

201 - Balla, Marion - Mother-Daughter Relationships - English

Mothering is a complex, multi-faceted role deeply affected by societal messages about women and gender. Mothers are held accountable for the success and well-being of their children, particularly of their daughters. Mother-daughter relationships are often a dance of push and pull. This course is designed to explore the intergenerational patterns and gender messages that each woman carries and will focus on the strengths and resourcefulness of women throughout generations within an Adlerian Framework.

Open to all. Open to youth.

Learning Objectives:

1. Participants will be able to examine the social embeddedness of women in society and its impact on motherhood
2. Participants will be able to explain the specificity of mother-daughter dynamics within family life
3. Participants will be able to discuss the role of gender guiding lines in the development of mother-daughter expectations
4. Participants will be able to explore mother-daughter relationships within varying cultural contexts

202 – Greenhalgh, Bruce – Integrating Mindfulness with IP to Enhance Life

English

A lot of people struggle with maintaining wellbeing and happiness in the modern world. The workshop is designed to show you how mindfulness in conjunction with Individual Psychology can enhance both yours and/or your clients' lives.

Learning objectives:

1. Participants will learn how mindfulness practices can be harmonised with Adlerian principles—such as social interest, goal orientation, and lifestyle conviction—to foster greater self-awareness and personal agency.
2. Participants will explore the distinction between pleasure-based (hedonic) and meaning-based (eudaimonic) happiness, gaining tools to enhance both through intentional living and psychological insight.
3. Participants will engage in experiential exercises and reflective practices that demonstrate how the synergy of mindfulness and Adlerian thought can support emotional regulation, resilience, and purposeful living.
4. Participants will examine the conceptual and experiential differences between dualistic mindfulness (subject–object awareness) and non-dual mindfulness (awareness without separation), evaluating their respective benefits, limitations, and relevance to psychological integration.

203 - Holder, Jim - The Family Dance: Understanding Addiction and Recovery in the Family System - English

This course will examine the dynamics of addiction within families. The focus is on using early recollections (ER'S) of individual family members to understand how each person maintains alignment with the family's often rigid rules. Both dependent and co-dependent members reinforce their beliefs, patterns of conduct, and lifestyle through addictive behaviors.

Open to therapists, psychologists, and non professionals

Learning Objectives:

1. Discuss how early recollections function as metaphors.
2. List two positive intentions behind addictive behaviors
3. Identify 3 client strengths evident in an early recollection
4. Discuss the rules that govern addicted family systems

204 - John, Karen - Leadership in Action - 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 lifestyle 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. Open to therapists, counsellors, trainers, team leaders, teachers, & others who lead/facilitate, or plan to lead facilitate, therapeutic, s supervision, learning, self-help work groups, or teams. Not open to youth.

Learning Objectives:

1. Explain own and others' democratic needs, rights, and responsibilities.
2. Describe own and others' leadership behaviors and team members' responses.
3. Describe how unacknowledged group dynamics relate to unmet psychological needs and group dysfunction.
4. Apply leadership learning to own practice and supporting others' leadership practice.

205 - Levitt-Frank, Mia - Metaphors That Transform: Exploring the Stories We Live By- English

Exploring the stories we live by, this experiential workshop introduces the power of metaphors as a window into how we see ourselves, others, and life. Participants will access inner resources, deepen personal understanding, and create new possibilities for growth and change. Together we will discover creativity while learning practical tools for use in everyday life, counseling, or professional practice.

Open to youth.

Learning Objectives:

1. Recognize how personal and client-generated metaphors reveal inner beliefs and lifestyle patterns
2. Practice techniques for transforming limiting metaphors into growth-oriented perspectives.
3. Apply metaphor work to access resources, deepen resilience, and encourage creativity.
4. Demonstrate the use of metaphors in experiential exercises for both personal insight and professional application.

206 - Matti, Kathrin - Konflikte bearbeiten– Mediation aus adlerianischer Perspektive - German

Wir erkunden gemeinsam kreative Möglichkeiten wie Konflikte aus der adlerianischen Sicht bearbeitet werden können. Im Konfliktverhalten wenden sich Menschen auf die unnütze Seite des Lebens, anstatt im Sinne des Gemeinschaftsgefühls beizutragen. Verstehen und verstanden werden – ein tieferes Verstehen von sich selbst sowie der anderen Seite eröffnet neue Wege, um Lösungen zu finden, die gut und verantwortungsvoll für sich selbst und andere sind.

Open to all and youth.

