

Precarity, Conflicts, Violence, a challenge to the Healing and Training processes

**26th International Congress of
Individual Psychology**

**July 9-13, 2014
Paris/France**

The congress is hosted by Hôpital des Diaconesses de Reuilly

PROGRAMME



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Foreword

The movement of the individual psychology in Paris, is born in 1926 during the first passage in France of Alfred ADLER. After the war, Dr Herbert SCHAFFER creates the Société Française de Psychanalyse Adlérienne (SFPA).

At present, the SFPA constituted in institutes, is active in varied domains: training, and looks for, psychopathologic clinical, therapy, educational psychology.

The first congress organized in Paris took place in 1963. The SFPA is enthusiastic to welcome this international 26th congress, with the support of the IAIP



Herbert SCHAFFER



Herbert SCHAFFER and Kurt ADLER

Congress Organization

Organizers

**Société Française de
Psychanalyse Adlérienne
(SFPA)**

**On behalf of the
International of Individual
Association Psychology**

Preparatory Committee

**Sandrine Coupaud
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Volodia Lebedieff
Clara Le Jan
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IAIP Board:

**President, Wilfried Datler, Austria
Vice-President, Rebecca Lafountain, USA
General Secretary, Giansecondo Mazzoli, Italy
Treasurer, Horst Gröner, Germany**

International Congresses of Individual Psychology

1.Munich	(D)	1922
2.Berlin	(D)	1925
3.Düsseldorf	(D)	1926
4.Vienne	(A)	1927
5.Berlin	(D)	1930
6.Zürich	(CH)	1954
7.Oosterbeek	(NL)	1957
8.Vienne	(A)	1960
9.Paris	(F)	1963
10.Salzburg	(A)	1966
11.New York	(USA)	1970
12.Milan	(I)	1973
13.Munich	(D)	1976
14.Zurich	(CH)	1979
15.Vienne	(A)	1982
16.Montreal	(CDN)	1985
17.Münster	(D)	1987
18.Abano	(I)	1990
19.Budapest	(H)	1993
20.Oxford	(GB)	1996
21.Chicago	(USA)	1999
22.Munich	(D)	2002
23.Turin	(I)	2005
24.Vilnius	(LT)	2008
25.Vienne	(A)	2011
26.Paris	(F)	2014

WELCOME TO



PARIS



Welcome Addresses

During the last decades the personal living conditions of many members of our societies have changed profoundly: In many nations the gap in incomes is becoming wider and wider, the number of families who live in poverty is going up, the educational opportunities of quite a lot of children decrease and even well trained young people often fail when they try to plan their careers over a long period. A broad range of economic and social crises causes continuously painful conflicts experienced by individuals as well as by communities and institutions. And overwhelming feelings of instability and insecurity, helplessness, anger, rivalry or enviousness which are strongly linked with these worrying developments often can't be borne and lead to violent activities in families, schools or public places.

Concerning the significance and currentness of these aspects the 26th congress of the International Association of Individual Psychology (IAIP) is dedicated to the topic "Precarity, conflict, violence: A challenge to healing and training processes". I am sure and confident that all the participants coming from different nations will enrich our knowledge and deepen our understanding of many dimensions of that topic. I am hopeful that rich discussions will help us to realize in which way we can face some of the mentioned challenges from the perspective of Individual Psychology. And I am convinced that Paris will be a wonderful place to meet friends and to get to know colleagues from various countries and continents. On behalf of the International Association of Individual Psychology, I want to give thanks to all persons who are involved in the organisation of the congress, and I wish all of us an interesting and stimulating stay in Paris.

Univ.-Prof. Dr. Wilfried Dattler
President of the International Association of Individual Psychology

How to treat the suffering induced by precariousness and also from a similar condition, Violence. How to take into account these victims who have too much to say to be able to say it or who, by the very fact of their precariousness, are unable to tell? From this initial query and in relying on the figurative basis of individual psychology, lecturers offer grids of analysis of the subjectively experienced suffering, caused by insecurity and violence.

They offer a valid argument to the understanding of the Adlerian clinic based on what we hear in this famous formula of Alfred ADLER: «Educate and Heal». The thoughts of Adler were born of a triple desire: educate, treat, and heal. Educate supposes, that the one who has the desire to act in this direction, agrees to stoop, to bow down to the point of adjusting his gaze to the child's natural level, maintained by its vital momentum and that which an adult, mired in his contradictions, failures, shortcomings and other expressions of his inferiority and including the integration of the normal cycle of his elevation, requires help.

Education requires thoughtfulness, that is to say, having concern for the other, to be energized by the intrinsic sense of advancement towards each other while he had not integrated the state of his needs.

To anticipate is to provide the basis for all educational activities that can allow everyone to move towards universal knowledge which points to the essential life force, but also to notify prohibited needs. Education traces the path that leads to the advancement of the individual, in a definition of human maintained within just limits of what determines the rapport to oneself. The rapport to oneself in the man's desire to know what he is and surrendering to the full knowledge of himself in favour of shared knowledge of self and of others that legitimate life incorporating common sense.

It is this perspective that the Act of care integrates and participates, naturally, to the accompaniment of the person and his accession to his own recovery. Healing, thus, is a voluntary act resulting from common sense and which prompts the subject to make it his own for his good and the common good. The therapist's role is to bring the person willingly along the educational pathway, to adhere to common sense and to participate in the control of his own healing. It is a question of wanting to act according to the ethical rules governing the practice of our art. In the intervention of each, in the debates that inspire us, our 26th Congress has the desire to keep related three obligations: educate, treat, heal.

The inalienable principles of respect for the inner person and individual freedom.

Georges Mormin, President of the SFPA,

Topic of the Congress

Precarity, Conflicts, Violence: a challenge to the Healing and Training processes.

«Preventing the so artificial precarious social condition from twisting the true frailty of the human condition» Albert Camus.

Precarity, as Camus once wrote, is constitutive of the human condition but the context of life, economic brutality, social isolation and personal problems considerably worsen this state and this impression and make them unbearable. Insecurity can be understood at two different levels": a level of uncertainty, instability and a level of deficiency and poverty. Should we talk about a clinical analysis of precarity as well as of violence, we would have to go back to the coarse dimension of its syndromic elements : break-up, failure in relationships and in selfperception, deficiencies in toddlers' developments.

The approach in psychological care is primarily unifying in terms of personal and community history and is associated with all sorts of actions avoiding social, cultural or economic breaks: also, they are directly involved in the treatment of the object at the root of precarity, and of violence. This unique approach requires the close association of psychological and socio-educational treatment.

As H.Schaffer wrote, two problems pervade Adler's works: «How can we understand the difficulty of this particular subject - (problem of knowledge) and how to remedy his error (problem of action). In 2013 -We will celebrate the centenary of Alfred Adler's work «Heilen und Bilden», «Healing and Training», an essential guide in our practices, which encourages us to re examine these issues.

Shedule of the Congress

09/07/14	10/07/14	11/07/14	12/07/14	13/07/14
	<p>9:00-12:30 Precongress Workshop</p> <p>Psychodrama</p> <p><i>The child and the spells</i></p> <p>Hanna KENDÉ AnnaMaria BASTIANINI</p> <p>Presentation of Hanna Kende's book «Le Psychodrame»</p>	<p>9:00-10:30: Panel Education & Psychopedagogy Marco RAVIOLA</p> <p>Oral Presentations (in parallel sessions)</p> <p>10:30 11:00: Break</p> <p>11:00 12 :30 : Yearbook Paola PRINA, Chris SHELLEY</p> <p>Parallel session</p> <p>11 : 00-12:30: Panel Child Psychotherapy Anna Maria BASTIANINI</p>	<p>9:00 -10:30: Panel Counseling Yannick LE JAN</p> <p>Oral Presentations (in parallel sessions)</p> <p>10:30 11:00 Break</p> <p>11:00 12:30: Plenary session Rebecca LAFOUNTAIN, Monika HUFF-MÜLLER</p>	<p>9:00-10:30: Panel Theory & Research Andrea FERRERO</p> <p>10:30 11:00 Break</p> <p>11:00-12:30 Final panel, What did we learn in Paris? Eva DREKURS-FERGUSON, Marion BALLA, Alessandra BIANCONI Horst GRÖNER, Dicier MANEZ, Margot MATSCHINER-ZOLLNER</p> <p>Closing of the congress Wilfried DATLER, Georges MORMIN</p>
	<p>12: 00 -2:00 Registration of Participants</p>			
	<p>2:00-3:00 Opening Ceremony Wilfried DATLER President of IAIP Rebecca LAFOUNTAIN Vice-President of IAIP GeorgesMORMIN President of SFPA</p> <p>3:00-3:30: Break 3:30-4:30: Plenary session Martin SCHÜRZ 4:30: Break</p>	<p>2:00-4:15 Oral Presentations</p> <p>5:00-6:00 Special Event</p> <p>Social violences and youth</p> <p>Michel FIZE, Philippe GROBOIS, Yannick LE JAN</p>	<p>2:00-4:15 Oral Presentations</p> <p>5:00-6:00 Special Event</p> <p>Violence against women</p> <p>Marion BALLA, Sarah MANTAH, Sonia PAGEAUD, Marie-Dominique de SUREMAIN</p>	
5:00 Registration of participants	5:00-6:30: Panel Adult Psychotherapy Anne-Marie MORMIN	6:15-7:15 Delegate Assembly		
7:00 Welcome reception	7:00-8:00 Delegate Assembly	7:15-8:15 Sections meetings election	Congress banquet	

Meeting IAIP

Delegate assembly:

Delegates of the IAIP member organizations (societies and institutes) will meet on :

July 10th 2014 at 7 :00-8 :00 pm at the Hôpital des Diaconesses.

and

July 11th 2014 at 6 :15-7:15 pm at the Hôpital des Diaconesses.

Section meetings elections: The five Sections of the IAIP chaired by the President of the IAIP, will convene on:

July 11th 2014 at 7:15-8:15 pm at the Hôpital des Diaconesses.



Scientific programme

Precongress

Individual Psychology at work

Case material from therapeutic, counseling and educational practitioners will be presented in small groups. Acting as moderators, Individual Psychologists from various associations will chair these groups, where questions pertaining to the many aspects and nuances of Individual Psychology may be addressed.

Psychodrama

The child and the spells

Dramatic game played by Hungarian, French, and Italian psychodramatists of children. The first scene are a child suffering in its natural environment (her family in discord, in the classroom, in the street, the doctor...). The child then comes in a wonderful world where she is attacked by his fierce critics turned into monsters (dragon, wolf, vampire, dinosaur...) who want to tear his transitional object, a Teddy bear. Seconded by Pooh-psycho dramatist, recovered, she takes a battle and eventually destroy them all.

Presentation of Hanna Kende's book «Le Psychodrame»

Programme of events

Thursday 10th, July

Auditorium

Opening ceremony

Welcome addresses

Wilfried DATLER, (A) President of IAIP

Rebecca LAFOUNTAIN, (USA) Vice-president of IAIP

Georges MORMIN, (F) President of SFPA

Plenary session

Precariousness: the return of the social question

Martin SCHÜRZ (AT)

2:00



P.M

3:00

3:30



Break

4:30

Auditorium

Panel Adult Psychotherapy

The violence of the trauma and its treatment

Chairperson: Anne-Marie MORMIN (F)

Trauma and attachment: theoretical and technical considerations for an articulated intervention of Adlerian Psychodynamic Psychotherapy,
Elisabeta CAIRO (I)

Breast cancer, Heal, but at what price? Georges MORMIN (F)

Oral presentations

Parallel session

Rooms
1 to 7

5:00

6:30

End

17



5:00 - 6:30
P.M

Oral presentations
Parallel Session

Room
1

“A stone less in the backpack”, Barbara BITTNER (GER)

How social interest and social engagement can be developed in a new fashion,
Wilfried BRANKE (GER)

Perceived parenting style and resilience in adolescents, Daniela CECHOVA
(SK)

The fear of ugliness in the youths, body, subjectivity, and clinical relationship,
Claudio GHIDONI (I)

Room
4

Body and finitude: listening to suffering as a working tool in medical education,
Andrea BOVERO, Fabrizio MARGOLLICCI, Marco MINIOTTI, Paolo LEOMBRUNI,
Ricardo TORTA (I)

***The explanatory power of Adler, Bowen and Becker for a psychohistory course
on the mis-management of existential anxiety in the modern area***, Bill FORISHA,
Kristy BLAKE, (USA)

The “internal village”, a place of resources for individuals, Enrica FUSARO (I)

Room
5

The couple's hidden contract through early memories, Rachel SHIFRON (ISR), Betty Lou BETTNER (USA)

Couples enrichment, a playful approach, Iveta KREISMANE, Ineta LAZDANE, Iveta VITOLA, Samuel SCHÜRER, (LV)

The sense of selfhood in relation to others, Isolde DE VRIES (GER)

Room
6

The relationship's precarity during the digital native's age, LERDA Gian Sandro, LO SAPIO Veronica (I)

Developing social-emotional competence in at-risk female adolescents, Monica A NICOLL (USA)

Psychotherapy and adolescence, Federica FELLA, Federica MARABISSO, Laura MELE, Marco RAVIOLA, Simonetta VEGRO (I)

Room
7

Adlerian approach in car accidents: conflict and prevention, Juan Luis CHAVEZ, (U)

Precarity and violence in competitive sports : consequences of doping in professional athletes, Fabrizio MARGOLLICCI, Elisa D'ACCI, Alessia MONTEFUSCO, C NIGRONE, Elena SCUMACCI, Andrea BOVERO, (I)

Precarious emptiness, Giovanni De SANTIS, Antonio EPOSITO, (I)

Friday 11th, July

Auditorium

Panel Education & Pedagogic

Children and youth in a cross-cultural word. Prevent and deal the conflict in the educational agencies

Chairperson: Marco RAVIOLA (I)

A special form of violence among children and adolescents: bullying and cyberbullying, Christelle SCHLÄPFER (CH)

The irreducible child: social feeling, obstacles and neuroeducational implication, Julia YANG (USA)

Auditorium

Panel Child & Adolescent Psychotherapy

neglected children, maltreated children: new frontiers of child psychotherapy

Chairperson: AnnaMaria BASTIANINI (I)

Adlerian children's psychodrama with/ against children's virtual heroes, Hanna KENDE (HU),

Child therapy in the first Adlerian clinics in Uruguay, Andres BUSCHIAZZO (U)

Room
Tourelle A
& 1 to 7

Oral presentations

Parallel session

Room
Tourelle A

Panel YearBook

The 20th Year of the UK Adlerian Yearbook: A Joint Discussion with Paola PRINA, (UK), Anthea MILLAR (UK), Karen JOHN, (UK) and Chris

9:00



A.M

10:30

11:00



Break

12:30



Oral presentations

Special Event
Social violences and youth
Chairperson: Philippe GROSBOIS (F)
Michel FIZE, Yannick LE JAN (F)

Delegate Assembly

Sections meeting



2:15

4:00

5:00

6:00

6:15

7:15

8:15

End

21



9:00 - 10:30

A.M

Oral presentations

Parallel Session

Room
Tourelle A

The jargon of precarity: aiming for an appropriate therapy, Gian Giacomo ROVERA, Goffredo BARTOCCI (I)

From ADLER's language of organs to the new psychosomatic medicine: the problems of eating disorders treatment, Secondo FASSINO (I)

The jargon of precarity in foreigners: clinical considerations based on a personal experience, Silvana LERDA, Giuseppina ZULLO (I)

Room
1

Changing suffering into resilience, Yannick LE JAN (F)

Decoding discomfort experiences as a growth opportunity. A foundation for individual growth and social needs, Roberta ROSSI (I)

Room
2

The absence of the mothers as a factor impeding the development of social interest in children, Zhaneta STOYKOVA, Anton SUKIMANOV (BG)

Have I misunderstood individual psychology because of lack of cultural grounding? Kunihiro KAKIUCHI (JP)

Is there a psychoanalytic taboo about the use of educational or training posture in therapy? Alessandra ZAMBELLI (F)

Room
4

Reconstruction and renarration in therapy of dependent personality disorder patients. Thinking about deficit, trauma and conflict, Sergio LAGUZZI (I)

Etiopathogenesis of borderline personality functioning, Saveria BARBIERI, Roberto MIRANTE (I)

The prevention and treatment of personality disorders in adolescence, Elisabeta CAIRO, Andrea BOVERO, Andrea FERRERO, Simona FASSINA, Barbara SIMONELLI (I)

Room
5

Aeroplanes over/on a dust bin, Vicktoria DRINOCZKY (HU)

Psychodrama groups for disadvantaged preschoolers in Hungary, Lili Olga HORVATH, Csilla BOROS (HU)

The healing community, the developing social feeling, Edit FERENCZ SZELESNE, Szilvia ILLESNE VOROS (HU)

Room
6

Institutionalized marginalization and how to counter it, Gaïa RODOPE (I)

Reflection on the clinical aspect concerning the case of the psychical precarity through the history of Raphaëlle, Jean GOSSET (F)

The dark side of "the good feelings", Gwennola MARCHAND (F)

Room
7

Therapeutic effects to the affect regulation for bulimia, Marion TÄCKE (GER)

From denying to managing conflict in eating disorders, Andrea RAMBAUDI, Paola VIGLIANCO (I)



Oral presentations

2:15 - 4:00
P.M

FREUD and ADLER: incompatibles theories, Zivit ABRAMSON (IL)

Conflict, Life Style and the holistic approach to personality, Wilfried DATLER (AT)

The experience of distance training in classical Adlerian depth psychotherapy from the perspective of two students, Eric MANSAGER, Jane PFEFFERLE, Simone SPINA, (CH)

Auditorium

Compensation and resilience in the face of severe physical handicap, Manfred GEHRINGER (GER)

DREIKUR's ideas on cooperative conflict solving: testing deterring effect on workplace bullying, Milda ASTRAUKAITE (LT), Roy M. KERN (LT), Guy NOTELAERS (NO)

A socratic and confucian fusion, Julia PARK (KR), James SKINNER (CAN)

Room
Tourelle A

The job: crisis of fact or human crisis? How counseling can help?
Emanuela GRANDI, Maria MORCINELLI (I)

Relationship in the workplace and occupational attractiveness among students, teachers and rangers-sportsmen, Stanislava STOYANOVA, Nikolay IVANTCHEV (BG)

A case of study of the implementation of Adlerian psychology in special support education for an autistic child, Meiko SHIBATA (JP)

Rooms
1

Am I trembling creature or have the right? ADLER's reading of Russian in search for cure against violence, Marina BLUVSHTEIN (USA)

Rescuing history to build bridges through understanding and dialogue, Ellen MENDEL (USA)

The development of trauma: experience in a community in El Salvador, AnnaMaria BASTIANINI, Maria DOLCIMASCOLO, Laura MELE (I)

Rooms
2

Psychiatric chronicity and precarity, Piero CHERASCO, Dario NEIRA, Stefano SERLUCA (I)

Rooms
4

Addiction and precarity, Emanuele BIGNAMINI, Cristina GALASSI (I)

Elderly disease and precarity; from despair to experience: a case of severe dementia, Chiara BERSELLI (I)

Psychodynamic training of psychotherapists to its own and the context precarity, Alessandra BIANCONI, Andrea RAMBAUDI (I)

What happens between walls stays between those walls, Audrey-Lynn CARETTE (F)

Rooms
5

Homelessness: a new pathology? Which treatment to use? Emöke NAGYNE BEJCZY (HU)

Tendentious apperceptions and identity construction, Caroline TURPIN,

An imbalance of power. The problem of prescribed therapy, Susanna EDER-STEINER, Sabine FREILINGER (AT)

Rooms
6

The creative space in the personal field in institutional child psychotherapy, Peter ZUMER, (AT)

The precarity of severe disability: the thin line that divides us, Timothy HARTSHORNE (USA)

Insecurity and Violence: identity compromised. The history of Phil, Alessia CANTARELLA, Stefania CAUDANA, Emanuela GRANDI, Francesca IMODA, (I)

Rooms
7

Le Petit Poucet (poussait): Little Tom Thumb “a word-game in French: poussait “push”: famine, infanticide, cruelty, the relation with violence, Didier MANEZ, (F)

From conflict to cooperation in group socio-analysis; presentation of clinical case, Ilaria BATTILOCCHI, (I)

Saturday 12th, July

Auditorium

Panel Counseling

Counseling and societal overflow of trauma : does counseling can enlighten the care clinic. From debriefing of crisis to psychotherapeutic support.

