien in der Kindheit wichtig waren und wie sinnvoll sie heute noch sind.*
 4. *Mögliche neue Sichtweisen des Selbstverstehens zu Problemen im beruflichen Kontext, Mut zu Veränderungen von Konstellationen, Positionen am Arbeits-platz ,können in diesem Kurs entwickelt werden*
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203 - John, Karen - Group Dynamics & Facilitation - English

Promoting social interest and equality/equity within therapeutic and work groups is essential and requires understanding and attending to group needs, individual needs, and life style issues. In this interactive, experiential, and experimental course, participants are invited to analyze, share, and enact group experiences and scenarios to deepen understanding and increase their effectiveness as group leaders and facilitators.

Learning objectives:

1. *Explain own and others' democratic needs, rights, and responsibilities in terms of fundamental psychological needs, and self-determination theory and research.*
 2. *Analyze individual responses and group dynamics in relation to well-studied leadership approaches and behaviors.*
 3. *Identify and analyze group dynamics in practice, specifying the behaviors and the unmet needs with which they are likely to be associated.*
 4. *Describe 4 different ways that unacknowledged group dynamics lead to group dysfunction and group members distress.*
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204 - Kottman, Terry - Using Active Games and Challenge Activities in Adventure Therapy - English

Come dressed in your play clothes and prepared to play! In this experiential workshop, you will learn how to use active games and adventure/challenge activities for exploring clients' feelings, attitudes, and patterns of behavior in play therapy. We will practice using these strategies for helping clients build trust, share control, increase cooperation, handle

problem situations, and enhance their relationships with others. We will also explore sequencing, processing, developing metaphors, and assessing clients using these fun and powerful techniques. You will go home with new activities you can use in your therapy practice with children, adolescents, and adults; with groups, families, and individual clients.

Learning Objectives:

At the end of this workshop, participants will be able to:

- 1. Explain how they can use active games and adventure/challenge activities in their therapy practice.*
- 2. Name and describe 3 active games and adventure/challenge activities they can use in therapy to help clients learn to share control and increase cooperation.*
- 3. Name and describe 2 active games and adventure/challenge activities they can use in therapy to build trust with clients.*
- 4. Name and describe 3 active games and adventure/challenge activities they can use in therapy to enhance clients' problem solving and relationship building skills.*
- 5. Assess clients' Crucial Cs and personality priorities using active games and adventure therapy techniques.*
- 6. Explain how to use specific active games and adventure/challenge activities to enhance clients' Crucial Cs.*
- 7. Describe 2 specific active games and adventure/challenge activities they can use to build a relationship with clients.*
- 8. Describe how they can use verbal processing of active games and adventure/challenge activities to help clients gain insight.*

205 - Levitt-Frank, Mia - Working with challenging ER's - English

„Among all psychic expressions, some of the most revealing are individual's memories" (Adler, 1931). Identifying and working with strengths and creative strategies for belonging in early recollections (ERs) reinforces a sense of value and belonging and invites clients to connect to their courage to face life challenges, develop and grow. But are strengths evident in all ERs? In this course we will identify creative strengths and strategies for belonging in all ERs and reconstruct ERs as we stretch our own paradigms of how we see strengths, the other and ourselves.

Learning objectives:

- 1. Understand the function of early recollections in Individual psychology*
- 2. Practice recognizing and reflecting strengths and strategies for belonging in early recollections*
- 3. Learn the technique of reconstruction of ERs*
- 4. Recognize early recollections as metaphors*

206 - Millar, Anthea - Developing your Supervision Skills: A Relational Approach - English

Receiving regular and restorative supervision are crucial aspects of being an effective professional. This practical and experiential class, for both new and experienced supervisors, will explore the multiple dynamics and relational aspects of supervision, underpinned by an Adlerian perspective. It will identify how to build a supervisory relationship that combines equality, authority and encouragement, and offer practice in giving supportive supervisory feedback in complex situations.

Open to Therapists, Health Practitioners, Social Workers

Learning objectives:

1. *Identify and apply the 7 'eyes' (Hawkins and Shohet) and 3 tasks models of supervision.*
 2. *Describe and use encouragement principles in supervisory feedback practice.*
 3. *Apply the skills of combining support and challenge in a supervisory relationship*
 4. *Identify the impact of power, authority, difference and equality in supervision*
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207 - Oberst, Ursula - Fundamentals of Individual Psychology - English/German

Individual Psychology is not only a therapy/counseling approach, but has its application in all domains of our life, and as such, can also be understood as a life philosophy. This course is for laypersons and professionals who wish to gain an advanced understanding of the principles of contemporary Adlerian Psychology, relate them to their own life situation and relationships. By combining theory, creative exercises, and participants' own life experiences, the core concepts of Adlerian Psychology will be introduced, defined and experimented.