Learning Objectives:

1. Teilnehmer wissen was ein sozialer Konflikt aus adlerianischer Perspektive ist
2. Teilnehmer lernen wie ein Konflikt bearbeitet werden kann
3. Teilnehmer kennen verschiedene Methoden aus der Mediations Praxis
4. Teilnehmer verstehen ihr eigenes Konfliktmuster besser

207 - Millar, Anthea - Safe Trauma Therapy: An Adlerian Approach - English

This practical course draws on some of the latest trauma research and therapy approaches that integrate well with an Adlerian approach. It will focus particularly on developing the therapeutic skills of ensuring safety and stability, observing physiological arousal levels, enabling dual attention for managing flashbacks, and offering specific strategies, when appropriate, for processing trauma memories safely. The emphasis will be on building the person's resilience and social connection in the present and for the future.

Open to Professional Health and Social workers and therapists.

Learning Objectives:

1. Describe Adlerian principles in relation to trauma work and apply recent developments in Neurophysiology and Trauma.
2. Identify principles of safe trauma work and careful assessment of client's readiness to process trauma memories.
3. Understand and apply the principle and strategies of dual attention and grounding to manage triggers, flashbacks and nightmares, and in processing trauma memories.
4. Recognize and describe the management of vicarious trauma, secondary trauma, burnout and compassion fatigue.

208 - Molan, Karen - What is your Health Script in Your Lifestyle? - English

To some degree, every emotion finds expression in the body. In this experiential workshop, we will examine Adler's and Dreikurs' theories and experiences related to health. We will examine the prevailing health metaphors and how they can determine your own and you clients' health scripts (which are part of your/their lifestyles). You will learn how health is often used as an excuse for lack of movement in life and learn new methods of handling illness and stress in daily life.

Open only for therapists. Not open to youth.

Learning Objectives:

1. Participants will be able to recognize their own and their clients' health scripts.
2. Participants will be able to transform their own and their clients' health scripts.
3. Participants will be able to discuss the Adlerian concept of compensation and over-compensation.
4. Participants will be able to explain Adlers' theory on inferior organs

209 - Oberst, Ursula - Understanding (mis)behavior in adults – English/German

In this course, we will explore misbehavior in adults in Adlerian terms. In the last decades, certain behaviors formerly criticized seem to have become more common and even socially acceptable in personal relationships and in different social contexts. We will discuss common manipulative and toxic behaviors like the so-called "gaslighting", misinformation or oversensitivity, and we will explore possibilities to deal with them. Participants are welcome to share personal examples for group discussion.

Titel: Verstehen von (Fehl-)Verhalten bei Erwachsenen

Beschreibung: In diesem Kurs werden wir Fehlverhalten bei Erwachsenen aus adlerianischer Sicht betrachten. In den letzten Jahrzehnten scheinen bestimmte Verhaltensweisen, die früher kritisiert wurden, häufiger aufzutreten und in persönlichen Beziehungen sowie in verschiedenen sozialen Kontexten sogar salonfähig geworden zu sein. Wir werden gängige manipulative und toxische Verhaltensweisen wie das sogenannte „Gaslighting“, Fehlinformation oder Überempfindlichkeit diskutieren und Möglichkeiten zum Umgang damit erarbeiten. Die Teilnehmenden sind eingeladen, persönliche Beispiele für die Gruppendiskussion einzubringen.

Open to youth.

Learning objectives:

1. Participants will be able to identify and name adult misbehavior in others and in self
2. Participant will be able to distinguish between misbehavior and what are psychopathological symptoms
3. Participants will be able to interpret these behaviors in terms of Adlerian theory
4. Participants will be able to activate strategies to deal adaptively with people who show this kind of behaviors

Lernziele:

1. Die Teilnehmenden können Fehlverhalten bei Erwachsenen sowohl bei anderen als auch bei sich selbst identifizieren und benennen.
2. Die Teilnehmenden können zwischen Fehlverhalten und psychopathologischen Symptomen unterscheiden.
3. Die Teilnehmenden können diese Verhaltensweisen im Rahmen der adlerianischen Theorie interpretieren.
4. Die Teilnehmenden können Strategien aktivieren, um adaptiv mit Personen umzugehen, die solches Verhalten zeigen.

210 - Pacurar, Anda- Grief process with children – English

Family is the first support group for a child. But when someone dies is a huge risk for this network to fall apart. Children suffer as much as an adult or even more but we don't because they don't speak. Sometimes they can't be helped because adults are trying to protect them but not talking about it. And the child suffers alone and forms his ideas about life. A family process and a group therapy process for children help in integrating the loss and live the grief in a way that allows healing and growth.
Open to people who are working with adolescents.