Chairperson: Yannick LE JAN (F)

Counseling in and emergency: The experience of the areas devastated by the earthquake, Giansecondo MAZZOLI (I)

Working with adolescents who have suffered traumatic experiences, Susanna EDER-STEINER, (AT)

Resilience-focused brief family Counseling/ Therapy: integrating ADLER and the emerging research, William G. NICOLL (USA)

Plenary session

Social psychology provides solutions to the precarious social condition: ADLER was the original social psychologist, Rebecca LAFOUNTAIN (USA)

Dealing with foreignness and disconcertment in psychotherapeutic work, Monica HUFF-MÜLLER (GER)

Oral presentations

Parallel session

Rooms
1 to 7

9:00

10:30

11:00

12:30



A.M



Break

Room
A to 7

Oral presentations

Auditorium

Special Event
Violence against women
Chairperson: Sonia PAGEAUD (F)
Marion BALLA (CAN), Sarah MANTAH
(F), Dominique DE SUREMAIN (F)

2:00



4:15

5:00

6:00

End 27



9:00 - 10:30
A.M

Oral presentations
Parallel Session

Room
1

The art of healing and cure, how becoming healthy transfigures to a process of learning? Iren BIRIZLO SZABO (HU)

Socio-economic and cultural roots of precarity, What is the role of an Adlerian therapist concerning primary prevention and health promotion?
Jean AILLON, Francesca GUARDIOL (I)

Individuation without separation. A fictional autonomy, Cristina CARPINELLO,
Laura MELE, Andrea SALZA (I)

Room
2

Painful life events from suffering to reminiscence: compensatory mechanisms from mental construction to vicarious function, Christine LE JAN (F)

Guilt and responsibility, Virginie MEGGLE (F)

Family constellation and life misfortunes,
Olimpia MOURIER (F)

Room
4

Inhibition of action and individual psychology, Philippe BOBOLA (F)

The bond, between mistuning and collapse, Sandrine COUPAUD (F)

Precarity of links among older person in nursing home, Marie AIRAUDI (F)

Room
5

The psychotherapeutic work with the women victims of domestic violence: complexity, resistances, achievable goals, Antonina CALLIGARIS, Silvia ORNATO (I)

“La Complétude” : Antiquam Exquirite Matrem, Simonetta VALENTI, Marco LONGONI, Egidio Ernesto MARASCO (I)

Room
7

The use of simulation game in intercultural communication classes, an individual psychology perspective, Diane RIMMER (AU), Hironori NAKAJIMA (JP)

Life style assessment using early recollection in consideration of Japanese grammatical characteristics, Hiromi FUJITA, Rie HASEWAGA, Yumi KAMEI (JP)

I worry about my daughter and she is only 35! Alain DRIMMER (F)



2:00 - 4:15
P.M

Oral Presentations

Auditorium

Room
Tourelle A

Tension and conflict in the classroom : a possible intervention, Stefania GIAMPAOLI, Silvia MASTROGIACOMO, Barbara SINI (I)

Individual psychology in club activities, Takuya YAMAMOTO, (JP)

Developing transformative schools and resilient youth: Individual Psychology applications in education, William G. NICOLL, (USA)

The fatal love, notes on female violence starting from Sophocles' "The Trachiniae", Franco MAIULLARI (I)

Cyclical intergenerational conflicts, Giuseppe FERRIGNO (I)

From the uncertainty of being to surpassing oneself (from precarity to healing processes), Emilie NAQUET-RADIGUET (F)

Room
1

Room
2

Updating Adlerian psychopathology according to scientific research: from precarity and its compensation to the "vulnerability-events-personality psychopathological model", Andrea FERRERO (I)

The three registers: an instrumental metaphor in Adlerian counseling therapy, Christopher SHELLEY (CAN)

Counseling adult victims of verbal, physical and sexual abuse, and violence, Wess WINGETT (USA)

"How can I deal with these students and parents?" Middle and upper-class students/ teachers dealing with parents in precarious living conditions, Margit DATLER (AT)

Adlerian strategic intervention with parents and teachers, Ursula OBERST (SP)

Violence derived from lack of stability of bonds and inadequate conflict resolution, Yair HAZAN (U)

Room
4

Males and females in these times of continuous change, among conflict and challenges searching new balances, Umberto PONZIANI (I)

Understanding gender increases social equality in clinical practice, Marion BALLA (CAN)

Gender conflicts in sentimental relationships, counseling approaches in sentimental re-education processes, Carlo TIMPANARO (I)

Room
5

Identity conflict between real and virtual identity, Mara BARALDO, Ornella DABBENE, Cristiana MAFFUCCI, Laura MELE, Romeo SPECCHIA (I)

Teaching ADLER through talkies: using film as a psycho-educational tool in a individual therapy, Michael O. DAYAN (CAN)

Routes of reconciliation in cases of cybernetic bullying, Elisa LUPANO (I)

Room
6

From a precarious power to a powerful precarity: Inferiority and protest in today's psycho-social sexual reality, Chiara BERSELLI, Antonio BRAIDA (I)

Celiac disease: compliance and the life tasks, Catherine HILLEY, Timothy HARTSHORNE (USA)

An indirect effect of lifestyle on perceived exposure to workplace bullying via problem solving, Lithuania, Milda ASTRUKAITE (LT), Roy M. KERN (LT), Guy NOTELAERS (NO)

Room
7

The role of democratic processes in training for social interest and mental health, Eva DREIKURS FERGUSON (USA)

Using the art of traditional Japanese storytelling, "Kamishibai" to teach basic assumptions and the philosophy of individual psychology, Hiroshi MATSUMURA, Hiroshi TAKEZAKI (JP)

Unlearning oppression: From collective inferiority to community feeling, Mark BLAGEN, Julia YANG (USA)

Sunday 13th, July

Auditorium

Panel Theory & research

The relevance of the intrapsychic and relational conflicts in the pathogenesis of psychic disorders and therapeutic practice: a comparison between traditional and recent concepts of Individual Psychology

Chairperson: Andrea FERRERO (I)

According to the theory and practice of classical Adlerian Depth, Erik MANSAGER (CH)

According to the theory and practice of classical Adlerian Psychoanalysis, Kristin WHITE (GER)

9:00



A.M

10:30



Break

Final Panel

Precarity, Conflicts, Violences: A challenge to the Healing and Training processes

WHAT DID YOU LEARN IN PARIS?

Chairperson: Horst GRÖNER (GER)

Marion BALLA (CAN), Alessandra BIANCONI (I), Eva DREIKURS FERGUSON (USA), Margot MATSCHINER-ZOLLNER (AT), Didier MANEZ (F)

CLOSING OF THE CONGRESS

Wilfried DATLER (AT), Georges MORMIN (F)

11:00

12:30

End

33

Panel

Counseling

Counseling and societal overflow of trauma : does counseling can enlighten the care clinic. From debriefing of crisis to psychotherapeutic support.

Chairperson: **Yannick LE JAN** (F)

Resilience-Focused Brief Family Counseling/Therapy: Integrating Adler & the Emerging Research, William G. NICOLL (USA), a Professor in the Department of Counselor Educator, College of Education, Florida Atlantic University.

Working with traumatized adolescents , Susanna EDER STEINER (AT) ,Klinische Psychologin, Psychotherapeutin (IP)

Counseling in an emergency: the experience of the areas devastated by the earthquake, Giansecondo MAZZOLI (I), Istituto A. Adler, Reggio Emilia

Education and Pedagogic

Children and youth in a cross cultural world. Prevent and deal with conflict in the educational agencies.

Chairperson : **Marco RAVIOLA (I)**

The irreducible child: Social feeling, obstacles, and neuroeducational implications,
Julia Yang (USA)

A special form of violence among children and adolescence : bullying and cyberbullying, Christelle SCHLÄPFER (CH)

Theory and Research

The relevance of intrapsychic and relational conflicts in etiopathogenesis of psychic disorders and therapeutic practice. A comparison between traditional and recent concepts of Individual Psychology

Chairperson : **Andrea FERRERO** (I)

- 1 A very curt definition of relational and intrapsychic conflicts, according both to traditional and recent concepts of Individual Psychology
- 2 First question: according to traditional and recent concepts of Individual Psychology, are relational and intrapsychic conflicts main or relevant pathogenic factors for some or all psychic disorders?
- 3 Second question: according to traditional and recent concepts of Individual Psychology, how can conflicts relate with other pathogenic factors in some or all psychic disorders?
- 4 Treating conflicts during psychotherapy: a short clinical example.

According to the theory and practice of Classical Adlerian Depth Psychotherapy
Erik MANSAGER (CH)

According to the theory and practice of Adlerian Psychoanalysis, Kristin WHITE (GER),

Adult Psychotherapy

The Violence of trauma and its treatment

Chairperson: **Anne-Marie MORMIN (F)**

Violence and insecurities are the cause of more or less intense psychological trauma which is now encompassed in post-traumatic disorders. We propose an Adlerian definition of trauma and a scheme that will allow members of the panel to illustrate the clinical aspect and develop their point of view or therapeutic practices.

Definition: "Apprehension and impact of raw events that are breaking into the apperceptive schema and induction of a reorganization of lifestyle, these events which "shock" alienate the sense of belonging to the human community (destroy Gemeinschaftsgefühl) and inflect or deflect the purpose

«Trauma and attachment: theoretical and technical considerations for an articulated intervention of adlerian psychodynamic psychotherapy» Elisabetta CAIRO, S.A.I.G.A. Turin, (I)

Breast Cancer, heal, but at what price? Georges MORMIN , Psychoanalyst educationalist , President of the SFPA, (F)

Child and Youth Clinic

***Neglected children, maltreated children.
The new frontiers of Child Psychotherapy***

Chairperson : **Anna Maria BASTIANINI**, (I)

Precarity, conflict and violence often permeate the social scenery where children and adolescent grow up. Different form of carelessness and maltreatment rise up and origin new psychological diseases that required a change of the traditional method of psychotherapy.

Colleagues from different part of the world will share their experiences on individual and group psychotherapy with neglected and maltreated children. The debate will be an important chance to prove the originality and the modernity of Adlerian method.

Adlerian children's psychodrama with/against children's virtual heroes,
Hanna KENDE, Psychanalyste, (HU)

Child Therapy in the first Adlerian clinics in Uruguay, Andrés Buschiazzo, (U)



*Meanings are not
determined by situations.*

*We determine ourselves
by the meanings we
ascribe to situation*

Special events

Social violence and youth

Chairperson: Philippe GROSBOIS
Michel FIZE, Yannick LE JAN, (F)

Friday, 11th, 17:00 18:00

Violence against women

Chairperson: Sonia PAGEAUD, (F)
Marion BALLA (CAN), Sarah MANTAH, Marie-Dominique de
SUREMAIN, (F)

Saturday, 12th, 17:00 18:00

Michel Fize

Sociologist, renowned of adolescence and the family. He is a researcher at the CNRS (French Ethnology Centre).

Michel Fize is the author of numerous books including – *The happiness to be teenager - Don't ever call me crisis!* - *At death the family!* - *As co-author: Adolescence and groups.*

Philippe GROSBOIS

Doctor of psychology, anthropologist, lecturer at the Institute of psychology and sociology applied, Catholic University of the West, Angers, Member of the Board of the International Federation of psychotherapy, in charge of mission «psychotherapy» to the French Federation of psychologists and psychology, vice-president of **«Psychologists today in Maine – and – Loire»**.

Yannick LE JAN

Yannick LE JAN is psychoanalyst, training, supervisor. President of the counselling section. Psychoanalyst - SFPA trainer. He extensively accompanied teenagers and young adults in the social and professional integration before devoting himself to a liberal activity.

He is the author of numerous articles, including on the question of violence, published

Marion BALLA

President, Adlerian Counseling and Consulting Group

Marion Balla has gained recognition across Canada and internationally for her expertise, her dynamic speaking style, and her skills as a facilitator, workshop leader and trainer. Marion has built her credentials over a 35-year career in counselling and consulting.

With a Master in Education (Counseling) and a Master in Social Work (Direct Intervention), she specializes in family, individual and couples therapy. As a consultant, presenter and trainer with clients in government, public health and social institutions, business and various professions, Marion is an expert in a broad range of workplace and organizational performance issues, including team building, communication skills, conflict resolution and principles of progressive leadership. She has delivered keynote addresses and workshops

on leadership, creative collaboration, work-life balance, parenting and many other subjects at national and international conferences.

Sarah MANTAH

After a Master of Political Science, Sarah Mantah began an internship at the French Permanent Mission to the United Nations (New York), to work on the issues of the Committee on social, humanitarian and Cultural Affairs.

This fantastic experience allows him to collaborate with the Member States and the EU colleagues on the negotiation of the UN resolutions affecting mainly women, child soldiers and civilians in armed conflicts. It then passes on the side of the United Nations itself as an official information, in order to achieve the press releases relating to the meetings of the General Assembly by the Security Council.

At the end of 3 years in the USA, back in France, she continues to develop its expertise on gender / equality and public policies in the field of the social as a delegate to the women's rights and equality for the Department of the rights of women. At the same time she regularly speaks outside its missions, within the framework of round tables, conferences, panels.

Sonia PAGEAUD

Psychologist, psychoanalyst, trainer psychoanalyst at the SFPA. Member of the Board of Directors of the SFPA. Director for 15 years, an Association of community health. She is currently, psychologist at the social assistance to childhood.

She published numerous articles in the journals of the SFPA and led numerous conferences around community health.

Marie Dominique DE SUREMAIN

Director projects **«Gender and women's rights»** management of structures, projects, services for women in difficulty, access to social rights and decisions, fight against discrimination and violence gender and development: managing conflicts, urban violence, sociology of the family, masculinity and fatherhood.

Member of the National Observatory of parity (services of the Prime Minister), international NGO Enda Tiers-Monde, Latin American women's network and Habitat, women's network and cities International.

Publications: Health and violence, Crisis of fatherhood and urban violence, Female heads of household

Abstracts

Z. ABRAMSON , Ph.D, Israel

FREUD and ADLER: incompatibles theories

In central Europe, there is a tradition of wanting to combine the theories of Adler and Freud. Psychoanalytic terms and concepts are used together with those of Adler. In my presentation, I shall attempt to point out some of the strong differences between the two thinkers. These differences make the theories hardly compatible. This incompatibility means that using both strands of theory with clients can only cause confusion.

J. AILLON, MD, SAIGA School of Individual Psychology for Psychotherapists

F. GARDIOL, Psychologist, EPISTEME School in Systemic Psychotherapy Relational of C.M.T.F. – Milan Approach

Socio –economic and cultural roots of precarity : what is the role of an Adlerian therapist concerning primary prevention and health promotion?

a) Precarity and mental illness

This work explores socio-economic and cultural sources of precarity. In particular, we will conduct a review of recent literature, illustrating the importance of social determinants on health and mental health, highlighting how several studies show that many causes of precarity are associated with increased rates of some mental disorders (WHO, 2008; M.Fisher, 2010). Furthermore, we will discuss how certain cultural factors could contribute to increase precarity and, through the spread of more collective insecurity and inferiority feeling, mental illness prevalence.

b) Structural determinants of precarity

Precarity is linked to postmodernism, productivism and neoliberal society. In fact, on the one hand exasperated individualism, excessive competition (“will to power”) and fragmentation of relationships between human beings (“liquid modernity”, Zigmunt Bauman) have enhanced precarity. On the other hand, the economic system, exclusively based on growth and productivism (Latouche, 2007), exploits the majority of humanity (worsening their socio-economic determinants of mental health) in order to give the possibility to a minor part to consume more and more, globally leading to the growth of conflicts and violence. c) Avoiding social, cultural and economic breaks In this context, a holistic Adlerian approach requires not only consideration of social, cultural and economic breaks during the treatment (association of psychological and socio-educational treatment), but, first of all, primary prevention and health promotion. In this view Adlerian therapists should also act on determinants of health, encouraging political actions and spreading cultural awareness about these concepts. Some examples will be presented.

Furthermore, because precarity for the majority of human beings is linked to the current socioeconomic and cultural system (neoliberalism), we may consider the hypothesis of going beyond it, toward a new society where the aim of economy will be not exclusively growth without rules (“will of power”), but wellbeing of humans beings (“social interest”).

M. AIRAUDI, Psychologue, Société Française de Psychanalyse
Adlérienne, France

Precarity of links among older person in nursing home.

Jeanne is 76 years old. She arrived in nursing home one year ago under medical order. A cerebral vascular accident caused a partial hemiplegia on the right side of her body. Jeanne falls regularly and she realizes daily acts with difficulty. Her losses of physical capacity leave marks on her self-image. Jeanne is narcissistically weakened. The ideal of personality is affected. The precarity of her affective links has been revealed when she came in nursing home. This precarity is reactivated by the difficulty to get contact with other persons in her everyday life. An abandonment and loneliness feeling is omnipresent. We are going to discuss how the relation with other nursing home resident and the difficulty to identify themselves, is a reminiscence of an affective and identity deprivation. The Gemeinschaftsgefühl failure hurts, weakens the ego and reactive feelings of insecurity and inferiority.

