

## **401 – Calvin Armerding – Embodied Adlerian Psychotherapy**

### **English**

This course examines Adler's insight that "sometimes the mouth lies or the head does not understand, but the functions of the body always speak the truth." We will explore how posture, movement, and somatic experience reveal life style, emotions, and goals. Participants will integrate body awareness and experiential strategies into Adlerian practice.

#### *Learning objectives:*

1. Explain Adler's perspective on the body as an expression of lifestyle and private logic.
2. Identify how physical behaviors and somatic cues reflect purposeful emotions.
3. Practice integrating embodied awareness into Adlerian assessment and interventions.
4. Develop strategies for helping clients recognize and redirect embodied patterns toward socially useful goals.

## **402 – Marina Bluvshstein – Metaphors, Early Recollections and Our Next Courageous Step**

### **English**

Early recollections and the metaphors express our opinion of life and ourselves living the life. Both metaphors and ERs explain how we answer the challenges of life, the strengths we have for that, what might hold us back, and what our next courageous step in life might be. The course addresses ERs and metaphors and their usefulness in overcoming life challenges.

#### *Learning objectives:*

1. Participants will explain the advantages of metaphorical language.
2. Participants will identify traces of psychological movement in the metaphors embedded in ERs.
3. Participants will articulate the lifestyle strengths and warning signs expressed in the Early Memory metaphors.
4. Participants will use the changed metaphors to inform a next more courageous step in life.

## **403 – Tim Hartshorne – All Behavior Has a Purpose: Applications to Challenging Behavior**

### **English**

Adlerians assert that all behavior has a purpose. There are two extensions: all behavior is communication, and behavior is chosen to solve a problem. Challenging behavior is often viewed as meaningless and to just be gotten rid of. Using video and experiences, we will analyze challenging behaviors for their purpose and meaning. Understanding the purpose allows for intervention.

#### *Learning objectives:*

1. While watching a video, participants will be able to analyze all the variables potentially impacting behavior.
2. Participants will be able to generate hypotheses regarding the purpose of challenging behaviors.
3. Participants will be able to apply strategies for identifying the purpose of challenging behaviors.
4. Participants will be able to generate recommendations for intervening with challenging behaviors.

## **404 - Hill, Lindsay - Why People Act the Way They Do - English**

Ever wondered why people repeat the same patterns—at work, in love, in families? This course explores Adler's life style concept in a lively, interactive way. We'll use demonstrations, early recollections, and group discussion to uncover the hidden goals behind behavior, and discover how courage, creativity, and community can change the script. Open to laypersons and professionals. Open to all. Open to Youth.

#### *Learning Objectives:*

1. Identify Adler's core idea of life style as a pattern of beliefs, goals, and strategies.

2. Recognize the “hidden purposes” behind common misbehaviors and discouragement.
3. Analyze life style themes using early recollections and life tasks.
4. Apply Adlerian concepts to encourage constructive change in self and others.

#### **405 – Jim Holder – Reorientation and Mindfulness to Lower the Risk of Addictions - English**

This course teaches participants how to assess both their own and their clients’ risk for developing addictive behaviors, as well as strategies to lower that risk when it is identified. The curriculum covers the exploration of feelings, patterns of conduct, underlying beliefs, positive intentions, and the process of reorientation that highlights strengths.

Open to Counselors, therapists, students, psychologists

*Learning objectives:*

1. Discuss how beliefs set clients up for addictive behaviors.
2. Share at least three positive intentions for addictive behaviors.
3. List personal positive intentions for a behavior.
4. Identify at least one mindfulness exercise.

#### **406 – Karen John – Suicide and Suicide Behavior -English**

Suicide rates worldwide increased 60% in the past 50 years, greater than deaths due to malaria, breast cancer, war, or homicide. Suicide is the third highest cause of death among 15–29-year-olds. Every suicide is a tragedy for families and communities, with long-lasting effects on those left behind. Active participation in brief presentations, small and large group discussions, experiential exercises, learning through doing, and exploring ideas, feelings, and applications in practice are included.

Open to *therapists, counsellors, mental health workers, teachers, and others affected by or interested in thinking about and learning more about suicide.*

*Learning objectives:*

1. Recognize the disturbing and traumatic effects of suicidal behavior and suicide.
2. Address our own practice needs and dilemmas in working with issues surrounding suicide.
3. Apply Adlerian theory regarding lifestyle reasons for suicide together with the Interpersonal Theory of Suicide and the Integrated–Volitional Model of Suicidal Behavior.
4. Speak openly, confidently, and empathetically about suicide and suicidal behavior with clients, families, and others.

#### **407 – Uti Landscheidt -Advanced Art Therapy and Lifestyle – English**

This is a course for participants with some knowledge in art therapy. We use new methods to learn about aspects of one’s own and others’ lifestyle. It is an exciting and relaxing experience, and participants learn how to use this both for themselves and with clients.