Learning objectives:

1. understanding grief process according with child age
2. creating the bond with the child
3. steps of grief group and individual process
4. strategies of dealing with grief for family members

211 - Pavlova, Draga - Lifestyle and financial decisions – English/ Bulgarian

This course introduces an Adlerian view of financial decision-making, entrepreneurship, and career transitions. Participants explore how beliefs, family messages, and lifestyle patterns shape attitudes toward money, risk, and success. Through reflection and practice, they begin building financial self-awareness and aligning goals with personal values and contribution, developing a healthier, socially useful approach to confidence, growth, and responsibility.

Open to anyone interested in gaining insight into their relationship with money, risk, and success. Professionals, entrepreneurs, career changers. Open to youth.

Learning objectives:

1. List and describe personal beliefs, early messages, and lifestyle patterns affecting money, risk, and success.
2. Discuss and explain how these factors influence business or career choices.
3. Apply and utilize Adlerian tools to reframe limiting assumptions and encourage healthier financial attitudes.
4. Summarize and assess an initial plan for aligning financial or professional goals with personal values and social contribution.

212 - Schläpfer, Christelle - Education in a digital world - English/ German

Digital technologies have changed family dynamics and raise questions about their impact on communication, bonding, and well-being. We will analyze the use of digital media by children and parents and identify common challenges.

At the same time, digitalization is also transforming the world of education. Online learning, digital platforms, and social media reshape motivation, classroom climate, and peer relations. From an Adlerian perspective, this development challenges us to safeguard belonging, encouragement, and social interest in both physical and digital classrooms.

In this workshop, we will promote holistic solutions beyond screen time restrictions, enabling teachers and parents to foster resilience and community feeling in the digital age.

Digitale Technologien haben die Familiendynamik verändert und werfen Fragen zu ihrem Einfluss auf Kommunikation, Bindung und Wohlbefinden auf. Wir werden die Nutzung digitaler Medien durch Kinder und Eltern analysieren und gemeinsame Herausforderungen identifizieren. Gleichzeitig verändert die Digitalisierung auch die Welt des Unterrichts. Online-Lernen, digitale Plattformen und soziale Medien prägen Motivation, Klassenklima und Beziehungen zwischen Lernenden. Aus adlerianischer Sicht stellt sich die Aufgabe, Zugehörigkeit, Ermutigung und Gemeinschaftsgefühl sowohl im physischen als auch im digitalen Klassenzimmer zu sichern. In diesem Workshop fördern wir ganzheitliche Lösungen, die über reine Bildschirmzeit-Beschränkungen hinausgehen, und zeigen praxisnah auf, wie Lehrpersonen sowie Eltern Resilienz und Gemeinschaftsgefühl im digitalen Zeitalter fördern können.

Open to Teachers, Therapists, Counsellors, Parenting Trainers, Parents.

Learning Objectives:

1. Participants know the influence of digital media on parent-child relationships and child development.
2. Participants know typical opportunities and risks of digital media for children, parents, and schools.
3. Participants know how to apply Adlerian principles in the digital context of parenting and education.
4. Participants know concrete examples of how digital learning environments can be designed cooperatively and supportively.

213 Sperry, Jon - Building community with rhythm and music - English

Group drumming and rhythm activities can assist individuals and groups to foster social interest and well-being. This course will review group drumming and rhythm activities that can be used for self-care and also with diverse populations in various settings (school, counseling, coaching, and organizational consulting). The format for this course will be highly experiential and will also include some brief lecture content.

Open to therapists, coaches, educators. Open to youth.

Learning Objectives:

1. Participants will list the key theoretical principles that link Individual Psychology to group drumming activities in various settings.
2. Participants will list group drumming interventions that can increase social interest and overall well-being among participants and clients.
3. Participants will practice and apply various cooperative rhythm activities that can be used to build cooperation in various settings.
4. Participants will learn and list the health and mental health benefits of therapeutic group drumming

214 Williams, Hallie - Loneliness, Self-Isolation, and the Path to Connection: An Adlerian Journey - English

This comprehensive 10-hour course delves into the pervasive experience of loneliness and self-isolation, examining its roots, impact, and pathways to genuine connection through the lens of Alfred Adler's Individual Psychology. Participants will gain a deep understanding of how mistaken goals, private logic, and a lack of social interest contribute to feelings of isolation. More importantly, the course will equip individuals with practical strategies, inspired by Adlerian principles, to cultivate courage, foster social interest, and build meaningful relationships, ultimately moving from disconnection to a profound sense of belonging and contribution.

Open to all. Open to youth.

Learning Objectives:

1. Define loneliness, solitude, and self-isolation from a psychological perspective.
2. Identify the prevalent causes and multifaceted impacts of loneliness on well-being.
3. Analyze how Adlerian concepts such as inferiority feelings, fictional finalisms, and private logic contribute to self-isolation.
4. Apply practical Adlerian-inspired strategies to develop courage, cultivate empathy, and foster genuine social connection.