We meet Jeanne in individual therapy and sometimes this therapy uses writing. In Adlerian therapy, the notion of Gemeinschaftsgefühl is central. It gives the patients a narcissistic mirror image, the possibility of speaking about themselves. So that they can rehabilitate their identity and continuity feelings. The writing leads to a creative power which is a compensatory process. For Jeanne writing is a way to rehabilitate herself, and allows her to set a goal and be part of a movement of dehiscence.

Dr. M. ASTRAUKAITE, Kaunas University of Technology,
Department of Psychology,

Prof. R. M. KERN, Vytautas Magnus University, Department of
Theoretical Psychology Assoc., Prof. G.

Prof G. NOTELAERS, University of Bergen, Department of
Psychosocial Science, Norway

DREIKURS' ideas on cooperative conflict solving: testing deterring effect on workplace bullying

Dreikurs (1971, 1972) stressed the need to address conflicts using democratic principles and collaboration. However, previous research challenged cooperative conflict solving as the most appropriate strategy in research of workplace bullying. Researchers have proposed that an open discussion with the potential perpetrator may have the opposite effect by encouraging negative actions instead of preventing it (Keashly & Nowel, 2011; Rayner, 1999; Zapf & Gross, 2001). In addition, according to researchers, cooperative conflict solving may not be appropriate when parties are not able to participate in conflict solving openly and equally in a nonhierarchical manner (Aquino, 2000; Keashly & Nowel, 2011). Finally, Zapf and Gross (2001) challenged cooperative conflict solving as a constructive style in the situations where bullying reaches escalated stage. To test the controversial ideas, data obtained in 2012 from employees in one service sector organization in Lithuania (494 respondents [82.8% women and 16% men] was analyzed.

The Negative Acts Questionnaire-Revised was used to measure exposure to workplace bullying (Einarsen, Hoel, & Notelaers, 2009). For the assessment of the conflict handling styles, the Dutch Test of Conflict Handling (De Dreu, Evers, Beersma, Kluwer, & Nauta, 2001) was used. Task conflict with supervisor was measured by a one item, i.e., "Do you have conflict with your direct boss about the content of your tasks?"

Judging from two out of three analyses, cooperative conflict solving seems to be the most significant deterring conflict-solving style in comparison with compromising, yielding, and forcing. These findings support Dreikurs' proposition that caring equally for self-needs and the needs of others is important to deter destructive dynamics. Results, however, did not support cooperative conflict solving as being a significant potential deterrent in the escalated bullying stage.

M. BALLA, M.Ed, M.S.W., R.S.W. Adlerian Counseling and Consulting Group, Canada

Understanding gender increases social equality in clinical practice

As clinicians, addressing gender issues is an integral part of our work and life. The presentation will provide participants with an increased understanding of the impact of male and female roles within intimate relationships, workplaces and the wider community. Gender guiding lines, birth stories and early memories will be utilized to explore personal decisions related to gender.

M. BARALDO, O.DABBENE, F. FELLA, C. MAFUCCI, L. MELE, R.SPECCHIA, Istituto di Psicologia Individuale A.Adler, Torino, Italy

Identity conflict between real and virtual identity

Digital culture is redefining the characters and the boundaries of our identity, both personal and collective. To be reachable and interact with mobile phones, share thoughts and experiences of their lives through social networks are common elements in the life of most people. In today's society of communication, one person seems to exist only if trackable online and in the constant flow of information.

The virtual identity becomes a place on which to project a part of himself, that often coveted, so you pursue it and see it at least made there. Many teenagers take refuge in a fictitious reality and close ties with what's out there: in these cases the conflict between the virtual self and the real one is outdated and contact with reality is lost.

We present two case studies from research carried out at a secondary school in Turin, which involved about 400 students and their teachers.

S.BARBIERI, R.MIRANTE, Institute of Individual Psychology
Alfred Adler; Turin-Italy

Etiopathogenesis of borderline personality functioning

This project intends to reflect on the causative factors involved in the borderline functioning's onset during childhood. We will therefore take into account concepts such as repetitive trauma and lack of object constancy. In support of these arguments some clinical cases, illustrative of the individual-psychological operating model, will be presented.

A-M.BASTIANINI, M.DOLCIMASCOLO, L.MELE, Istituto di Psicologia Individuale, Torino

The processing of trauma: an experience with a Salvadorian community

For some years now the encounter with two Salvadorian communities, survivor from a terrible and devastating civil war, in the context of a project of international cooperation managed by the professional voluntary association Psicologi nel Mondo - Torino, has brought us to think about the themes of trauma caused by war, its transmission and its relationship with other traumatic experiences of individuals and communities.

The encounter with these communities which present peculiar traits, related to the Middle American history and culture, but at the same time projected to «modernity», with an organization which that allowed them to overcome the challenge of war, but which, at this moment, does not seem to be quite suitable for «carry» them in the contemporary world, brought us to ask ourselves about the theme of community, its dynamics, its own way of dealing with challenges, in other words, his way of being resilient.

In building a coaching intervention with them, we worked with individuals, but especially with groups, with the prospective to help the community and the individuals to develop a model of resilience to new challenges in order to improve psychological well-being, the «bien-vivir» as its said in Latin America, which is at the same time individual and collective and has to consider among other things, a certain level of economic and social development and respect for fundamental rights.

The tools we used were especially group work (through the game and speech) and narration, used as an opportunity to put in words traumatic events and linking personal history to the history of the community, with the aim of re-elaborate the memory of the community to allow the same community to enrich and make it more usable to write his own future.

Dr I. BATTILOCCHI, Trainer of Adlerian School of Reggio Emilia, Italy,
Secretary of Istituto Alfred Adler di Reggio Emilia.

From conflict to cooperation in group socio-analysis: presentation of a clinical case.

This paper discusses transformative and generative opportunities offered by socio-analytical settings group, and is based on research by Professor L.G. Grandi (Italy).

The case involves conflict as a state of tension, typical of both the individual intrapsychical dimension and the interpersonal dimension, which arises in poorly and disorganized physical and emotional suffering. These types of suffering create conflicts and tensions which may lead to aggressive feelings or violent behaviour, including: aggression towards the self or others, self-imposed isolation, avoidance, depression and narcissistic relationships. Considered in the social dimension, group socio-analysis becomes a therapeutic context which reveals the individual's dysfunctional dynamics, as well as a creative space for new relational contexts which make possible a redefinition of the individual's intrapsychic representations. The greater circularity that is stimulated by the interpersonal dimension allows a dynamic and teleologically-oriented interpretation better capturing the complexity of humankind. It helps the patient to develop relationships which are more appropriate to reality, for the external world and for his/her counterparts. Lifestyle is redefined around more adaptive and creative forms of psychological well being, so that the patient can take charge of the complexity of his or her existence, and behavior based on trust, reciprocity, solidarity and cooperation is promoted.

C.BERSELLI, Alzheimer Center of “Golgi-Redaelli” Geriatrics Institute;
Milan, Italy

Elderly disease and precarity from despair to experience: a case of severe dementia

In this paper I refer to the paintings of senile involution characterized by advanced impairment of cognitive functions. The loss of the mind's functions to self-consciousness is the loss of self or even in very advanced dementia was never really in front of tabula rasa? Faced with this precarity par excellence Adlerian intervention is to counter the psychological residual dynamics that accentuate the involution such as retirement, isolation, deafferentation from the surrounding world, encouraging relational modalities aimed revival of emotionality pleasant. The interaction with the subject can always become an emotional level and with creative ways of operator and caregiver who value the other and continue to see him as an individual who still has a chance to emotional-affective resonance.

It intends to present the case of the evolution of the relationship between an old man suffering from Alzheimer's disease in the severe stage and the son-caregiver. The son, by then desperate for the incommunicability with his father, which was expressed in months exclusively through nonsensical nursery rhymes, began to answer in rhyme: was born a new experience, a new “dialogue” father-son, illogical, but with the musicality of the rhyme. The perception of musicality, in fact, persists in spite of being affected other sensory ways. The language, first, contained in the automatism of nursery rhymes repeated endlessly was “freed” to become emotional-affective movement enjoyable for both and allows the son-caregiver to communicate again with his father, in spite of the total absence of semantic content.

C. BERSELLI, Adlerian clinical psychologist, Chief editor of Individual psychology's review

A.A. BRAIDA, Neuropsychiatrist, Psychotherapist, Analyst, Italian Society of Individual Psychology (S.I.P.I.)

From a precarious power to a powerful precarity: inferiority and protest in today's psycho-social –sexual reality

When thinking of psycho-socio-sexuality, the authors detect peculiar modifications of the old manly protest descending from the socio-cultural changes which have modified the male-female relationship addressing it towards equality. While the dominating male culture and the well tried female compensation certainties have been progressively put under question so making the references to power precarious, these certainties have today consolidated into precarious lifestyles connected to temporary and insecure meanings. If we think of precarity as a frontier experience, it implies new lifestyles which tend to a complete interchangeability or superimposition of the male-female roles. In today's psycho-socio-sexuality there is a re birth of what Adler defined as "the inferior's power": a protest and dominance strategy carried on through an appearance of inferiority. It's a body interpreted design which is now being modified by a culture of standardization tending to conceal differences and to devaluate the male-female relationship, as it is considered a past idea of cohabitation of differences connected to the old male power.

Precarity, beside being a psychosocial condition of uneasiness, is also a shared culture and tends to address lifestyles towards hybrid psycho-socio-sexual forms, through homologation and transfiguration processes, recalling old protest forms and answering to new power strategies in the fictitious illusion that cancelling differences you can alleviate or abolish experiences connected to a feeling of inferiority.

A. BIANCONI, A. RAMBAUDI, Neuroscience Department, University of Turin; Italy

Psychodynamic training of psychotherapists to its own and of the context precariousity

Psychodynamic training for both the psychiatrist and the psychologist essentially aims to promote skills regarding the understanding of the meanings conveyed and expressed by the patient, but it also represents a considerable opportunity for professional growth. It allows the trainee specialist to benefit from an in-depth and participative observation of conscious and unconscious mental functioning: functioning that can be activated also as factors of change for thoughts, feelings and behaviors. Psychodynamic training also allows one to perceive the inevitable obstacles and resistances as well as the strengths, creative opportunities and the patient – family – society interactive dynamics so that they may be used to produce an appropriate therapeutic project.

Psychotherapy training is a structured and complex journey of acquiring knowledge and know-how and expanding communicational and relational skills, which unfurls through the educational relational experiences in training between pupil and teachers. Precariousness, both therapists and patients and the contexts in which they operate, may therefore become a stimulus to creativity.

In this paper the authors present their experience as supervisors at the Pilot Regional Centre for Eating Disorders (Psychiatric Clinic of University of Turin, Italy) and at S.A.I.G.A. Postgraduate School of Specialization in psychotherapy.

The experience concerns the treatments that trainees in Psychiatry / Psychotherapy at different levels of training do in hospital or in a university environment:

a) as a unspecified definition of the professional role may sometimes allow an approach to therapy and care that one side puts a limit to the expectations of the therapist, the other respects the defense mechanisms of the therapist about their own emotional involvement.

b) as the configuration of brief psychotherapies can be a stimulus to effectiveness, in accordance with the rules of the setting and the methodology of BAPP (Brief Adlerian Psychodynamic Psychotherapy), for the constant attention to providing something «new» and «different» to the patients (corrective emotional experience).

c) as the constant calibration of the therapeutic process through supervision of transference and countertransference dynamics, allows to accept and understand the therapist, patient and the context limits, allowing a therapeutic approach sheltered and empathetic, reasonably free from «furor curandi».

E. BIGNAMINI, C.GALASSI , Addiction Department NHS ASLTO2; Turin, Italy

Addiction and precarity

Precarity and uncertainty are two current conditions that are frequently recalled as if they were synonymous. Precarious comes from the Latin prex: obtained by prayer, given by grace. Uncertain describes what is confused, unpredictable and undeterminable. Precarity means that there is someone's will on which you depend, that is unknown and cannot be influenced. In uncertainty the difficulty to establish the elements of condition prevale.

In "industrialized" societies we can see the loss of faith in a model of progress that up till now has been intended as unlimited, controllable and controlling.

The crisis in acquisition of value and confirmation through doing and having creates an increase of anxiety and stress. It's not possible anymore to make plans for the future using the models known up to now. The economical crisis that we are all living brings up ancient fears and the defense strategies recall stages in which the reactions are similar to those already seen and highlighted in period of crises.

When we speak about addiction we must analyze the relationship among subject-drug-environment. Drug abuse seems to be a way to feel pleasure in a human physiological system that is re-setted in its satisfaction strategies. Within this social cultural condition the addicted lifestyle comes in, just like Chinese boxes. From our point of view (an experience of over 1200 adult patients every year), the pathoplastic effect of social conditions is recognizable in the expression of individual symptomatology.

The drug addicted lives in a condition that is precarious and uncertain: he depends on other's will (to interfere in his life) and he also depends on random events. He lives in a continuous present, hanging between addiction events. The future is closed in the lone experience with the object-drug. The feeling towards his personal history, his past and himself are altered.

I. BIRIZLO – SZABO, Psychologist private practice, Szolnok, Hungary

The art of healing and cure, How becoming healthy transfigures to a process of learning?

Each man/women is an individual creation, an individual creation of art, with individual expressive capacity.

In these days in order to make the healing-influencing processes, schemes, mechanisms easier, so called „treatment protocols” are constructed, to fasten the treatment procedures of great mass of patients.

How starts the healing process in the psychic space of power? How the personality is preserved? In reality, psychologists always and all time were seeking the response, but how can be the answer something another as in the time of Adler?

The first memories, the interpretation of life-style and of community feelings, where can they be placed in the therapeutic process of the today's practice? Can be clarified cognitive functions, emotions, attention and rest in the same way as in the form of XX.th century?

The PRESENT must be alive in the therapies of today too and must be always in the prominence. The art of healing is the extensive pronunciation of the present time, as the problem, the starting point of the healing and its possibility is all implemented in the present time framework contemporarily.

What is exactly these 3 possibilities?

Signs of expressing the problem, the receptive-sensorial abilities of the healer (not only his/her professional knowledge), his/her capacity to have rest, to make equilibrium, further, the patient's intention to cure him/herself, the patient's need to distract from the presence. Why is spoken here about the sensorial ability of healer?

The healer - starting from his/her rest point - makes difference and receptive of the striking signs in the presence for the individual who craves to be healed. Comparison base is the present mental position of the patient.

Tutoring (learning) conveys new information. In this way, healing is nothing else as tutoring ourselves.

In my lecture I try to present this individual artistic mode of healing by means of case vignettes.

B.BITTNER, Member of the German Association of the International Psychology, Munich A.Adler Institute

«A stone less in the backpack»

«The key to all offers is the child's or his family's encouragement to accept an acute problem situation as changeable and work upon it.»

(M. Sperber)

What are the teacher's options encouraging a discouraged student?

My workshop's starting point are a 6th grade student's drawings and written documents. Viewing these documents I perceive evidence of his mental disorder, family and school pressures become visible. I then relate these to a series of conversational practices leading towards encouragement.

My workshop provides an opportunity to improve the teacher's sensitivity and awareness for his or her students' real obstacles and anxieties, and to take steps overcoming them. A final conversation protocol documents these steps of encouragement. After one particular conversation the student himself realized there was «a stone less in his backpack».

M. BLAGEN, Ph.D, North American Society of Adlerian Psychology,
USA

The healing of addictions: an Adlerian perspective

The life of an individual addicted to alcohol or other drugs is without predictability or security and addiction significantly affects psychological and material wellbeing. The life of an addicted individual and the definition of precarity are closely alligned. Addictive behavior is contrary to social interest. The antidote to addiction is a reintegration of the addicted individual into society in such a way to meet the tasks of life with courage and social interest.

Through the use of four case studies that represent common presenting issues related to addictive behavior, this presentation will detail how specific Individual Psychology techniques effectively meet the challenges addicted individuals present. Each of these case studies will show how the confluence of a developed lifestyle and neurological dysregulation contribute to their addiction. As these cases will show, each addict manifests addiction in a unique way and Individual Psychology provides a holistic way of assisting in the healing process by exploring psychological dynamics and encouraging self-understanding and insight that will allow for a reorientation. As an example, if we consider the two extremes of addiction, the street addict and the high achieving addict Individual Psychology works well with the discouragement of the street addict while identifying strengths and attributes that can be channeled toward socially useful goals. For those who are high achievers and addicted, an important goal in the healing process is to assist the addicted individual in understanding the meaning of their striving and deciding how the façade of achievement contributed to their addiction.

Individual psychology provides an excellent framework for understanding and treating addiction. By doing so, we can be helpful in assisting the addicted individual in moving toward socially helpful behavior and move from a negative to a positive societal influence.

Dr. M. BLUVSHTEIN, Adler Graduate School, MN and NASAP, USA

«Am I a trembling creature or have I the right? ADLER'S reading of Russian literature in search for cure against violence»

There should be no surprise that in his search for meaningful antidote to violence - individual, collective, and to world wars as manifestations of “the most horrible mass neurosis” - Adler turned to Dostoyevsky’s “Crime and Punishment”. Adler’s most significant discussions on Dostoyevsky took place at least three times: in 1914 in his writing about heroes; in 1918 in his analysis of boundaries and collective guilt; and in 1935 in his discussion about delinquency. This times-topics parallel seems too significant to miss, and the symbolism is powerful.

What happens, when one moves over the edge of own useful life, while self-elevating above the communal reality? Who are those who engage in “renouncement of common sense” - all in a name of common interest? What motivates those who in fear of crossing some lines, hesitate to make any moves, constantly striving for “singularity” while complaining about profound loneliness? When addressing individual psychopathology, Adler’s writing should impress an insightful reader with its ever present undertone of common ills. His views of a person are only complete when humanity is visible on a background. The individual pain is indivisible from the threat of disintegration in the social fabric. The cure too comes from that connection only. In 1935, Adler commented on “the general inertia of mankind” when it comes to testing the new ideas concerning prevention of delinquency. This presentation will explore Adler’s reading of Dostoyevsky and other Russian authors in a context of his search for meaningful and practical solutions against violence: from neurotic hostility toward oneself, to interpersonal conflicts, to wars against humanity.