Open to experienced participants, also for counselors to broaden their skills

*Learning Objectives:*

1. Be able to have a detailed view in regard to one’s lifestyle.
2. Be able to listen to interpretations in regard to one’s lifestyle.
3. Be able to give feedback in an encouraging way.
4. Be able to open the view for a new perspective of lifestyle.

#### **408 – Peggy Pelonis - The Leadership Thread – English**

When we think about leadership, we often focus on what people learn as adults—degrees, training, experience. But the truth runs much deeper. Leadership doesn’t begin in boardrooms or classrooms. It begins in childhood, in the quiet moments when we first try to understand who we are, how we fit into the world, and what we must do to feel seen, heard, and valued. Using Lifestyle assessment techniques, we will unravel your story of how you came to be the leader you are, aspire to be and what areas you need your care to grow and reach even higher.

*Learning Objectives:*

1. **Explore the roots of personal leadership identity**

- Participants will reflect on early life experiences, family dynamics, and formative moments that shaped their current leadership style, values, and motivations.
- 2. Apply Lifestyle Assessment techniques to uncover leadership patterns**
    - Participants will use structured self-assessment tools to identify strengths, growth areas, and recurring themes in how they lead, make decisions, and relate to others.
  - 3. Develop a personalized growth plan for intentional leadership**
    - Participants will articulate specific actions, and mindset shifts to nurture areas requiring care and align their leadership practice with their authentic self and future aspirations
  - 4. Strengthen self-awareness and empathy as foundations for authentic leadership**
    - Participants will deepen their understanding of how their personal story influences how they connect, communicate, and inspire others, fostering more authentic and empathetic leadership relationships.

#### **409 – Yoav Shoham - Encouragement: Overcoming Stressful Situations – English**

This program has been planned especially for ICASSI and is designed to teach coping strategies for daily stressful situations. Using Adlerian encouragement principles in various creative ways enables participants to deal more effectively with everyday life pressures.

##### *Learning Objectives:*

1. Demonstration of the model of BASIC PH.
2. Comparison of the model of BASIC PH with the principles of encouragement.
3. Practice of meditation as a principle of encouragement.
4. Practice choosing feelings as a way to deal with stress.

#### **410 – Vera Todorova - Artificial Intelligence (AI) and Adlerian Intelligence: 2 in 1 – English**

This beginner-friendly course explores how Artificial Intelligence (AI) intersects with Adlerian Intelligence—the basic human need and capacity to belong, contribute, and live cooperatively. Drawing on Adler’s ideas of common sense, private logic, and social interest, participants will examine how humans interpret experience and connect with others. AI applications will illustrate how technology can foster encouragement, wellbeing, and the useful side of life.

Open for beginners.

##### *Learning Objectives:*

1. Describe the connection between Artificial Intelligence and Adlerian intelligence, including social interest, belonging, private logic, and common sense.
2. Analyze AI applications to determine whether they foster or hinder encouragement, contribution, and community wellbeing.
3. Apply Adlerian intelligence to develop strategies that keep both human reasoning and AI use on the useful side of life.
4. Reflect on personal and professional experiences with AI through the lens of Individual Psychology to strengthen social interest and cooperative living.

#### **411 – Bilge Uzun - Adlerian Psychodrama: Family Constellation – English**

This experiential course combines Adlerian principles with psychodrama and family constellation techniques to explore individual behavior within family dynamics. Participants engage in role-playing and group exercises to uncover hidden patterns, address generational influences, and gain insight into relationships. The course emphasizes personal empowerment, social interest, and a holistic understanding of family systems.

##### *Learning Objectives:*

1. Identify key Adlerian principles such as social interest, family constellation, and birth order, and explain their influence on individual behavior.
2. Demonstrate psychodrama techniques, including role-playing and dramatization, to explore family dynamics and generational patterns.

3. Analyze family constellations through experiential exercises to identify relational patterns and their psychological impact.
4. Gain insight into current behavior by analyzing family constellation dynamics.

#### **412 – Hallie Williams - Adlerian Principles in Community Psychology – English**

This class addresses the foundational tenets of Community Psychology—social, cultural, economic, political, environmental, and international—and explores how these integrate with Adlerian Psychology to promote positive change, health, and empowerment at both individual and systemic levels.

##### *Learning Objectives:*

1. Evaluate multiple ecological perspectives to assess social embeddedness and debate the development of social feeling.
2. Analyze marginalized communities to create a collective empowerment perspective based on Individual Psychology.
3. Critique the tasks of life to develop plans that support community groups in working together.
4. Analyze the teleological orientation of a community to provide functional direction toward desired outcomes.