208 - Pacurar, Anda - Adlerian approach to dynamics of psychopathology - English

Alfred Adler brought a humanistic and fluid understanding of mental health and psychopathology, from a developed community feeling to a continuing search for superiority. Kurt Adler, Rudolf Dreikurs, Harold Mosak, Bernard Schulman contribute to a comprehensive understanding of neurosis, psychosis and psychopathology. We will review the basis and we will see how adlerian principles are applied today in working with patients.

Learning objectives:

1. *understanding Adlerian approach in working with patients*
 2. *Adlerian way of formulating a diagnostic comparing with DSM system*
 3. *understanding new reactions to stress, new disorders by going back to the basis*
 4. *understanding the creative way of expressing suffering and how to use adelerian techniques to help the patient*
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210 -Schlöpfer, Christelle- Lifestyle and parenting style/ Lebensstil und Erziehungsstil - English“

The connection between a parent's childhood and today's parenting style is quite strong. Many parents set out to raise their children very differently from the way their parents did, and they find it extremely difficult, because it is not just a matter of learning new parenting techniques, but it often requires a change in attitude. If parents want to change their parenting style, they can't help but look at their own lifestyle to understand the patterns.

Der Zusammenhang zwischen der Kindheit der Eltern und dem heutigen Erziehungsstil ist sehr stark. Viele Eltern machen sich auf den Weg, ihre Kinder ganz anders zu erziehen, als es ihre Eltern getan haben, und es fällt ihnen extrem schwer, denn es geht nicht nur darum, neue Erziehungstechniken zu erlernen, sondern es erfordert oft auch eine Änderung der Einstellung. Wenn Eltern ihren Erziehungsstil ändern wollen, kommen sie nicht umhin, ihren eigenen Lebensstil zu überprüfen, um die Muster zu verstehen.

Learning objectives:

1. *Participants will understand how lifestyle influences their parenting style*
2. *Participants will know how to identify unconscious processes in family conflicts*
3. *Participants will know how to analyse the processes that hinder the implementation of positive parenting techniques and how to intervene (using for example early recollection)*

4. *Participants will know how to develop solutions with parents (or teachers) through different techniques such as role-playing, symbolic or metaphorical work*

Open to Therapists, Counsellors, Parenting Trainers, Teachers, Parents - NOT open to youth

211 -Strubel, Ulrike - -- Machtkampf - Nein danke! - German

Du bist Berater:in, Trainer:in oder Coach? Du suchst ein einfach zu vermittelndes Erklär-Modell für Konflikte am Arbeitsplatz, mit Kindern oder Partnern? Dann profitiere von diesem praxisorientierten Kurs, lerne das Modell der Macht-Wippe kennen, bringe zukünftig Menschen von der Ohnmacht in die Eigenmacht, leite sie an Rosenbotschaften statt Kack-Botschaften zu senden.

Learning objectives:

1. *Umgang mit Minderwertigkeitsgefühlen*
 2. *Wie Autoritätsprobleme entstehen*
 3. *Adlerianisches Erklär-Modell für Konflikte*
 4. *Von der Ohnmacht in die Eigenmacht kommen*
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212 - Todorova, Vera - Building bridges between families & schools - English

In Adler's theory, "the school is placed between the family and life in society" (Ansbacher & Ansbacher, 1956, p. 399). He believed that whatever mistakes were made in the raising of children at home, the educational institution is the place where those could be corrected and the child would be guided "so that they will play their individual role harmoniously in the orchestral pattern of society" (Ansbacher & Ansbacher, 1956, p. 399). Keeping in mind the global challenges presented to the contemporary society and recognizing the unprecedented high levels of discouragement among parents, students and teachers, this class focuses on the aspiration to prevent further withdraw of trust between the two main pillars responsible for the development and maintaining wellbeing in children - parents and schools. Participants in the class will have the opportunity to safely explore and find encouragement and support for (re)building the bridge toward an egalitarian relationship based on trust, empathy, encouragement, social interest and cooperation toward learning and succeeding together. Open to curious beginners, educators, parents, student

Learning objectives:

1. *Participants will be able to describe basic principles of Adlerian psychology and their implementation in the family and schools;*
 2. *Participants will be able to identify personal perceptions of family values and their influence in school settings ;*
 3. *Participants will utilize their perceptions as a source of strengths and socially useful strategies in connecting;*
 4. *Participants will be able to find new ways to appreciate and apply their personal strengths, resources and interventions to implement and improve relationship between families and schools.*
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213 -Williams, Hallie - Social Justice and Individual Psychology - English

This class is designed to explain Social Justice Issues through the theory of Individual Psychology. Adlerian Theory is more than a basis for understanding and treating mental illnesses. Adlerian Theory can also be used to explain how to coexist with each other and the issues of life that lead to mental illnesses.

Learning objectives:

1. *Analyze current social justice issues across the globe.*
2. *Create ways to become a more socially responsible Adlerian.*
3. *Analyze and compare Social Embeddedness with Social Justice.*
4. *Compare and contrast Social Justice and social exclusion*