P. BOBOLA, Docteur en physique, Biologiste, Anthropologue, Professeur d'anthropologie et Co Directeur du diplôme universitaire d'ethnomédecine (Paris)

Inhibition of action and individual psychology

Nowadays, the society sees a rise in violence, both individual and communal. The feeling of inferiority, inferiority complex, trend of depreciation, overcompensation, aggression.... conceptualized by Adlerian psychology, are all witnesses of ill being ambient current. This article intends to revisit these concepts with the publications on the inhibition of action developed in the 70s by Henri LABORIT, publications which shows in neurophysiological field , that each person seeks to gratify oneself or more, just tries to keep his balance ,his well-being , his pleasure , by an action on the environment. If this action is not possible, the experience highlights that a psychological and physical ill-being increase, and that one way to escape is, either the action (escape in the space or in the imaginary), or aggression and violence.

A. BOVERO, F. MARGOLLI, M. MINIOTTI, P. LEOMBRUNI, R. TORTA, Clinical Psychology and Psychology Unit, Department of Neurosciences, University of Turin, Italy

Body and finitude: listening to suffering as a working tool in medical education

Although in recent years there has been an increase in education on the End of Life Care (EOLC), many medical students feel inadequately prepared to deal with terminal patients because death is an implicit subject in medical education and health professional training. Thus in the medical culture there is a tendency to reduce this analysis to its technical aspects.

The purpose of this study is to investigate attitudes towards care of the dying patient among second year medical students attending a didactic training on psychologist-patient relationship and an hospice rotation.

Two hundred students completed the Italian version of the Frommelt Attitude Toward Care of the Dying Scale form B, while attending a short course on EOLC and a brief training in hospice Valletta. This training focused on hospice philosophy, psychological aspects in the end of life and students took part to the medical visits and discussions about the patients.

Students obtained a mean total score of 112.8 on FATCOD and at the end of the training they highlighted, in working with terminal patients, the importance of reflecting on one's own death, acknowledging the inexorable finitude common to all so that the dying process could be considered as part of human existence and not lived with feelings of frustration and powerlessness. In the training another intervention in the medical practice suggested, is the development of coping strategy towards anguish death that varies according to each individual experience.

Through the hospice clinical cases presented, the students acknowledged the attention of care in the end of life for individual personhood. This was achieved thanks to the way physical care was given, by focusing on presence, listening to the patients with compassion, sharing that they may not suffer alone and finally by emphasizing the importance of cooperation among multidisciplinary staff.

W. BRANKE, Schweizerische Gesellschaft für Individualpsychologie
nach Adler ; Immenstaad / Deutschland

How social interest and social engagement can be developed in a new fashion

The condition of a society is reflected in its social and communicative abilities of its members. Adler's intention was for people to follow the rules of the human community and to be orientated towards a universally valid logic.

The solution lies within a new, functional understanding of the term "social interest". This way it is possible to describe nine abilities of social behaviour. Everyone knows these abilities from their own personal experience but no-one is able to deploy them in all situations of life due to their own personal lifestyle, which inhibits them from doing so.

This new way of understanding makes it possible to describe the lifestyle as a process of an individual's personal effort to integrate the various perspectives in a given social situation. At the same time it demonstrates the development path for a new orientation with regard to a generically accepted understanding of the unfolding occurrences.

The aim of such an approach is to enable Individual Psychology counsellors to perform their profession as „best practice“.

Dr A. CALLIGARIS, Dr S. ORNATO, Psicoterapeuta, Istituto Alfred Adler, Torino, Italy

The psychotherapeutic work with the women victims of domestic violence: complexity, resistances, achievable goals

This contribution wants to be a reflection on the complexity and the specificity of the therapeutic work with the intrafamilial violence victim women, often the bearers of a peculiar suffering and peculiar attitudes and defensive mechanisms established over time. These mechanisms appear in the context of a relationship with a partner that, at first, may seem idyllic but that always becomes more and more dysfunctionale and closed circuit, generating feelings of powerlessness, precariousness, emotional dependency, guilt, submission and resignation, along with attitudes of minimizing the consequences of the acting out violent behavior, social isolation behaviours, fuelled by fear and shame.

The victim can get to put in place mechanisms of denial, avoidance and/or omnipotent control, aimed at preserving the relationship with the partner, turning herself a relational dynamic that tends to perpetuate the violence circuit. Against this complex plot, in the psychotherapy with these patients, albeit motivated aid, the change can be tiring and slow, but in the context of an emotional corrective relationship, based on the trust and the encouragement, important and significant results are possible, starting from the recognition of the its individuality, of the needs of the children and of the prejudicial consequences caused to these.

A-L CARETTE, Psychologue, Société Française de Psychanalyse
Adlérienne, France

«What happens between walls, stays between those walls»

We are talking about a foreign world, an out-of-the-way universe where paradox is king and where guilty imprisoned men are asked to prove that they can live a free and rational life. There, where they have been ripped off human society, a parallel one emerges, one with a single goal: find out - or find back - this feeling of humaneness that they have been accused of having lacked of.

C. CARPINELLO, L.MELE, A.SALZA, Istituto di Psicologia Individuale A.Adler, Torino, Italy

Individuation without separation: a fictional autonomy

Depression, anxiety disorders and somatization are the most common reasons why adults today require psychological counseling. They occur frequently in borderline and narcissistic personality functioning. The subjects have a highly placed Ideal Self, but don't have the required drive to overcome obstacles to progress, either through the exercise of Creative Self, or through the support and cooperation of the social context, so their behaviors range from adhesives attitudes towards the environment to aggressive behavior, sometimes explosive. The subjects involved tend to identify external factors as the cause for their discomfort. These may include issues such as the current economic crisis, the lack of hope in their present situation and difficulty in investing in their future. They talk about feelings of sadness, boredom and emptiness. They tend to polarize their feelings. They highlight their difficulties in harmoniously integrating their aggressive impulses with vital tasks. They try to exclude pain and conflicts from their life's experience.

This work proposes, by discussing some cases, to explore the deep psychological dynamics underlying these affective-relational patterns. It also proposes the exploration of possible intervention guidelines following the Adlerian theory orientation.

S. CAUDANA, A. CANTARELLA, E. GRANDI, F. IMODA,
Formatori ed allievi della Scuola Adleriana di Psicoterapia

Insecurity and violence: identity compromised. The history of Phil.

We live in a society, the West, where violence is all around us and no one can feel safe from its effects and its stress (Grandi LG).

In the consulting room we find ourselves struggling to work with people because these destructive aspects lead back to himself, not putting them in the outside world, but by searching, uncovering and recognizing them in their own inner world, this is to re-cognize certain characteristics that can explode depending on internal or external stimuli and situations.

D. CECHOVA, Comenius University in Bratislava, Adlerian Psychotherapy Society, Bratislava, Slovakia

Perceived parenting style and resilience in adolescents

The concept of resilience complies remarkably with the principles of Individual Psychology. Emphasis on the social concept, social interest, importance of multi-cultural awareness and influence of the family and environmental systems, together with the idea of the uniqueness of the individual and subjective non-duplicated life experiences, all involve the original premises on the natural essence of human being formulated by A. Adler.

In Individual Psychology child development is the process of creating its cognitive-perceptual system and behaviour scheme, mostly as a consequence of interpretations of life in the primary family. Resilience can be understood either as a personality feature - ego-resiliency - or as a more complex socio-ecological concept, the process of the positive adaptation of an individual after experiencing trauma. Because lifestyle is remarkably stable and is created mostly within the family of origin, we investigated the relationships between the perceived and experienced parenting style and the level of resilience in adolescents. We confirmed that a perception of positive parenting results in the developmental assets and resilience of an individual and, conversely, a perception of negative parenting in weaknesses, conflicts and low resilience.

Three Slovak research studies of resilience (CYRM scale) totalling 349 adolescents of 11 -18 years are presented: standard population, physically handicapped population and socially disadvantaged population. Our results show: a statistically significant influence of positive parenting style, parental interest in children and their perceived emotional warmth to the higher resilience of the adolescents. Among other results, we cite two other findings:

1. adolescents from socially disadvantaged environment had lower levels of resilience than those without social disadvantage ($p < 0,01$).
2. Resilience positively influenced the pro-social behaviour of adolescents even within the environment of perceiving a negative emotional relationship from their parents ($p < 0,01$).

J.L CHAVEZ, Psic. Analist Psychotherapist , University of the Republic of Uruguay. Faculty of Psychology, Center of Adlerian Studies, Uruguay.

Adlerian approach in car accidents: conflicts and prevention

Since 1950, the means of transport have had a great impact in social habits. The transportation of goods or people was facilitated and a new concept of freedom emerged. The ways of living and dying have changed. The number of people who died due to the automobile exceeds the people who died due to all the wars mankind suffered from. Frequently, the pedestrian, passenger or driver make mistakes that have fatal consequences. Car accidents are considered a crucial problem because 1.2 million people per year die because of this reason, and 50 million of injured people are left. These figures are alarming and the approach to this problem should be immediately. Since its origins, Adlerian Psychology was concerned with the prevention of conflicted situations. It is essential to implement actions and strategies in order to have a secure road system and the internalization of the concept of security which in the end will develop secure behaviours. This change has to be collective. Therefore, it implies co-responsibility and commitment of all the members of the community. The idea is to promote a change, encouraging children and young people to transmit values and more generous ways of living to themselves and others which enables to remind us about the three vital tasks human beings have, postulated by Alfred Adler: “love, work and community” being the last one vital for the transformation of the society.

P. CHERASCO, Public Mental Health Service ASLTO2; Turin, Italy,
D. NEIRA, S. SERLUCA, S.A.I.G.A; Turin, Italy

Psychiatric chronicity and precarity

As part of this Congress which offers a stimulating variety of subjects for the work we do in the field on a day-to-day basis, we would like to present our paper on, "Psychiatric chronicity and precarity. Observations about cases from our mental health department.

The clinical experience of dissociation presented by our users with a wide age range, and the endeavours in the departmental systems that deal with it puts us in contact with psychiatric chronicity and its most diverse aspects during our day-to-day work. This condition combines seamlessly with precarity in its most widely varying bio-psycho-social-cultural representations.

Clinical-therapeutic work carried out in the structures appointed to deal with and heal "chronicity and precarity" is organised into three macro areas. Self healing, daily life, and networking. Over time this complex combination has produced a common vocabulary that allows us to communicate by means of different healthcare professionals that often have conflictual or at least disparate roles."

S.COUPAUD, Psychanalyste, Société Française de Psychanalyse
Adlérienne

The bond, between mistuning and collapse

The bond refers to the emotional tie between a baby and its mother which is essential to a child's mental and physical development. The bond forms the foundations of a child's identity.

Human bond is established according to a body and interactive double anchorage. This interactivity promotes exchanges, rhythms, breaks, games that engage the child in verbal and non-verbal communication. What becomes of the mother-child relationship when the child has a disability? What are the effects of the traumatic encounter which obstructs the tuning of the mother-child relationship that is necessary for the bond to be recognized?

It is the procedure used to build this filiations' bond that we will challenge through two medical references.

C.DA MOTA, S. COUPAUD, Psychanalystes, Société Française de Psychanalyse Adlérienne, France

Failings of parental duties and child identity disorder

Parenting is a maturing process that can be defined as the set of psychological and emotional changes that allow adults to become parents, i.e. to meet the needs of their children at three levels: the body (foster care) the emotional life and the psychological life.

It is the ability of a generation to ensure basic safety and to contain and transmit to the next one, the knowledge of familial belonging (history, identity) and the one of social and human (Act) belonging.

This basic safety is the foundation on which is built the existence, «the social sense gives everyone a feeling of security which represents the main support for life.» A. ADLER. The education of children.

This parenting is sometimes disturbed and it is through the story of a double failings marital and parental couple that we will illustrate our remarks.

Prof. Dr. M. DATLER, Psychoanalysis (WAP/IPA) associated member of OEVIP, Vienna

How can I deal with these students and parents?" - Middle and upper-class students/teachers dealing with parents in precarious living conditions

Diversity in education which reflects the diverse needs and aspirations of its learners, and which recognises that the education system must be responsively and dynamic if it is to meet the challenges of rapid regional and global changes. In the last years we are confronted with a serious problem, how to work with children and their parents who are living in precarious employment and living conditions. So in our team we struggle with the question how we can support students, during their three years training, to gain enough competencies to do good and responsible work in classroom and with parents. And also we shall have a look at supervised teachers working with students who are confronted with violence in families, who suffers incurable disease etc.

First this paper presented examines implications of behaviours, of beliefs students (becoming teachers) notice and theoretical concepts they emphasize. I refer to data of a three years research-project at the University College of Teacher Education of Christian Churches Vienna/Krems. Because always unconscious parts play an important role in our patterns of behaviour there is one topic of interest: Which conscious and unconscious representations of teaching have students at the beginning and at the end of their training, when they are confronted with diversity in classroom, especially with precarious situations? Is there enough mental space to perceive, to recognize diversity and to reflect their teaching or are there too many defences to protect themselves from anxiety, from pain?

Thereafter some examples of parent-teacher conferences will be analysed. The focus of attention will be the question and the circumstances in which way it is possible for teachers to support students and parents within their precarious situations.

Dr.W.DATLER, President of IAIP, Prof., Department of Education,
University of Vienna

Conflict, Life Style and the Holistic Approach to Personality

The holistic approach to personality is a core concept of Individual Psychology. Nevertheless different opinions about the relationship between the experience of internal (innerpsychic) conflicts and the holistic approach to personality are hold within the wide scope of Individual Psychology. With reference to case material the view is taken that the assumption of intrapsychic conflicts as a constitutive dimension of the „human condition“ and the holistic approach to personality is consistant if a distinction is made between a micro- and macro-perspective on human life. Consequences for further research will be outlined.

Dr. M. O. DAYAN; Michael Dayan Counseling; Vancouver, Canada; Helliwell Pictures, Vancouver, Canada; University of the Fraser Valley; Abbotsford, Canada & City University of Seattle Vancouver Campus

Teaching ADLER through talkies: using film as a psycho-educational tool in individual client therapy

One tenant of Adlerian theory is that we live according to teleology; each of us is uniquely striving toward a fictive final goal set in the fictions of our youth. Alfred Adler has famously taught that one's fictive final goal "has all the inevitability of fate, so long as [the individual] does not understand it." Inversely, Adlerian theory teaches that, with awareness and courage, individuals may be imbued with the power to change their direction. The experienced Adlerian therapist is familiar with these concepts and the re-scripting process entailed. However the clinical client, deep in their soup, may be more tentative about their prospects for change.

This paper will discuss my process of using film, specifically Citizen Kane (1941), as a psycho-education tool to articulate the concept of teleology, reified in the dramatized life of film protagonist Charles Foster Kane. I will present an analysis of the film in the context of teleology and detail the method of using this film within individual client therapy. Initially, the conversation focuses on Kane's life before turning the lens toward the client for self-analysis and internalizing. I will also present anecdotes from my clinical experience and suggest other films for use in the exploration of other Adlerian concepts within the therapeutic environment.

Precarious emptiness

In the workplace, a number of reasons shifted the focus on the performance and the competition. Our thoughts give little attention to question the reason why of our work: what really is fundamental nowadays is how much, we can get from our work giving less importance to what we obtain from it. Consequently, the issue that worries us is the emptiness surrounding the feeling that the individual is left with as a consequence of the precarious work. In therapy, the precariousness of the individual has already brought new questions.

The Gemeinschaftsgefühl not sufficiently developed produces new uncertainties. Precariousness leaves a trace in the individual's identity which often reinforces the emptiness. Besides not encouraging the social feeling, the precarious emptiness belittles the desire to passionate for what we do and we do together with the others. Precariousness produces loneliness and loneliness goes with private logic. The challenge for the healing processes is hence strictly connected to the possibility to stimulate the social feeling of the individual. Individual Psychology offers questions that overstep the symptom treatment.

The healing process necessarily requires the abandon of the private logic towards the opening which is innate in the human being and that constantly involves the other to share a project. The precariousness of our times, that defines more and more the job identity, can be accepted with greater resources, if faced together with the other. The therapist is nowadays challenged to reiterate with courage, once again, the importance of being able to be together. If the power needs weak passions, then the path to walk is self-explained: it needs to passionate for something which can be reached in cooperation. So the sense of work quantification takes secondary importance, allowing the creation of a way, that takes back to the real sense of work.

I.De VRIES, Dr.med, Psychosomatic Medicine, Psychoanalyst, Group therapist in Private Practice, Hamburg, Germany. Member of APH, DGIP, DGPM, DGPT, IFTA

The sense of selfhood in relation to others”

The presenter would like to share with the participants this existential question of belonging.

The presenter is a Physician, Adlerian Psychoanalyst and Group Therapist, and belongs to an international working group called cross-cultural clinical collaboration. She is working with psychosomatic patients with multicultural background and focuses the transgenerational transmission of trauma and sociocultural events.

E. DREIKURS FERGUSSON, Professor, Psychology Department,
Southern Illinois University Edwardsville.

The role of democratic processes in training for social interest and mental health

Adler noted that Social Interest (Gemeinschaftsgefühl) is the key to mental health, and its lack leads to psychological disturbance. Adler further pointed out that the psychotherapeutic treatment of psychological disorders requires the patient or client to increase his or her Social Interest. Heinz Ansbacher noted (1981, p. 136-137) in discussing the case of Vaslav Nijinsky "In mental disorder...social interest, the prerequisite for successful living is underdeveloped..." Adlerians have understood since the time of Adler's writings that the nature of the social context for learning and development plays a crucial role in Social Interest training. Research has shown that democratic relationships, in the family and in many other group settings, facilitate the development and training of Social Interest. This presentation discusses the importance of the democratic process for Social Interest training in how one raises the young child at home, how one educates children and adolescents in classrooms, how adults interact in work relationships, and in how the therapist increases healing in treating disorders.

This presentation further describes the characteristics of democratic relationships and how these differ from autocratic and laissez faire relationships. As part of the discussion, emphasis will be placed on 'horizontal' compared to 'vertical striving' (Sicher, 1955) and the role of encouragement (Tymister & Wöhler, 2012) for developing Social Interest. The autocratic leadership style involves superior-inferior relationships (vertical) and the laissez faire style indirectly leads to the vertical process. The democratic style enhances the horizontal process in how the individuals interact. Encouragement is part of this horizontal process, for enhancing individuals' feelings of competency and well being.

A.DRIMMER, Counseling intervention, Paris, France

I worry about my daughter and she is only 35!

