Week 2 - Course Descriptions - Afternoon Courses
14.30 - 16.30

501 - Cechova, Daniela- Adlerian Group Therapy - English
Here is a power in groups. In groups we play, learn and work; we actualise our potential in useful or useless manner. In this course we will experience how to be a member and a leader of a group in Adlerian way and learn how to empower ourselves and the others.
Learning objectives:
1. practise empathy and leadership through group participation
2. practise giving and receiving positive feedback
3. recognize at least 5 own strengths, identify at least 5 strengths in others
4. create action plan how to use learned material beyond ICASSI

502 - Christophe, Dalia - Coaching to establish healthy couple relationships - English
"Love can become the sincerest expression of a person's desire to belong" (Adler, 1956). A healthy relationship depends on individuals' ability to understand and communicate their own and the other's needs and interests, with mutual respect. In this course you will learn coaching tools aligned with Adlerian theory, to establish and maintain healthy couple relationships. We will focus on awareness, strengths, and personal responsibility for making a meaningful difference in your relationships.
Learning objectives:
1. Understand Adler's approach for the couple relationships task.
2. Get to know couching tools that enable a significant change in a short time
3. Personal experience in the beneficial effect from this learning
4. Get to know models for working with couples and for working personally.

503 - Cice, Joseph - Crucial Cs and Technology- English
Using the Crucial Cs model this course will explore the way technology is changing the way we interact and connect with others. We will discuss these issues and opportunities from an individual psychology perspective covering main concepts including (but not limited too) social interest, striving, lifestyle, private logic, and the requirements for psychologically healthy human beings. It will examine the relationship we have with technology and roles it plays in our clients' mental health. This course will explore areas and cases that exist in counseling and everyday life. Students will learn a model, based on the writings of Adler, Dreikurs, Bettner and Lew, and others that would prepare them to assist clients, students, and children that have an unhealthy relationship with technology.
Learning objectives:
1. *Describe the Crucial Cs*
2. *Explain the connection between IP and Technology Use in understanding one's movement in life and strategies in overcoming life challenges*
3. *Identify technological themes and characteristics in individuals' lives and how they relate to IP.*
4. *Identify and practice with metaphors in technological behaviors*

504 - Ferguson, Eva Dreikurs - IP in the Workplace (1+2) online - facilitator Marina Bluvshtein - English
Adlerian Psychology helps improve human rela?onships in all sesngs, including the workplace. Workplace solu?ons are also applicable to problems at home and at school. Par?cipants' own work problems are discussed. Work roles, conflict resolu?ons, group dynamics, and personality variables are viewed within the Adler-Dreikurs framework.

505 - Hillenbrand, Andrea - Alcohol addiction/ Alkoholabhängigkeit - English/ German
We will look at addiction, especially alcohol dependence, from an Adlerian point of perspective, looking at the life tasks, the goal-directedness of behavior and the functionality in social relationships, as well as the connection to co-dependent behavior. Wir werden Abhängigkeitserkrankungen, insbesondere Alkoholabhängigkeit, unter individualpsychologischen Gesichtspunkten betrachten, wie z.B. den Lebensaufgaben, der Zielgerichtetheit von Verhalten und der Funktionalität in sozialen Beziehungen, sowie den Zusammenhang zu Co-Abhängigem Verhalten.
Learning objectives:
1. *describe the development of an addiction*
2. *name examples for the intention of substance use in the attempt to fulfill the tasks of life*

3. *identify co-addictive behaviors*
4. *Explain possible life style aspects that foster co-addictive behavior*

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506 -Kottman, Terry - How to Talk So Gamers Will Listen and Listen So Gamers Will Talk - English

Learn therapy interventions based on the characters and plots of selected video games for building relationships with gamer clients; helping gamer clients gain insight into their self-defeating patterns of thinking, feeling, and behaving; and/or helping them experiment with more adaptive patterns. You will leave with practical strategies to use in developing strategies for connecting, communicating, and intervening with gamer clients.

Learning objectives:
1. *By the end of this course, participants will be able to explain how they can use their knowledge of video games to build or enhance a relationship with gamer clients, help gamer clients explore their interpersonal and intrapersonal dynamics, and help them gain insight into their self-defeating patterns of cognition, affect, and behavior.*
2. *By the end of this course, participants will be able to describe 2 therapy interventions based on video games they can use to build a relationship with gamer clients.*
3. *By the end of this course, participants will be able to explain 2 therapy interventions they can use to help gamer clients gain insight into maladaptive patterns of thinking, feeling, and/or behaving.*
4. *By the end of this course, participants will be able to define 10 general video game vocabulary words and explain how they might use these terms in their therapy sessions.*

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507 - Levitt-Frank, Mia - Supervision with early recollections - English

Early recollections (ERs) reveal the individual's lifestyle, strengths, and current experience. They therefore are a primary technique for understanding and working with clients in therapy, counseling, and supervision. This course provides supervision for participants in a safe and encouraging setting, using the power of ERs of both the clients and the therapist. The course is for therapists and counsellors. Instructions will be provided for the preparation of case studies to present.

Learning objectives:
1. *Recognizing the value of early recollections in lifestyle work*
2. *Identifying early recollections as metaphors*
3. *Practising encouragement and growth in supervision work*
4. *Understanding the power of early recollections in supervision*

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508 - Molan, Karen - Birth Order and Negotiation - English

In every therapeutic relationship there is a negotiation. Recognizing a client's birth order position is a key to deepening the trust required for a successful negotiation. In this workshop we will look at the factors that influence Birth Order. We will learn the traits and the common language patterns associated with each position. This class will be a combination of experiential and theory.