We are now seeing more and more parents consulting about their adult children:

“He does not want to work, but feels superior to those who do”

“My daughter is depressed, she does not know what she wants and is asking me what she should do”

“I am afraid she will commit suicide”

When we were adolescents we dreamed of leaving home, making money and being independent, not so anymore: More and more parents are overwhelmed by their children’s problems, children who have difficulty leaving home and becoming adults.

We Adlerians are very lucky that Alfred Adler presented an educational model based on democracy and Gemeinschaftsgefühl. Thus we are the only counselors who can give advice to parents on how to get back to normal relationships and help their children to get out of difficult situations.

Through a case study we shall explain how this can be sometimes achieved by guiding the parents...

V.DRINOCZKI, Hungary

Aeroplanes over/on a dust bin.

“The source of creativity of a teacher educated in Individual Psychology is the trust in the changeability of emotions and behaviour” Alfred ADLER

How can child psychodrama as group therapy give back the self-confidence to children trusted neither by their parents nor by their teachers, who all despaired their development chances?

I led groups in various institutions using Hannah Kende' child psychodrama method for children suffering from accumulated disadvantages. Those are children, in cases their pedagogues gave up and believed no more they can succeed in school and life. This resignation of adults was sent to them by means of a variety of modes which were very shocking for me.

The deepest pain of gypsy children was not that they are hungry many times and feel cold in winter not that there are segregated schools for gypsies and Hungarian children separately not that the teacher in their school uses physical abuse against them but the experience, if somebody leaves the classroom, the teacher does not care for him/her and does not look for, where he/she is Jill, member of the first school class specialized in logopedy had the great sorrow that her small paper aeroplane witnessing her achievement progress and should have landed on a tableau full of beautiful, colourful clouds standing in the middle of classroom, this plane failed to pass even the door and instead, stopped on the top of a dust bin in the corridor till the end of the study year

Is is known from Adler's biography that he was estimated as ungifted in mathematics by his teacher. But he was supported by his father, who advised not believing the teacher's dark prophecy.

In my lecture it is displayed how a child psychodrama group can give the children their feelings of self worth back, how it can be helpful governing their Ego-Imago from the negative pole into a positive tendency, how they can experience the supportive power of group, how they become supporters, helpers of one another, that is, how the group, the play in psychodrama can fulfil or replace the role of a good parent, who whispers into the ears of the hopeless child, do not believe in dark predictions!”

S. EDER-STEINER, S. FREILINGER, ÖVIP, Vienna, Austria

An imbalance of power - The Problem of prescribed therapy.

At the Vienna Child Guidance Clinic Individual-Psychologists traditionally provide psychotherapy for children, adolescents and parents. More than a third of the families treated have had their therapy prescribed by the child welfare service. Should families fail to attend these therapies, there can be consequences, such as taking the child into care. It is often fear of these measures that make parents attend the first sessions.

The manner in which patients are sent to therapy has a great impact on the beginning and subsequent course of therapy. Therapy and therapist are considered a threat, making the beginning of the therapeutic process difficult, sometimes impossible. Often prescribed therapy has to be resisted by the patients simply in order to preserve their self-esteem. Compulsory attendance results in a power imbalance. The parents have surrendered power to the child welfare service and the therapist, who seem to have usurped their autonomy and declared them incapable of taking care of their child.

Additionally, the precondition for a successful therapy is missing: the parents' recognition of the need for therapy. Work with involuntary patients is made more difficult by induced feelings of shame, fear and guilt. This makes it difficult to establish a stable relationship between therapist and patient. Consequently, the first task in prescribed therapy is to build a working alliance. We shall look at how motivation, cooperation and a stable working alliance can be developed within prescribed therapy.

We shall also discuss how co-operation with the transferring institution can be arranged without breaking therapeutic confidentiality. The working method of the Viennese Child Guidance Clinic in these particular cases of prescribed therapy will be presented with particular cases and vignettes from therapies with children as well as the accompanying work with the parents.

S. FASSINA, B. SIMONELLI, E. CAIRO, A. BOVERO, A. FERRERO, S.A.I.G.A., Turin, Italy; DPA Centre, DSM ASL TO4, Settimo tor.se (TO), Italy

The prevention and treatment of personality disorders in adolescence

This paper intends to present some observations about psychopathology in adolescence, and particularly personality disorders, and present some of the preventative measures and treatments carried out by the Centro DPA (Centre for Prevention and Treatment of Personality Disorders in Adolescence) in DSM ASL TO4, a Public Mental Health Service, in Settimo tor.se (TO).

To attain an etiopathogenic understanding of the psychopathology we refer to the Vulnerability-Events-Personality Psychopathological Model (VEP – PM) [Ferrero, 2012], and to help formulate treatments orientated towards specific goals we use a diagnostic assessment that allows for an explanatory understanding [Rovera, 2012; Rovera, Gatti 2012] of the personality in different dimensions and at different psychological functioning levels, the Personality Functioning Levels (PFL) Model. [Ferrero, 2009, 2012].

The subject of precarity and conflict in adolescence should be considered:

1) in its physiological aspects, or rather with reference to the conditions of somatic and neurological modification, and of role and social status, which characterise adolescence, as well as in connection with the relational and intrapsychic conflictuality, between individuating and cooperative instances aimed at autonomy versus regressive and dependence-based instances, which are phase-specific and instrumental in reorganising the personality in an evolutive and maturative direction [Simonelli et Al. 2011]; 2) as a risk factor, particularly if related to dysfunctional bond patterns [Rovera 1998] and confusing family roles, to coping strategies that the adolescent finds unsuitable or cannot fully use, and also to value-based and sociocultural references which are constantly and rapidly changing. The subject of violence, particularly with regard to intra- and extra-familial abuse, falls within this psychopathogenic model as both an environmental [Winnicott, 1984] and a biological factor of vulnerability with reference to the recent neurobiological findings regarding on personality [Spear 2000, Steinberg 2005, Siegel in press].

Based on these premises the Centro DPA has been working on planning and producing prevention-based measures in lower and upper secondary schools which aim to promote mental and physical wellbeing and to support and implement factors of protection for the development of a healthy and adaptive personality, while highlighting the preclinical situations (subthreshold disorders) and facilitating access to resources that are available in the local area to ensure action is promptly taken. An early diagnosis has proved to be fundamentally important for intervening in “at risk” situations with the aim of re-establishing individuating resources and preventing a developmental breakdown. The treatments proposed for the situations in which psychopathology was encountered were incorporated into a plan of clinical action that includes case management, individual and group psychoeducational sessions for parents (G-APP: Group-Adlerian Psychodynamic Psychoeducation), and time-limited psychotherapies focused on the personality functioning levels (SB-APP: Sequential Brief – Adlerian Psychodynamic Psychotherapy) for adolescents.

We will present examples and some of the outcome data from the different types of action taken.

Prof. S. FASSINO, Neuroscience Department, University of Turin; Italy

From ADLER's language of organs to the new psychosomatic medicine : the problem of eating disorders treatment

Adler's theorizations foresaw the recent development of psychosomatic medicine: organ inferiority, psychic compensation, organs language are essentially psychosomatic concepts and predict the rise of the biopsychosocial (BPS) model in clinical and basic research. The BPS model showed that, with biological factors, psychosocial ones can be evidenced as causes, co-factors or consequences of many illnesses. The allostatic load, defense mechanisms and personality profile predict the response to different stressors. Neural processes, underlying these mechanisms, interact with biological substrate of somatic illnesses. Recent advancements in brain imaging about neurobiological and behavioral interactions of empathy and alexithymia support the crucial role of (psycho) therapeutic relationship in the whole medical practice. Because all these aspects influence the duration of illness and the quality of life – both for person and family - the economical consequences of this psychosomatic approach are important in general and speciality medicine. Current medicine, for being ethical and appropriate, is becoming, and will become even more in the future, an integrated science. It's therefore necessary to reconsider the doctor-patient relationship as a psychotherapeutic process.

In this contribution they are considered some crucial problems of the BPS treatment and the resistance to the cares in the field of the Eating Disorders.

**F.FELLA, F. MARABISSO, L. MELE, M. RAVIOLA,
S.VEGRO**, Istituto di Psicologia Individuale “A.Adler”, Torino, Italy

Psychotherapy and adolescents

Adolescence is a transitional age with conflicts and challenges: create an identity, finding one's place in society, establish meaningful relationships. The future of the society in which we live, is for young people no longer a promise to believe but it can be experienced as a threat.

Eating disorders, suicide attempts, drug addiction are examples of aggressive behavior, self-and hetero direct, that express the suffering and conflicts of adolescents. Psychotherapy with young people, is today, a space to mature and give a personal meaning to their lives.

This is possible in a relationship with an adult empathetic, able to manage emotions, to tolerate the frustrations and contain the effort of growing up. Some clinical cases will be discussed to explain how to encourage and teach the teenager to develop the pleasure of confidence in being able to grow and become an adult.

E. SZELESNE FERENCZ, Ph.D., S.ILLESNE VOROS
Hungarian Society of Individual Psychology

The healing community –The developing social feeling

The baseline of individual psychology is the conception of human beings on social feeling, that is the ability to form social attachments and to engage in social relationships. Social feeling takes a major part in child development, as one can keep in touch with others only with the help of this social feeling. Social feeling is a major core part of the formation and development of the life style while it also affects all traits of this style in a dynamic way. The psycho-pathological symptoms, the deficient feeling of self worth, and the development of destructive ambition are all signs of the underdevelopment of social feeling in an individual. A healing community may be a psychodynamic space in which the self based individual becomes community based individual through the corrective experience and the feeling of belonging to somewhere, and that of the belonging together, the feeling of trust, the love for mankind and understanding are strengthened in the style of life. In the course of the child group psychotherapy of IP this healing medium can be maintained by means of child psychodrama.

This paper is about the major events and plays of an intensive (a week long) child psychodrama group with accurate presentation of the development of social feeling in each member thus the formation of a group. During the actualization of a magic tale (which tells the story of a Fire Horn who gains his lost voice back) children create the corrective solution themselves through sticking together and becoming the useful member of the group by fulfilling themselves and facing hardship together. This method and the group give opportunity for the children to practise roles created by themselves which offers them experience, ways of solving problems and the faith that they can fight the problems – and finally they can take all these skills with themselves and practice them in everyday life.

A. FERRERO, Società Italiana di Psicologia Individuale (SIPI) – Società Adleriana Italiana Gruppi e Analisi (SAIGA), Torino, Italia

Updating Adlerian psychopathology according to scientific research : from precarity and its compensation to the “vulnerability-events-personality psychopathological model (VEP-PM)”

Actual findings about core factors that are involved in different psychiatric disorders are foreshadowed by Adlerian conception of psychopathology. Namely, the relevance of an early organ inferiority and of a primary lack of parents' social feeling are consistent with nowadays evidences: altered modalities of processing brain functions as well as distorted patterns of attachment could favour a subsequent pathology. Equally, Adler's early reports about significance of compensation mechanisms, both at individual and socio-relational level, were confirmed by research. Life events and defense mechanism have been proved as independent pervasive factors of onset, course and outcome of psychic disorders.

“Vulnerability Events Personality - Psychopathological Model” (VEP-PM) is a psychopathological model rooted in Individual Psychology theoretical framework, though integrating recent contributions of neuroscience, clinical psychology and psychodynamic psychiatry.

VEP- PM is currently used by Adlerian Psychodynamic Psychotherapies (APPs) practitioners in order to diagnose patients symptoms, levels of personality functioning, and life style.

According to VEP-PM, biological and psychosocial vulnerability (genetic alterations in critical regulatory brain domains; early defective or conflicting experiences) variously predispose to distorted identity and/or unresolved conflicts, when interacting with successive adverse life events. More specifically, the pathogenic relevance of specific occurrences is not directly depending on their real impact, but on their symbolic significance.

Comprehensively, pathology should be assumed to derive from the interplay between subjectively relevant adversities and a maladaptive structure of personality.

Categorical diagnosis of resulting psychic disorders is integrated by a dimensional assessment of patients' personality functioning levels (PFL). In VEP-PM these following items are considered: identity, comprehension, negative emotions, action and regulation, social skills and therapeutic relationship.

VEP-PM perspective might not only help reshape the conceptualization of cases, but the conceptualization of their treatment as well, tailoring the description of each patient as a unique and unrepeatable subject.

G. FERRIGNO, Alfred Adler Institute, Milan, Italy

Cyclical intergenerational conflicts

Conflicts, violence and emotional distance within intergenerational ties often have a cyclical dynamism. Starting from the Adlerian concept of relational mind, time, compensation, this cyclical pattern is compared with the intrapsychic and solipsistic approach of the classic Freudian model, with the myths of ancient Greek theogony and Olympians: the myth of Uranus, Cronus, Zeus, Tantalus, the myth of Laius and Oedipus, the myth of Agamemnon, Clytemnestra, Orestes and Electra, and finally the myth of Medea. At a clinical level, the therapeutic relationship cannot be built only through an interpretative approach with patients: former lonely and unhappy children, who have been neglected, hated, abused, starved for affection; children lacking interaction, contact, communication with other people, social feelings. The analysis of the experiences and bleeding wounds, followed by a reorientation of lifestyle may take place, if one can break the sick and destructive, cyclic and fatal chain of intergenerational ties. This is possible through a therapeutic treatment intended both as a place of interpretation of fictions and as an empathic relationship of the “creative couple”, i.e. patient-therapist that may be oriented towards an aim. The therapist must offer the patient the opportunity to experience new empathic and encouraging emotions other than the family prototype: a unique experience which may correct the base deficits.

B. FORISHA, Ph.D. LP (MN), LMFT (WA), AAMFT, Clinical Fellow and Approved Supervisor Chair, Doctoral Program in Marriage and Family Therapy (DMFT)

K. BLAKE, MSW, LICSW, DMFT student, Coordinator, School-based Programs Northern Pines Mental Health Center

S. ZOOK-JOHNSTON, MA, DMFT

The explanatory power of Adler , Bowen and Becker for a psychohistory course on the mis-management of existential anxiety in the modern era

This presentation describes an innovative course for doctoral students of family therapy that seeks to explore the meanings that underlie the social construction of culture and the often times disruptive and violent sociohistorical contexts within which such constructions evolve. The course examines aspects of human ecology that focus on the collective mis-management of existential anxiety in the modern era. Specific events and how these are interpreted and evaluated by students in the course—in terms of relational dynamics and anxiety management strategies—as well as the ecological contexts within which coercive and violent interaction occurs—will be illustrated in the presentation. For instance, as in the course itself, cases will be selected from among historical narratives that describe significantly disruptive events—such as the competition for empire that eventually results in WWI, followed by the subsequent rise of fascism in Europe, and the conduct of surrogate warfare during the Cold War. (Selections are made in recognition of the 100th anniversary of WWI as well as Camus’s own subsequent contributions to its aftermath in WWII—i.e. in the French resistance to German occupation.)

How selected concepts from the works of Alfred Adler, Ernest Becker, and Murray Bowen are utilized to interpret the antecedents, processes, and systemic consequences of these events will be illustrated. In terms of pedagogy, the presentation will describe

how the course utilizes experiential activities—such as sociodrama and creative writing—to bring the historically based case material to life for students of marriage and family therapy. The goal of such pedagogical techniques is to increase the students’ capacity for empathy for persons from times and places other than their own. Finally, the continuing impact of the course on the research interests (e.g. dissertations) and professional practices undertaken by the graduate students of family therapy is explicated and demonstrated.

E. FUSARO, A. Adler Institute, Turin, Italy

The “internal village”, a place of resources for individuals

The project describes the characteristics of the ‘inner village’, a set of characters who each brought within himself during growth. The family first and foremost, but also the emotional and relational context that has surrounded him since the early years of life. The village is enhanced throughout the life of the person testifying lifestyles and different projects, which are then possible. On a deeper level the person finds a large amount of patterns and possibilities that can be used to deal with the difficulties that life poses. Being an individual means to recognize their own space of choice and interpretation, the concentration towards their goals, but also the nature of the intrapsychic social relationships in the inner world.

The psychotherapeutic process helps to find these characters, such as traces of operations that the subject has internalized and which may be obstacles or resources for the development of his person. It identifies where and when he expressed his pleasure with the co-operation, where he lost this pleasure, who brought in the person of their anxieties, such as relational dynamics have supported or inhibited, in what contexts and with whom it has clearly become own individuality and where it has been suppressed. The discovery of this inner world with all the variety of the characters, it also allows the encounter with others in the group, comparing the ‘inner villages’. As you pass by this childhood, they find themselves in similar situations and lived in dynamics, favoring an empathetic language, thanks to individual and universal matrix that is discovered at the base of our being children in front of the adult world. It is thus able to overcome cultural differences, using the inner tracks of many possible ways of living. The Communication tell some examples in psychotherapy.

M. GEHRINGER, A.Adler Institut Munchen, Deutschland

Compensation and resilience in the face of severe physical handicap.

The presentation wants to explore the enormous power of compensation and resilience in the life of people who are all of a sudden confronted with severe physical handicap. Taking amongst others Philippe Pozzo Di Borgo ("Intouchables") as a model for exemplary coping the presentation wants to show that life in spite of severe impairment can be precious.

C. GHIDONI, Istituto A.Adler di Milano

The fear of ugliness in the youths, body, subjectivity, and clinical relationship.

The comparison with peers, for the teenagers, is a necessary and essential landmark in the construction of their identity. It will be the body, more than anything else, to represent them.

The ideal would be to get out of this test with the certainty of being part, for decency and self-esteem, of the realm of beauty, thus of success as demanded by the socio-cultural models. The unfavourable opposite of this comparison is often the ugliness which complicates the future, all of uncertainty and exclusion from the party of the success.

In these reflections I will not develop the theme of dismorphophobic teenagers, attributable more to a psychiatric obsessive and ego-dystonic suffering, but I will try to investigate a set of affective problems, symbolic and representational, where the teenagers think to be ugly regardless of the actual state of their body.

Today, the socio-cultural context manipulates the adolescent's body, not only as a place of unclean impulses and guilt, but as a place of the narcissistic fragility of ugliness and discomfort.

Some teenagers feel ugly and live misfit, deciding to choose over time a solitary and secret way of life.

Ugliness is not characterized with words, but reveals itself through behaviours that are intended to mitigate the pain, such as social withdrawal, abstinence, self-defeating aggression etc. ..

The teenager, with the discovery of his new body quite different from the one of the childhood, meets a complexity of tasks that seek to gain relational, ethical and symbolic meaning to the new emotions that appear on the horizon. It will be appropriate to revisit the parental separation to become independent or fall victims of addiction.

These issues will be explicated through a case study and analyzed and interpreted by the Adlerian thought, more than ever coherent, current, appropriate and anticipatory in both diagnostic and therapeutic terms.

Marco's story will prove that the sense of ugliness he built has its genesis in the first decade where the formation of the life style was at the service of a strong maternal social ideal and devaluing of the father, generating in the son confusion and inadequacy in the relations with himself and the others.

S. GIAMPAOLI, S. MASTROGIACOMO, B. SINI, A.Adler Istituto
Turin, Italy

Tension and conflict in the classroom: a possible intervention

More and more often the reality today is possible to work with teachers asking interventions in the classes useful to regain serenity needed to address the educational and developmental tasks that the school world has to offer and necessarily requires all users that belong to it.

In particular, situations of strong interpersonal and intrapsychic distress may hinder the daily schooling of children giving it a marked character of precarity to undermine the sense of basic security that going to school should ensure.

We present a clinical intervention and preventive implemented in the second classes of an elementary school in the province of Turin through the instrument of the Psychodrama Adlerian.

J.GOSSET, Société Française de Psychanalyse Adlérienne, France

***Reflection on the clinical aspect concerning the case of the
psychical precarity through the history of Raphaëlle.***

We need to expose the psychical precarity in fact, when we meet Raphaëlle for the first time her doctor describes her as being a schizophrenic. Even though her family is not in a social incertitude.

We will analyse the aspects of the family history ... a prospection of the family background which puts the incestuous climate strongly in evidence.

We will try to understand the numerous mechanisms which could explain this incestuous environment.

E. GRANDI, M. MORCINELLI, Istituto A.Adler Torino, Italy

The job: crisis of fact or human crisis? How counseling can help?

Work in Western Europe is currently in a peculiar situation. It is still a fundamental social experience for large part of mankind, a place for socializing and meeting, a task which structures and defines daily life. Its value has several meanings according to personal situations. The economic autonomy granted by having a job is the first step for psychological maturity and getting independent from the original family, so it is and still will be a primary component of personal life, capable to generate either hope or the lack of it. Work is the necessary precondition to enter into all meaningful possibilities of life, giving access to the desired and feasible personal identities. Prolonged change and instability situations due to short-term / fragmented work set-ups may result not only in material problems, but also in problematic feelings about the work experience itself, or perhaps even about own self-development potential. When this happens, people can't face complexity in the work environment, tend to overestimate the constraints and underestimate own personal resources, and can also feel threatened by the entire work set-up. In the recent years, the competitive pressure coming from outside Europe, the fiscal and debt burden of States, the troubles associated to the established social expenditure model, and the recurring waves of crisis have worsened the overall work environment in Western Europe, with consequences in terms of anxiety and stress.

Work-related unsuccessful experiences may result in uncertainty, lack of self-esteem, emotional distress and loss of sense of identity. Counselling is then proposed as a specific professional tool to support individual fragility and lacks of motivation, which could otherwise stop adoption of successful strategies to achieve individual objectives, encompassing various steps:

Set-up of a space for individual rethinking, about own work identity, and relationship with the overall work and social context

Elaboration of aspects more focused on relational, communicational and emotional experiences.

Mobilization and re-activation of personal actions for issue resolution.

Design of strategies to better fit work environment

Dr. T. HARTSHORNE, North American Society of Adlerian Psychology, Mount Pleasant, Michigan, USA (employed by Central Michigan University)

The precarious of severe disability: the thin line that divides us

While precarity generally has an economic or social class application, it can generally refer to living without predictability or security, impacting material and/or psychological welfare. In spite of laws and programs, individuals with disabilities often find themselves isolated from the mainstream of society while at the same time dependent on that same society. In writing about children and organ inferiority Adler says, "The organic weakness does not necessarily function as a minus situation, but the child experiences the weakness of his organic equipment for average social tasks, and he feels impelled to reorganize it accordingly." In other words, disability does not necessarily create precarity, but society sometimes makes it challenging for individuals with disabilities to pursue the life tasks, creating a social problem leading to feeling in a minus situation. While Adler suggests individuals learn to compensate in useful ways, the precarity of their position can make this challenging. The problem with having a disability is that it can be discouraging. Society often defines people by their disability. Much discouragement can be heaped on people with disabilities, often by those who do not even recognize how they are responding to their own disabilities. There is a very thin line that divides those with and those without disabilities. When does vision impairment, experienced by many people, become so severe as to be a disability? Much prejudice is based on fear. In the case of disability it may be the fear that this is a group we could very easily join. The discussion of disability should be central to Adlerians because it goes to the heart of the courage to be imperfect and social interest. As we learn to provide encouragement to those with the most severe disabilities, we may learn how to provide encouragement to everyone, including ourselves.

HAZAN Yair, Professor of Psychology - Psychology Degree, Licensed Psychotherapist, Didactic Analyst, Writer, Founder of Centro de Estudios Adlerianos (Member IAIP), Honorary President Centro de Estudios Adlerianos, Montevideo – Uruguay

Violence derived from lack of stability of bond and inadequate conflict resolution

It's a phenomenon as ancient as humankind with its interpersonal difficulties. One of the first cases can be found in the Book of Genesis, the death of Abel by Cain and his punishment. The problem will be approached from different perspectives: domestic violence, violence in the work environment (mobbing), at school (bullying), racial, and violence against diversity. It becomes necessary to consider political violence: "politics as an extension of war by other means" or "war as an extension of politics by other means". Revolutionary violence and its counterpart, reactionary violence, fit in. Disproportionate aggressiveness can become personal violence and violence that countries carry out. It ranges from individual terrorism to terrorism of state with its tortures and forced disappearances of individuals and the lack of awareness of an Utopia like international law.

The solution is based on prevention and individual or group psychotherapy with a point of view typical of the first decades of the XXist Century, established by Adler. The layouts will be found in non-biased psychotherapeutical lines in a positive thinking fashion that entails denial of aggressiveness and makes it express itself with an added aggressiveness. The antidote can be found in the axiology that is at the very base of individual psychology: the sense of community that Adler postulated after World War I "as a necessity of the world" to which Freud replied with a death wish. The psychotherapeutic care of victims as well as perpetrators is the aim of this conference. It must be an integrative therapy which revisits an entire lifestyle, favours social interest through atonement and active combat of all forms of violence.

C. HILLEY, T. HARTSHORNE, North American Society of Adlerian Psychology, Mount Pleasant, Michigan, USA

Celiac disease: compliance and the life tasks

Celiac Disease is a prevalent auto-immune disorder that can be very debilitating if a strict gluten-free diet is not followed. Like other health conditions that impact overall well-being, Celiac can impede one's movement in life tasks and social interest. Because the condition is chronic, requiring a permanently restricted diet, and can be associated with other health impairments, a diagnosis of Celiac can have a profound affect upon the individual. Research has found anxiety and depression, along with poor quality of life to be associated with the disease. These may in turn influence adherence to the dietary regimine that is essential for disease management. Adhearence to the diet and the impact of the disease on daily life and the life tasks influence each other. Impediments to the life tasks created by Celiac may discourage dietary adherence, while following the strict diet may in turn create roadblocks to the life tasks. How the individual responds to the diagnosis of Celiac is influenced by life style. This response includes both dietary adherence and approach toward the life tasks. Personality priorities are considered to describe major life style themes, and so may be a useful way to look at the responses of individuals with Celiac disease to their situation. This presentation examines these issues while reporting on a research project where individuals with Celiac described life task challenges and completed a Personality Priority questionnaire. Implications for understanding organ inferiority and disease management from a biopsychosocial model are discussed.

**H.FUJITA, Y. KAMEI, H. NAKAJIMA, T. YAMAMOTO,
D. RIMMER, R. HASEGAWA,** Japanese Society of Adlerian
Psychology, Okayama, Japan

***Life style assessment using early recollection : in consideration of Japanese
grammatical characteristics***

Shulman and Mosak (1988) wrote that Adler considered the discovery of the significance of early recollections to be one of the most important findings of Individual Psychology. There are many writings which make reference to early recollections in life style assessment. For example, Kern, Belangee and Eckstein (2004) offer a step-by-step process to aid the collection and interpretation of early recollections by practitioners. Eckstein, Baruth and Mahrer (1992) summarise 25 guide lines for obtaining and interpreting early recollections. Powers and Griffith (1987) indentify five categories of key importance for teaching purposes. Mosak (1958, 1977) provides a detailed description of the use of early recollections as a projective technique. Mosak (1980) also published a workbook to help avoid incorrect life style interpretation that may cause damage. In this workbook Mosak describes concepts such as the headline technique, self concept, self ideal, and "weltbild." These approaches are broadly known among Japanese Adlerians and several papers on life style assessment using early recollections have been published in the Journal of Japanese Society of Adlerian Psychology (Yanagi, 1987; Maeda, 1989; and Itoh, 1997).

However, we felt that a more practical and easy-to-understand method is needed for the interpretation of early recollections and examined useful and easy ways for interpreting early recollections for Japanese Adlerians.

We assumed that one of the reasons that makes interpreting early recollections difficult is related to a characteristic of the grammar of Japanese language, that is, the common omission of 'subject' in sentences. Focusing on this grammatical characteristic and we devised a step-by-step method for interpreting early recollections. We will show that the interpretation of early recollections in Japanese is effective by this method, discuss the theoretical reasons of how this method can be effective, and outline the limits of this method.

L.O HORVATH, C. BOROS, MEJOK, The Hungarian Centre for Defense of Human Rights, Budapest, Hungary

Psychodrama groups for disadvantaged preschoolers in Hungary

From 2012 to late 2013 we conducted two psychodrama groups for 5 to 7 years old children at a foundation located in one of the lowest socioeconomic status areas of Budapest. Our work fit into the foundation's profile of providing alternative family support services to substance-using mothers and their children. Although parental substance abuse was not an inclusion criteria to our groups, many of the parents were involved and/or had other psychosocial difficulties such as engaging in prostitution or having a criminal record. Some other central issues in these families were low parental educational level, absence of one or both parents and hopeless housing conditions. Since the children represented the problems of their families in many ways, these groups needed a special approach both in organization and in dealing with the atypical issues the members tried to cope with.

M. HUFF-MÜLLER, Dipl.-Psych. (DGIP; DGPT), Aachen, Germany

Dealing with foreignness and disconcertment in psychotherapeutic work

In our work as psychotherapists in postmodern society we are daily confronted with precarity. Especially the process of globalisation demands us to handle precarity by an increasingly willingness to change and to leave one's country. But this apparently self-evident loss of home often leads to the loss of social relations and social networks, to broken lives and identities as well as to the loss of relational systems and established bonds. On reflecting post-modern societies it becomes apparent that mobility is no longer considered to be a painful act of separation and parting but a natural course of action.

There are two case studies that deal with possibilities to enlarge psychological methods by techniques and attitudes in which foreign social and cultural realities of the patients and around them are taken into account

The first case study was a therapy of a German-Chinese woman. It was the main task to find a way of coping with the denied phenomena of alienation and the loss of the homeland within this psychotherapy. It was a mutual effort of therapist and patient to perceive and to realize foreignness. This implied both - to recognize and to allow the patient's foreignness as a constituting element in her biography and to allow foreignness and being foreign in the psychotherapeutic relation.

The second case study describes how a German patient at first had to leave for a foreign (English-speaking) country to perceive and accept her trauma. In this case the departure from her home-country and the confrontation with foreignness served the purpose of making the painful feeling of being foreign in a foreign context tolerable. Being in a foreign culture and speaking a foreign language made her finally able to express the traumatic experience and make it bearable.

K. KAKIUCHI, Japanese Society of Adlerian Psychology , Fukuoka, Japan

Have I misunderstood individual psychology because of the lack of cultural grounding?

Individual Psychology has gradually been spread in Asia and Africa also. In these countries, people have their own history, tradition and way of life. Because of this, I sometimes have difficulties and misunderstandings while studying Individual Psychology. I wish that my attempt could help some people who have just started learning Individual Psychology in his/her country to deepen their understanding of it and to have it harmonized with his/her own culture.

There are three points in my paper.

First, I'll try to show you that the perspectives of Individual Psychology are firmly established on the foundation of Western Philosophy which is rooted in the ancient Greek Philosophy. Because of this heritage, I suppose that we are benefitting a lot from Individual Psychology which is extremely sophisticated.

Secondly, I will examine the relevance of Individual Psychology in the Japanese culture. Is it possible for me, who lack grounding in Western culture, to understand the essence of Individual Psychology? I'll try to see if we could find the resources of the perspective of Individual Psychology in Confucianism, which we have accepted over thousands of years as part of our own culture. I'll also think about the risk of misunderstanding which a Japanese student might encounter, while learning Individual Psychology within the Japanese cultural context.

Thirdly, I'll try to examine whether or not Individual Psychology could be useful in the Japanese culture. Despite the fact that Japanese people lack grounding in Western culture, it seems to me that Individual Psychology works well with us. How is it possible? What kind of effort are we making to make it happen?

Prof. R. M. KERN, Vytautas Magnus University, Department of Theoretical Psychology, Lithuania

Assoc.prof. G. NOTELAERS, University of Bergen Department of Psychosocial Science,, Norway

Dr. M. ASTRAUKAITE, Kaunas University of Technology, Department of Psychology, Lithuania

An indirect effect of lifestyle on perceived exposure to workplace bullying via problem solving

Brodsky (1976) was the first to argue that the vulnerability of the target is the most dominant antecedent of workplace bullying. Other researchers conducted studies to clarify the characteristics of the potential target. However, theoretical framework suggests that the personality of the victim is not simply directly related, but also indirectly related to workplace bullying. For example, Baillien, Neyens, De Witte, and De Cuyper (2009) argued that individual characteristics of the target may influence a person's coping styles and increase or decrease perceived bullying.

According to Individual Psychology theory, conflict-solving styles are closely entwined with lifestyle (Morris-Conley & Kern, 2003; Smith, Kern, Curlette, & Mullis, 2001). Problem solving as a collaborative conflict-solving strategy seems to be encouraged by belonging/social interest lifestyle theme and in turn, deter workplace bullying. On the other hand, being cautious lifestyle theme seems to discourage cooperation, which may increase exposure to workplace bullying. To test these assumptions, data of 494 respondents (82.8% women and 16% men) of one service sector organization in Lithuania (collected in 2012) was analyzed.

The Negative Acts Questionnaire-Revised was used to measure exposure to workplace bullying (Einarsen, Hoel, & Notelaers, 2009). Problem solving scale of the Dutch Test of Conflict Handling

(De Dreu, Evers, Beersma, Kluwer, & Nauta, 2001) was used to measure cooperative conflict handling. For the assessment of the two lifestyle themes of belonging/social interest and being cautious, Basic Adlerian Scales for Interpersonal Success Adult Form was used (Curlette, Wheeler, & Kern, 1993).

The results demonstrated that the relationship between belonging/social interest and perceived exposure to workplace bullying was not mediated by problem solving. However, partial mediation of problem solving between being cautious and perceived exposure to workplace bullying was identified. The result suggested that individuals, who display higher being cautious lifestyle theme, are less likely to use problem solving, which in turn, encourages perceived exposure to workplace bullying.

R. LA FOUNTAIN, Department of Psychology, The Pennsylvania State University, USA

Social psychology provides solutions to the precarious social condition: ADLER was original social psychologist

Social Psychology is the scientific field that seeks to understand the nature and causes of individual behavior, feelings, and thought in social situations. In 1931, Gardner Murphy stated in *An Historical Introduction to Modern Psychology* that “Adler’s was the first psychological system in the history of psychology that was developed in what we should today call a social-science direction,” thus making him the original social psychologist. In this session, the presenter will discuss that when social psychology is generically taught it helps us understand individuals’ behaviors in social situations; yet, it could better provide professionals with knowledge and solutions if grounded in the framework of Individual Psychology. According to Ansbacher and Ansbacher (1956), Adler understood the whole individual within the social context and provided “...probably the most consistent theory of the position of the individual towards the questions of social living, and in the same sense therefore, social psychology.”

While social scientists attempt to study such problems as precarity, conflict and violence, the issues being addressed in this Congress, unfortunately they fail to recognize basic Individual Psychology concepts, such as inferiority feelings, as contributing to these challenges. The presenter will discuss that the theory of Individual Psychology provides an understanding of these issues, while the practice of Individual Psychology (e.g., encouragement, equality, etc.) offers solutions. In this session, the presenter will infuse Individual Psychology into the following social psychology topics: the science of the social side of life; social cognition; social perception; attitudes; the causes, effects and antidotes of stereotyping, prejudice, and discrimination; social influence; aggression; and prosocial behavior.

Dr S. LAGUZZI, Torino, Italia

Reconstruction and renarration in therapy of dependent personality disorder patients. thinking about deficit, trauma and conflict.

This work comes from evaluation carried out in the course of psychotherapy with a small group of patients initially labeled as Dependent Personality Disorder according to DSM IV T-R. The diagnostic evaluation oriented to survey of below dynamics to the clinical manifestation, allowed the discrimination between:

- a) cases when caregivers didn't give essential elements to self construction (self esteem, self anxiety soothing, realization of competence, efficacy, power, desire);
- b) cases when caregivers attacked, persecuted, terrified, made feel guilty, traumatizing psychologically and physically;
- c) cases when patients identified themselves with caregiver's pathology.

These situations variously complicated by deformations of the normative self, of ideal of self, of apperceptive scheme and by different quality of regression, led to rethinking on techniques, referring to different opportunities on therapeutic development. In the first group of patients, the clinical reflection has allowed to focus attention on the prevailing need of supporting functions do not perfectly structured. In the second group attention was focused on projection of parental persecutory images on therapist. In the third group, the reflection was focused on the pathological identification with the inferiority or deformity promoted by the caregivers. On these bases was attempted an overall reflection on historical reconstruction, how progressive re-narration of events and experiences, construction of new ideas and new emotional reactions, revision of codes, relativisation of beliefs of childhood, endowment of representations and elements that had never been built.

I. LAZDANE, IP Counselor, Association of Individual Psychology in Latvia (LIA), Riga, Latvia

I. KREISMANE, IP Counselor, Association of Individual Psychology in Latvia (LIA), Latvia

S. SCHÜRER, IP Counselor (SGIPA) Couples Counseling Centre Bratislava, Slovakia

I. VITOLA, IP Counselor, Association of Individual Psychology in Latvia (LIA), Latvia

Couples, enrichment, a playful approach

A group of experienced counselors have created unique approach to couple's therapy, more than 70 game elements, which couples can use, to improve and understand their relationships.

Couples therapists often feel limited by their means to bring motion and therapeutic progress into a couple's life. If too much work is done by the therapist, clients have the tendency to lean back and expect him to do miracles. The therapeutic benefit, on the other hand, is much stronger when the couple gains insight through their personal contribution. Home assignments, therefore, are an essential part of couple's therapy. However, there is a lack of good exercises which are customized to the couple's specific needs.