Learning objectives:
1. *Participants will be able to list and discuss the factors which determine birth order position vs chronological position*
2. *Participants will be able to recognize the language patterns of the Birth Order positions*
3. *Participants will be able to describe the traits of each birth order position*
4. *Participants will be able to assess a client's birth order position*

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509 - Pacurar, Anda - Understanding adolescents - English

Using Adler Dreikurs principles of understanding adolescents we will explore private logic, behaviours and search for meaning. We will anayse typical modern challenges for adolescents like: being independent, identity, social media, bullying etc, The theory and the techniques will be taught by means of live demonstrations.

Learning objectives:
1. *explain how private logic operates for adolescents*
2. *recogniye and describe goals of behaviour*
3. *analyse how virtual life has an impact on their real life*
4. *strategies to develop self esteem, self trust, resilience, social interest*

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510 - Schafer, Alyson - Helping Families Thrive Using Adlerian Theory and Techniques.- English

This is a course for ICASSI parents, or for those working with parents as coaches or counsellors. Like a skilled auto mechanic, we'll "lift the hood" and get into the working engine of a family and see how it functions. We'll stay deeply connected to applying Adlerian theory. We'll examine families (demonstration style and case work) to look for strengths, but also where we can see struggles. We'll offer solutions and a "tune-up" using a host of Adlerian tools. We'll look at how parents own childhood experiences and lifestyle play into the dynamics of the family. And since this is an international conference, I believe it offers a great opportunity to talk about cultural differences while working with families too. Come ready for discussion, participation and self-discovery! Leave with new awareness and methods to try yourself or with your clients. Afternoon teens are welcome if you would like to attend as a family.

511 -Schläpfer, Christelle - Dealing with (Cyber)Bullying/ Umgang mit (Cyber) Mobbing- English/German

Despite ongoing discussions and selective school-based prevention efforts, bullying remains a widespread issue, particularly with the alarming rise of cyberbullying during the pandemic. It's essential to recognize that bullying, whether in physical or digital forms, is a group phenomenon that extends beyond the interaction between the victim and the aggressor. This course aims to address the pressing need for a holistic approach to bullying prevention and intervention. It goes beyond focusing solely on the directly affected students and encompasses the entire educational system and all stakeholders involved. Open to Teachers, Therapists, Counsellors, Parenting Trainers, Parents (not open to youth)

Learning objectives:
1. *Participants will be able to distinguish between Conflicts and Bullying and know why it is so important for the intervention to make this difference.*
2. *Participants will know different intervention options depending on whether it is a Conflict, Bullying or Cyberbullying.*
3. *Participants will be able to identify Bullying, if the children do not tell about and will know what there has strictly to be avoided in order to prevent a worsening of the Bullying situation.*
4. *Participants will know prevention tools against Bullying.*

512 -Sperry, Jon - Motivational Interviewing in IP Practice- English

Motivational Interviewing (MI) is an encouraging counseling approach that helps to elicit and strengthen motivation for change in counseling, coaching, and education settings. This counseling approach is highly compatible and consistent with the philosophies that are articulated by Adlerians. Over 200 controlled clinical trials have demonstrated the effectiveness of Motivational Interviewing among clients with various presenting issues. This course will include various MI demonstrations and counseling practice opportunities. Open to therapists only, no youth.

Learning objectives:
1. *Define Motivational Interviewing (MI) as a counseling style that compliments Individual Psychology (IP)*
2. *Demonstrate the following MI skills: OARS (open ended questions, affirmations, reflections, summarizations)*
3. *Summarize the empirical support of the MI counseling approach*
4. *Demonstrate five different MI strategies*

513 - Strubel, Ulrike - Familienrat – Hier gewinnen alle!- German

Du bist selbst Vater oder Mutter? Du hast beruflich mit Eltern, Kindern oder Jugendlichen zu tun? Dann profitiere von diesem praxisorientierten Kurs, erkenne die Signale entmutigter Kinder, finde kreative Wege der Ermutigung, lerne ein Kommunikationsmodell kennen und anwenden, das Gleichwertigkeit als Basis hat, denn: auf die Haltung kommt es an!

Learning objectives:
1. *Gleichwertigkeit als Haltung*
2. *Die vier irrtümlichen Nahziele nach Dreikurs*
3. *Die Familienrat-Prinzipien nach Dreikurs*
4. *Wege der Ermutigung*

514 - Uzun, Bilge - Psychodrama and Family Constellation - English

Psychodrama is the pluralistic model of the mind where each person has many role in their social life, a.k.a "lifestyle" in Adlerian. In this experiential workshop, participants will gain an understanding the effect of family constellation in their current lifestyle. They will also identify, reconsider and they may decide to modify family roles and responsibilities through action.

Learning objectives:
1. *Acquire knowledge within action about psychodrama in conjunction with Adlerian concept, e.g. family constellation.*
2. *Experience and reassess early recollection in action through psychodrama.*
3. *To be able to assess family constellation through action.*
4. *Make new decisions to change family role and responsibilities.*

515 - Williams, Hallie - Individual Psychology: Concepts, Theory, and its Development - English

Do you struggle understanding some of the concepts of Individual Psychology? Do you want a better understanding of how the concepts fit together? Do you wonder how the concepts were developed? If you answered yes to any of those, this class is for you. This class will unpack Adler's foundational concepts including: as if, holism, birth order, the universality of striving, apperceptive schema, teleology, phenomenology, and more. By the end of the class, all participants will be able to analyze and draw connections between those Adlerian concepts, explain them, and create a group presentation incorporating all the discussed concepts.

Learning objectives:
1. *Evaluate 2 different Adlerian concepts well enough to draw connections between the two.*
2. *Analyze the term phenomenology and well enough to apply it to your stay at ICASSI.*
3. *Synthesize the concepts discussed into a joint class presentation.*
4. *Create a pneumonic (word, phrase, etc.) for 5 of the concepts discussed in the class.*