A group of experienced couple's counselors created more than 70 exercises, related to different aptitudes of the partners which are relevant to reach and maintain a fulfilling partnership. The exercises come in form of a game –the couple travels through different countries with different challenges which they have to resolve together.

They are divided in the following areas: cooperation/communication, imagination, knowledge, encouragement, crises and conflict resolution, sex and intimacy, and relaxation. Even though delicate subjects are addressed, the predominant part of the exercises has an encouraging, playful, and humorous effect on the couple: The partners are not playing against each other, as the exercises are designed to enhance cooperation.

During the lecture we present various ways how the couple's game can be used. Different case studies will be discussed, as well as the therapeutic effect of specific exercises.

C. LE JAN, Psychanalyste, Société Française de Psychanalyse
Adlérienne, France

Painful life events, from suffering to reminiscence: compensatory mechanisms, from mental construction to vicarious function

Compensatory mechanisms justify their existence in a paradox. They have origin in psychosomatic premature state as well as in incompleteness of the individual. However, their destiny depends on dynamics of transcendence. Compensatory mechanisms become a force of mental human development as they contribute to a sense of personality and permit coping with reality. Questioning compensatory mechanisms means questioning the sense of life events. The latter, are they referring to a process leading to death or to a process of initiation? How to avoid fossilization of impact of trauma evidenced by complaint or discouragement? These questions lead to the process of resilience highlighting creative capacity in human being.

Y. LE JAN, Psychanalyste, Vice-président of SFPA, Société Française de Psychanalyse Adlérienne, France

Changing suffering into resilience

Since the dawn of time, violence is one of the foundations for the construction of human societies. To survive, the individual has to live intensely, every day again and for a long period. Now a day, in many countries, social and ecological violence is better controlled. The more peaceful environment has permitted an awareness of a more subtle violence which is domestic and taking place in a family context, hidden behind closed doors. This is a form of human sacrifice becoming progressively better known. The evolution of human rights and development of protection of childhood have been evidenced. Consequently, transgression has been sanctioned.

Gradually, society has become interested in psychological treatment of victim and aggressor. Mental impact of violence will be examined comprehensively: individual, family, social unconsciousness will be addressed in the frame of transgenerational history.

Evolution towards an ideal society, dear to Alfred Adler, demands a new paradigm focusing on conflicts evolving into responsible and peaceful behaviour where kindness and love will cement “Gemeinschaftsgefühl” (a sense of community which cannot be translated without difficulties into French).

G. S LERDA, V. LO SAPIO, Istituto di Psicologia Individuale “Alfred Adler”, Cuneo, Italy

The relationship's precarity during the digital natives' age

The life task of each Adolescent has always been to define his own identity and Adolescence is by definition the age of precarity, of being on the edge between two worlds, childhood and adulthood; a precarious situation, however, is evolutionary when it is the bearer of crisis and therefore change, and when it is accompanied by the encouragement and the hope of the adult way of being. Nowadays, the profound sense of financial insecurity, value loss, uncertain future prospects, lack of stability and of consistency within human relationships seem to prevail the reality of the adult world against which teenagers rebel yet without curiosity. All this affects the lifestyle of today's teenagers that appear to be much less equipped with a certain level of experience that would otherwise help them to deal with such a crisis, such a conflict and insecurity that should ultimately be somewhat evolutionary, rather than chronic.

In addition, the pervasive and fast development of increasingly sophisticated technological tools affects the personal and professional life not only of the younger generations. but of everyone. This has led to profound changes in society that cannot be overlooked by psychologists, changes that have impacted and transformed the way people communicate and interact.

All these elements draw attention on how teenagers increasingly search for interaction and relationships through the net and social media: for these teenagers born in today's digital generation the web has almost become the only way through which a first encounter or approach occurs. This phenomenon is currently beyond our understanding, beyond the comprehension of us being only “immigrants” to this digital area. However, as adults responsible of the next generation, we cannot not start reflecting upon the changes and uncertainty deriving from this new digital interaction.

S. LERDA, Public Mental Health Department ASLTO4, Ciriè; Turin, Italy
G. ZULLO, Neuroscience Department, University of Turin; Italy

The jargon of precarity in foreigners: clinical considerations based on a personal experience

Precarity is a very important topic in today's world. It has always been known by less developed Nations, but lately it has been experienced in a more pressing way by the rich Countries too. The sense of precarity is exponentially increased in who leaves his own State's precarity and safeties and meets new insecurity in a foreign country. In this case people have to address not only the lack of certainty with respect to employment and housing, but also emotional, linguistic, affective, cultural, ethnic identity and social belonging insecurities. So, more than ever, precarity puts in front of the sense of helplessness, deep fears, such primitive anxieties, and it intimately affects the person, threatening the essential needs and undermining the individual self-realization.

This intervention, through the presentation of a clinical experience, aims to examine the jargon of precarity in patients from different cultures, underlying the importance of an individual psychotherapy in their treatment. Specifically the contribution refers to a small personal case study of Russian and Ukrainian immigrant patients in Piedmont. They have been admitted in a public psychiatric service and treated with a dynamic adlerian psychotherapy. This contribution shows how the characteristics of the adlerian style can promote a therapeutic relationship with patients from different cultures, with a potential therapeutic activity on the complex of precarity too.

Then, dynamic adlerian psychotherapy, through the full respect for human dignity, is well-suited to improve biopsychosociocultural

E. LUPANO, A. Adler Istituto, Torino, Italia

Routes of reconciliation in case of cybernetic bullying

The project is developed through collaboration among school, the Municipal Police of the City of Turin, counselors and voluntary associations. It is intended for adolescents in middle school and the first two years of high school from 13 to 15, who had a charge for putting on the web privacy intruding videos / photos / sentences against classmates or teachers.

The goal is helping the boy/girl to be more aware of the consequences of his/her actions, to recognize the suffering caused to others and at the same time, learning about their own abilities and potential, enhancing them on a path of growth. The project is organized according to a series of steps. It begins with the proposal to the injured party to withdraw the action with the boy's commitment to accept a course of rehabilitation.

The second step is to integrate the teenager and to engage him/her in a personalized task for an assigned period, with the supervision of a tutor. At the same time there will be meetings aiming to explain and and reconcile with the injured parties.

At the end there will be a final evaluation of the course, through the writing of a report and a special meeting of all the team members involved in the project. The work of the counselor in this project is in talking to the boy/girl to promote the inclusion in the association, supporting and monitoring, keeping communication among the parties (school, Municipal Police, voluntary associations) supporting parents with regular meetings, data collecting and writing the final report.

F. MAIULLARI, SIPI, Minusio, Svizzera

The fatal love Notes on female violence starting from Sophocles' The Trachiniae

In these last decades violence against women has emerged as a very important issue that seems to get worse and worse. There is no doubt that social bonds, economic securities, family and institutional equilibrium are in crisis and one is looking for new life styles; and there is no doubt, too, that the fragility of these equilibrium is also reflected on the relationship of the couple, but beyond the external influences the couple's difficulties have also old and structural components as shown by the classical tragedies staging some pathological character. Among the many works one can see for example Sophocles' *The Trachiniae* staging a tragic conflict of a couple. Of course some characteristics of this drama are typical of an archaic culture, but other aspects seem to emerge from today's news. All that can help us to better assess the origins of these conflicts and the educational-therapeutic commitments required, without slipping into easy and simplistic sociological considerations.

D. MANEZ, Psychanalyste, Société Française de Psychanalyse
Adlérienne, France

A word-game in French, Poussait-Push

Famine-Infanticide- Cruelty- the relation with violence- we find all this in Charles Perrault's story. "Little Tom Thumb" le Petit Poucet, has the themes of precarity, conflicts and violence are all the extremely present. Little Tom Thumb is confronted by this violence and his forced to affront the idea to conquer his modest condition and to grow up, learning from his experience and social acceptance. Little Tom Thumb's family has to means to help him, being extremely poor-a precarious standard of life. He tries to construct his life in the surroundings, extremely dangerous, uncertain and confined.

In childrens' tales there is traditionally talk of wonders-magic- fairies= in the reality there is violence and cruelty. The tales are not only "baby-talk" and "nurse-mains tales" to amuse children.

They are extremely rich in information and form a system of experiences and symbols wich are unforgettable. The tale tells a story wich is inherent in the communal experience. It contains strong pictures of a considerable force and is a ... of the inscience and shows us the psychanalyste. The tale shows several aspects; Imagination-Dreams for the children, also to open one's spirit and to seek the outside world. The story is part of the ritual of enchantment wich allows the construction of a relation of complicity and love. The child changes, he goes from waking to sleeping-conscient to inconscient-reality to dreams etc.

There is something archaic in the talle, in this sstory some persons see the fight against oral sadism, regression against bestiality, going as far as a sort of primitive cannibalism. In the adlerien conception the story prones to be the illustration of the pertinence

of insecurity wich is hidden in the human condition, in the measures witch compensate this labour. Three essential elements in the story of Little Tom Thumb have ... our attention. The construction of the story -it's capacity to compensate- and the victory against animality. In the second case, two organs are extremely important. The throat and the mouth. The mouth is shown as the most interesting organ, a same opening for the ingestion of nourishment and to express our thoughts by the words.

Finally, Perrault develops an appreciation of the child, firstly in danger and under considerer and ultimately in glorifying and showing him as a model of perfection.

G.MARCHAND, Psychologue, Société Française de psychanalyste
Adlérienne, France

The dark side of the « good feelings »

Gladys sits on her wheelchair in the corridor of the hospital. The empty look, the white hair. She is 75 years old, she is said “mentally ill person” and does not almost speak “if it is not to repeat in a loop an endless text” according to the medical team. The head falls on the side, the cover that must cover its legs also, letting seem her under clothes. “We wanted that she sees a little of world then we put her in the corridor, that changes her of the room, we well thought of making.” As it is said to me.

Eric is a little boy of hardly 6 years. An angel’s face with blue eyes any circles. He is playing alone in the room. He is making roll the bus on the table. In the bus are the children and teacher. “BANG!!! ACCIDENT!!! They fell, they all died!” he shouts me. This is the way I learn “he sees not his parents, we wait for a host family for him, the poor boy, he stages that accidents, whatever he crosses there is no possible exit that always ends in accident. Nevertheless he is so cute, so charming that one”.

Whether it is for Gladys either for Eric, the feelings raised to the nursing could relate to a thing: “the good feelings”. What is it thus that these good feelings? What sense can they have?

It is from concrete examples that we try to put an adlerian look on the existing stakes in the relations nursing – patient. Because it is sometimes difficult to keep a necessary distance, the echo of the suffering of other one often brings the nursing to mask its aggressiveness by “the good feelings”. Because “to be willing to make” still is not “best to make” for the patient, the lighting of the adlerian theory seems to allow each to get free of its personal problem to leave finally a singular place to the patient as a whole. Maybe so he will reach his cure?

F. MARGOLICCI, A. MONTEFUSCO, C.NIGRONE, E. D'ACCI, E. SCUMACI, S.FASSINA, S.A.I.G.A., Torino, Italy

Precarity and aesthetic conflicts: between narcissism and cultural adaptation

In today's industrialized countries, the way you look becomes a dogma to aspire to and it seems impossible to escape from it. The way you look is more important than the way you are. In an increasingly narcissistic society, people think they have the god-given right to everything and approval is the better way to be accepted. Mass standardization is the fastest and convenient way to be accepted and in this context the personality structure can be extremely fragile.

Fictitious aims of self-realization become central goals. They must be pursued as quickly and easily as possible. This means that one must always be on top in order to realize oneself and sometimes he/she becomes obsessed with beauty. In a world where people claim to have everything at once, where they think success depends exclusively on beauty and that they deserve privileges and where they need to feel superior personality disorders and cultural adaptation seem to merge.

People who are feeling inferior try to overcome insecurity looking for an hypertrophic ideal Self, which takes inspiration from models on TV and in the advertisements. This report would like to suggest, through a clinical example, some considerations about difficulties psychotherapists may encounter in the diagnostic phase (e.g how to discriminate aspects that characterize personality disorder from socio-cultural adaptation) and during the treatment (countertransference aspect and different value systems).

H.MATSUMURA, Japanese Society of Adlerian Psychology, Yonago, Japan,

H. TAKEZAKI, Japanese Society of Adlerian Psychology, Matsue, Japan,

H. FUJITA, R. HASEWAGA, Y.KAMEI, Japanese Society of Adlerian Psychology, Kurayoshi, Japan,

H. NAKAJIMA, Japanese Society of Adlerian Psychology, Okayama, Japan,

D. RIMMER, Japanese Society of Adlerian Psychology, Fukuoka, Japan

Using the art of traditional Japanese storytelling, “Kamishibai”, to teach the assumptions and the philosophy of individual psychology

In this presentation we will introduce how “Kamishibai,” traditional Japanese storytelling performance, can be used to enlighten people on the basic concepts and philosophy of Individual Psychology. One Kamishibai story usually consists of about fifteen large picture sheets, aligned along a story line. Traditionally, the performer engages the audience while reading the story written on the back of each picture sheet, while displaying the pictures in sequence to the audience.

We think that it is important to teach the basic assumptions of Individual Psychology to help people gain a clearer understanding of what is going on in their relationships and to be able to more easily apply Individual Psychology concepts in their daily lives. At the last congress in Vienna, we introduced a set of Adler/Dreikurs Cards that we developed to teach the basic assumptions through group activity. This time we will introduce and perform Kamishibai as a unique and entertaining tool to enlighten the world about the concepts of Individual Psychology.

V. MEGGLE, Psychanalyste, Société Française de Psychanalyse
Adlérienne, France

Guilt and responsibility

The «guilt» (feeling of guilt) maintains the human being in a state of fragility and psychological instability, and acts as a major handicap in its development, to the detriment of the responsibility. The first (the original) feeling of insecurity which the guilt maintains and aggravates confines then people in what we could call «mental precariousness». Adlerian theory and philosophy allow a dynamic approach of the feeling of guilt.

Inferiority feeling and complex, superiority complex, compensation and overcompensation, will to power, creative power and «Gemeinschaftsgefühl», fictional finalism, sense and meaning of the life, are among the concepts and notions of the Adlerian vocabulary, very precious marks which allow a subtle analysis of this evil that the guilt is - at the same time cause and consequence of so many conflicts and violence. It is through Adlerian paradigm that I approach the guilt and feeling of guilt in a book which will be edited in February 2014. In terms of health, we shall see how much the thought of Adler there not only is pioneer but also universal and humanist. It is well a question of healing (of the guilt) and of training (in the responsibility). And of prevention for the coming generations.

E.MENDEL, President, Alfred Adler Institute of New York, USA

Rescuing history to build bridges through understanding and dialogue

For the past 15 years, the presenter, Ellen Mendel, who is German born and Jewish has been speaking in German to students (and adults) in Germany using personal photos about the years from WWI to the present. By employing an open, sharing approach she is able to use her history to educate and enlighten her audiences about the past. She then encourages them to share their reactions and experiences. Her model: 'No Blame, No Shame, Only Sharing' affords her the possibility of setting up a safe and accepting environment in which it is then possible to discuss this. Her goal is to create a deeper understanding and to elicit participants' responses about what they have learned from their families about those times; and to share their own experiences if theirs was a different one, as well. To that end she presently has over 400 letters from students. It is these letters which have encouraged her to continue this work over the years.

The content of her presentation starts with WWI and addresses the following questions: "How did Hitler come to power?" What happened when he did? What happened to the Jews? What happened to my family? Why wasn't it spoken about for so long? Where are we today? For the last five years, she has also been speaking to audiences in the US. By discussing her own early immigrant and refugee experience, she models an open, sharing attitude for her participants and invites them to join her on a journey which ends with the gift of the journey. She invites them to share it with others. The conference theme brings the workshop participants to the present moment when the gift of this journey becomes theirs as well.

Breast Cancer, heal, but at what price?

O. MOURIER, Société Française de Psychanalyse Adlérienne, France

Family constellation and life misfortunes

Aged 12, B... suffers psychomotor retardations, language disorders and OCD. Taken away from his biological family in the former months of his life, he's placed in a nursery and then in a foster family (lack of the primary maternal bonding due to the early separation.)

His speech is rambling but quite focused on the wickedness of the adult. His delusions and his stubbornness have combined with his mental disability. B...’s major accident was to come to life from supposed schizophrenic parents, caught in the family confusion, they committed incest on his oldest sister, and the foster placement with removal order.

E. NAGYNÉ BEJCZY, Supervisor BSc(Psych), individual psychology counselor/MIPE, Hungary

Homelessness: a new pathology? Which treatment to use?

Anna, aged 46 and homeless recently, is hoping for a change. She doesn't bear the scars of the people living in the streets yet and she is still in good health with no addiction problems. Feeling socially insecure, marginalized outside of the rules of the community, with the difficulty of making contacts, Anna is in a fragile psychological state. The subject is based on otherness, the link to others. How can the Adlerian therapy support Anna as therapy link where the notion of Gemeinschaftsgefühl remains central?

E. NAQUET-RADIGUET, Psychologue, Société Française de Psychanalyse Adlérienne, France

From the uncertainty of being to surpassing oneself; (from precarity to healing processes)

How to become “SUJET” when thrown into a family, a story, a context unfavourable to the development and consequently to the becoming of oneself: human being, individual. Children placed in care start life with complex domestic baggage and a high level of insecurity. However they have resources they can reach if given care, vigilance, attention and indulgence. Many will succeed in becoming and getting over their weaknesses (familial or personal) and it will be to their full credit as it will be thanks to their courage, their efforts, their power to create, their strong will and their aggressiveness.

Dr. M.NICOLL, Private Practice in Psychotherapy (Individual, Couples & Families), Resilience Counseling & Training Center

Developing social-emotional competence in at-risk female adolescents: effectiveness of a resilience based group counseling

Adolescents face numerous and diverse obstacles to their healthy social-emotional development. Each culture presents unique challenges for adolescents, particularly females. When these gender-based challenges are also combined with the presence of non-supportive family, school and community environments girls are placed “at-risk” of developing various adjustment disorders and failing to realize their full potential in life.

This presentation will describe a research investigation into whether a semi-structured, psycho-educational group counseling process, based in Individual Psychology theory and best practices for enhancing social-emotional intelligence, (i.e., programmatic components fostering self-regulation, self-awareness, empathy, and positive social skills), could effectively increase the social-emotional competence and social adjustment of a target group of at-risk female adolescents. The adolescents in this study were drawn from an alternative school program for adolescent females experiencing significant academic and behavioral adjustment problems. The female adolescents were all between the ages of 13 and 18.

Theories pertaining to the development of social-emotional competence and resilience in at-risk youth will be reviewed along with the outcome research related to the effectiveness of social-emotional competence promoting interventions for enhancing the positive development of at-risk.

W.NICOLL, Professor of Counseling, Florida Atlantic University & Consultant and Trainer, Resilience Counseling & Training Center

Developing transformative schools and resilient youth: Individual Psychology applications in education

Calls for new, innovative school practices and educational reforms have been relatively constant over the past century in all nations around the world. However, as Kliebard (1990) noted in his review of educational reform efforts, “little has changed”. True education reform in our rapidly changing, global society requires moving beyond mere innovative changes in daily practice and toward the implementation of more comprehensive and transformative systemic changes. Transformative change involves the adopting of a fundamentally new perspective to a problem, a Copernican shift for education. Such a paradigm shift can lead to qualitatively different solutions propelling us on to distinctly different levels of understanding, functioning and productivity.

Integrating Adler’s theory with the new child development, education and resilience research provides the foundation for just such a Copernican shift in educating our youth. Adler’s concept of Social Interest and his views on educational reform have received considerable empirical support over the past two decades. This workshop will briefly review this research with Adler’s writings on the development of social interest and effective schools/classrooms. Based in these ideas, a conceptual framework for the transformative school will be presented along with a psycho-educational program for home-school collaboration in developing resilient, capable youth, consistent with Adler’s ideas on the development of social interest,. Applications of the Transformative Schools & Resilient Youth model for improving school effectiveness, family and school climate, bullying prevention, improving academic achievement, and fostering social interest and socially responsible behavior in youth will be presented along with practical strategies and methods for implementation.

U. OBERST, Ramon Llull University Barcelona Psychology Department,
Spain

Adlerian strategic intervention with parents and teachers

Since Adler developed the concept of the “pampered child” and Dreikurs presented the notion of the “four mistaken goals of child misbehavior”, Dinkmeyer & Dinkmeyer, Carlson, and others have refined Adlerian counseling techniques with parents, teachers and families. Although Adlerians may also work directly with the child, the main focus of Adlerian psychological intervention is the system in which the child lives (parents, teachers, etc.), because they assume that a better parenting or a different teacher response in the classroom is the basis for therapeutic change and for the prevention of disorders.

This paper presents a counseling and therapy approach to working with parents who have children with behavior problems (“pampered” children and/or children with DSM diagnosis of ADD/H or oppositional-defiant disorder). This approach, developed and used in Spain by the author (Oberst, 2010; Oberst & Company, 2013; Oberst, in press), combines elements of Individual Psychology and systemic/strategic intervention. The psychologist can act as a counselor by teaching parenting techniques as well as a therapist by using techniques that stem from systemic and strategic family therapy, mainly in form of behavioral “prescriptions” for the parents. These strategic prescriptions are used to prevent the parents from repeating their automatically displayed educational mistakes and to enable them for the use of a more adaptive interaction with the child. The presentation of the theory and the techniques will be followed by a case example.

J. PARK, PhD, Korean Adlerian Association, Seoul, Republic of Korea
J. SKINNER, MEd , Adlerian Psychology Association of British Columbia, Vancouver, Canada

The Korean Adlerian Association: A Socratic and confusion fusion

This paper traces the establishment of the Korean Adlerian Association as a cooperative project with the Adlerian Psychology Association of British Columbia, Vancouver, Canada. The paper will outline the trans-pacific cooperation in training the first cohort of Adlerian practitioners in Seoul and Busan as well as the scholarly and cultural interplay between Adler's Socratic system and the predominant Confucian system in Korea. Korean Adlerians uniquely traverse both philosophical threads in their work and find a unique holistic resonance in Adler that can be utilized to assist in counselling and pedagogic practices in Korea. Adlerian counselling therapy as a novel approach to counselling in the Korean peninsula is poised to assist with challenging social problems such as a high suicide rate among Korean youth.

U. PONZIANI, SIPI (Società Italiana di Psicologia Individuale), Istituto A. Adler di Milano; Bologna, Italy

Males and females in these times of continuous change, among conflicts and challenges searching new balances

The male and female roles are engaging, past time and now more than ever, a substantial and complex change, exacerbated by the precarious situation of our times. We live in a time of social and relational tensions, also linked to immigration and the precarious economic and employment situations.

There are conflicts that can escalate even to violent behaviors, that provoke traumas and graves personal difficulties, of the couple and the family. All this requires a continuous and deep review of the personal style and of the difficulty to interpret new situations.

The Individual Psychology can face effectively the set of problems and search new personal balances, of the couple and the family. The same Alfred Adler early suggested, with a lot of advance, the substantial symmetries between the roles of gender and the need of cooperation between these. Psychotherapeutic interventions will have their work on dysfunctional processes increased by new difficulties of pair bonds related to inadequate empathy, to lack of reciprocal recognition, to defensive distances and to painful discriminations.

We already know those difficulties, but the new environmental conditions force us to face the new problems with attention and trust. Analysis, individual psychotherapy, brief Adlerian psychotherapy, couple therapy and family, counseling may be the forms of aid always new and always expected.

Precariousness, encounters between different cultures and their complex adaptations, cultural and religious diversity, different traditions, and new gender roles should be well studied, understood

and contextualized. This requires, from the Adlerian psychologists and psychotherapists, a personal and professional specific training that knows how to understand these social and cultural changes and their impacts on the personal styles.

A. RAMBAUDI, Neuroscience Department, University of Turin, Italy

A. BIANCONI, Neuroscience Department, University of Turin, Italy

Psychodynamic training of psychotherapists to its own and of the context precariousness

Psychodynamic training for both the psychiatrist and the psychologist essentially aims to promote skills regarding the understanding of the meanings conveyed and expressed by the patient, but it also represents a considerable opportunity for professional growth. It allows the trainee specialist to benefit from an in-depth and participative observation of conscious and unconscious mental functioning: functioning that can be activated also as factors of change for thoughts, feelings and behaviors. Psychodynamic training also allows one to perceive the inevitable obstacles and resistances as well as the strengths, creative opportunities and the patient – family – society interactive dynamics so that they may be used to produce an appropriate therapeutic project.

Psychotherapy training is a structured and complex journey of acquiring knowledge and know-how and expanding communicational and relational skills, which unfolds through the educational relational experiences in training between pupil and teachers. Precariousness, both therapists and patients and the contexts in which they operate, may therefore become a stimulus to creativity.

In this paper the authors present their experience as supervisors at the Pilot Regional Centre for Eating Disorders (Psychiatric Clinic of University of Turin, Italy) and at S.A.I.G.A. Postgraduate School of Specialization in psychotherapy.

The experience concerns the treatments that trainees in Psychiatry / Psychotherapy at different levels of training do in hospital or in a university environment:

a) as a unspecified definition of the professional role may sometimes allow an approach to therapy and care that one side puts a limit to the expectations of the therapist, the other respects the defense mechanisms of the therapist about their own emotional involvement.

b) as the configuration of brief psychotherapies can be a stimulus to effectiveness, in accordance with the rules of the setting and the methodology of BAPP (Brief Adlerian Psychodynamic Psychotherapy), for the constant attention to providing something «new» and «different» to the patients (corrective emotional experience).

c) as the constant calibration of the therapeutic process through supervision of transference and countertransference dynamics, allows to accept and understand the therapist, patient and the context limits, allowing a therapeutic approach sheltered and empathetic, reasonably free from «furor curandi».

D.RIMMER, Japanese Society of Adlerian Psychology, Fukuoka, Japan,
H. NAKAJIMA, Japanese Society of Adlerian Psychology, Okayama,
Japan

***The Use of simulation game in intercultural communication classes
– An Individual Psychology perspective.***

“Everything can be something else as well” (Adler, 1938, 1998). This presentation will describe the use of a simulation game developed for use in intercultural communication classes for Japanese university students and how the implementation of the game relates to principles central to the philosophy of Individual Psychology.

The Molly Tolly game is a simulation game in which the students are divided into two fictitious countries. Each country is given a scenario, which describes the basic cultural and historical background of their country, while introducing of a territorial problem that has arisen between the two countries. The scenario is depicted in a slightly different tone for each country, reflecting the perspective of each country. After each country is briefed, the peoples of both countries prepare to negotiate in an ‘international conference’ with the aim of coming to some kind of solution.

The aims of the use of this game include enabling participants: to ‘feel’ strong emotion in a ‘conflict,’ even though they are aware that it is a fictitious situation; to become more aware of the ‘unreality’ of ‘reality’, that is, that we create our own reality and beliefs (including group history); and to experience problem solving in a group situation. The game provides an opportunity for participants to become aware that what they had believed to be ‘common sense’ may have been ‘private logic,’ and through conflict may be able to feel the importance of overcoming individual goals for the sake of the ‘common good.’ At the micro level of a 90 minute class, participants can experience a situation that resembles many of the situations of conflict we see happening in our world today and may realise the importance of the holist approach to finding solutions that go beyond the interest of the individual or the group.

G.RODOPE, Italy

Institutionalized marginalization and how to counter it

Nowadays there are still places of care that instead of helping and welcoming mentally distressed individuals, are designed solely to protect their physical health. Often the intention of the medical and nursing staff is simply to sedate with drugs the more difficult patients. The following article reports the case of a woman treated for Korsakoff syndrome resulting from excessive use of alcohol leading to a reduction in mental capacity. This subject is hospitalised in a small nursing home, and during the day she tries, through delirious states, to retain her previous role in society. Every attempt is rather futile because the staff believes that listening to a crazy woman is simply a waste of time. It is after encountering a psychologist, who manages to place the woman in what was her context before the disease, that the patient was able to live in the present without necessarily regretting her past life. The doctor, thanks to a relationship of great trust with the patient, devises activities for social rehabilitation that are adaptive both inside and outside the caring home where the patient is staying, and compatible with her previous lifestyle. This leads her to experience moments of lucidity during which forgotten memories and recent events resurface thereby leading to a remission of symptoms.

Dr. R. ROSSI, Adlerian School of Reggio Emilia, Italy, Vice President of Alfred Adler Institute, Reggio Emilia, Italy

Decoding discomfort experiences as a growth opportunity. A foundation for individual growth and social needs

By this communication I intend to treat the psychic opportunity to live and use negative emotions, existential crisis and every aspect of suffering as a moment teleologically oriented to personal growth. The individual capability of decoding the message underlying the pain generates the opportunity to welcome and integrate areas of the personality hitherto not considered to the conscious self image. From Prof. Schreber ruinous pedagogy based on repression and control, to laxist and spoiling education, through attitudes of endurance, comfort and tolerance of ego-dystonic feelings, the cognitive dimension that each individual should build with its own interiority doesn't emerge: pain is denied, evacuated, soothed, rejected, overcome but never understood.

The ability to accept and use hardship experiences such as precariousness, conflict and violence as "messengers of meaning" is a function of a Creative Self able to contain in order to elaborate and turn destructive psychic aspects into new constructive forms of the Self and the relationship. The reflection of this individual ability generates a collective in condition to deal with cultural and economical crisis without falling into abuse and perception of the other as an enemy, making room for a Will to Power that becomes determination, courage, cooperative ability and creativity and generates new realities of social life.

This will be a reflection on these issues from two clinical cases. These two patients during psychotherapy had significant changes in the sense of precarity. Such requests have changed the balance of the therapeutic relationship. We will analyze some patients' dreams examples of the psychological dynamics and relationships involved.

G. G ROVERA, Honorary President of IAIP, President of Italian Society of Individual Psychology (S.I.P.I.), Neuroscience Department, University of Turin; Italy

G. BARTOCCI, Word Psychiatry Association; Rome, Italy

The jargon of precarity : aiming for an appropriate therapy

-Precarity includes not only the “precarity of work”, but it conforms likewise to two “existential tasks”: and these are apparent in the “socio-cultural” as well as the “affective-sexual” areas. It is also relevant in the “ages of life”, especially when these occur in situations of fragility and exposure to “emotional distress”, wounded self-esteem, and special conditions of alienization (as for example immigration), and serious somatic illnesses, etc.

- In a CIVILIZATION of DISCOMFORT like our own, these vicissitudes, through a lowering of the QUALITY of LIFE, may arrive at a COMPLEX of PRECARITY.

3- In such cases, in analogy with the LANGUAGE of ORGANS, there occurs a sort of JARGON of PRECARITY, which may have as a basis an EXISTENTIAL INSUFFICIENCY correlated to special factors of vulnerability (individual/relational/employment and social), thus making difficult a finalistic orientation directed towards REALIZABLE GOALS.

4- The JARGON of PRECARITY may express itself in SINTOMOLOGICAL FRAMES bearing upon areas of CLINICAL IMPORTANCE: mental disturbances, psychosomatic illnesses, regressive dependence (alcoholism, drugs, gambling), dissociative behaviour, isolationism, etc.

-An APPROPRIATE ADLERIAN PSYCHOTHERAPY which decodes the JARGON of PRECARITY utilizes a NETWORK of THERAPIES and of SETTINGS which vary according to the clinical disturbance, of the operative contexts, and of the “type of jargon”. The Psychotherapeutic Treatments concern: a) both SPECIFIC FACTORS of the analysis of the STYLE of LIFE, in a supportive/intensive continuum; b) and also certain NON-SPECIFIC FACTORS (the supplying of actual presence, genuine empathic understanding, capacity for cultural identification, etc). The METHODS EMPLOYED are: the “process of encouragement”, the proposal of “realistically positive compensations, and a “re-elaboration of the jargon” concerning the distorted “appreciations” of the “Sense of Life”.

In conclusion we will discuss some clinical cases about the TREATMENT OF PRECARITY IN ADULTS.

Precariousness: the return of the social question

This paper will focus on the ways precariousness is linked to mental disease. In the first section we will discuss the concept of precariousness and present empirical data for the euro area. The data on precariousness is taken from the OECD and the European Social Survey (ESS Round 6). In the second part we will link the social scientific topic of precariousness - in particular the key component of economic uncertainty - to mental disease. And in the final part a case study will be shown. We will try to demonstrate the relevance of the rather abstract issues of precariousness in therapeutical work with adolescents from children's home.

A key result of academic research from academic research is: people who are lower on the socioeconomic ladder (indicated by their level of education, occupation, or income) have shorter and less healthy lives. From the 1980s onwards there was a paradigm shift towards more market solutions. In particular in the last years, economic policy in most Western European countries has moved towards redistribution to the wealthy, acceptance of rising income inequality, weaker social safety nets, and reduced health-care access. Furthermore, during the crisis social policies have been downsized in order to meet fiscal challenges. Thus, we ought to expect a rise in depression, suicides and many other health problems. The economic crisis is increasing the social exclusion of vulnerable groups and the consequences of austerity are quite obvious: recessions are inevitably bad for human health.

In the final section we will show the likely impact of increased precariousness on mental health by a case study. The therapy with a 17 year old young man living in a children's home with its focus on anxiety and shame will show the relevance of the topic of precariousness.

**E.SCUMACI, A.MONTEFUSCO, C. NIGRONE, A. BOVERO.
F.MARGOLICCI, E. D'ACCI** , S.A.I.G.A., Torino, Italy

***Precarity , conflicts and violence in a competitive sports :
consequences of doping in professional***

In the world of professional and competitive sports, especially individual sports, where everything is focused on performance and results, the professional athletes become the symbol of precarity. If perfect performance is the modality to give value to the athlete, it's possible to imagine what kind of psychological, ethical and moral conflicts lives the professional athlete: personal life's choices, training methods, to use or not performance-enhancing drugs.

In this work will be proposed a reflection about some emblematic sport's cases, happened in the last years; the focus will be on the stories of the different professional athletes, who decided to use doping to increase personal performance.

The case shows that in professional sport's world exist an incessant fight for the personal affirmation against limits and precarity: new records to defeat, new goals to reach and new competitors are just some of causes of instability and insecurity that can bring athletes to use doping.

Through the Adlerian analysis of the causes that could bring professional athletes to use doping, could be possible get a great help to create socio-educational treatment, useful to prevent that young generation and professional athletes pay with their lives the dream of becoming champions.

C. SHELLEY, PhD, Clinical Director, The Adler Centre (Adlerian Psychology Association of British Columbia), Vancouver University of British Columbia

The three registers: an instrumental metaphor in adlerian counseling therapy

This paper addresses a metaphoric conception of therapist training and the intrapsychic and relational aspects of healing in Adlerian therapy. Therapist interns at The Adler Centre clinic are encouraged to adopt the Kantian theme of the “therapist as instrument in service of the client”. The Adlerian reconceptualization considers levels of un/consciousness as holistically categorized into three linked registers comprising

1). here-and now awareness, 2). Fictions, symbolic content, counter/transference and parallel process, etc., and 3). Soma. The three registers function in tandem with multiple contextual registers. The function of these linked registers and their connection to Adlerian theory and practice will be considered. The paper will apply the metaphor as a training model for interns in supervision alongside case examples.

R.SHIFRON, Ph.D. Adler Institute of Israel, and ICASSI Board,
B.L BETTNER, Ph.D. North American Society of North America, and
ICASSI staff

The couple's hidden contract through early memories

The goal of this presentation is to share with couple counselors and therapists a very effective and quick way to disclose the couple's hidden contract. This important information is necessary to disclose to couples the connection between the hidden contract and the current problem in the relationship. This information is an essential part in couple therapy.

M. SHIBATA , Japanese Society of Adlerian Psychology, Kochi, Japan,
H. NAKAJIMA, Japanese Society of Adlerian Psychology, Okayama,
Japan

A case study of the implementation of Adlerian psychology in special support education for an autistic child

Anthea Millar (2011) stressed that “in order to enable and increase social responsiveness in the autistic person, it is the non-autistic person who needs to make greater efforts to see the world through the eyes of the autistic person and for the non-autistic person to take the initiative to act in a socially reciprocal way.” Inspired by Anthea Millar’s challenge, I implemented Adlerian methods to support an autistic child in elementary school.

I will present a case study of a 5th grade autistic child I supported in a school environment. The child described in this study had been diagnosed as having severe autism. He was not able to communicate verbally in the language of other members of the class. When he felt panic or was told to do something that he did not want to do, he would often become violent, run around, and suddenly start shouting aloud. When he was in a good mood, he often talked to himself. He only repeated my word that I said to him.

In dealing with him, I referred to Corsini’s 4R concepts (Corsini, 1990). I endeavoured to have interest in his interest. My long term goals were to support him in developing his own identity and sense of self-reliance, and to aid him in his scholastic learning tasks. Through my dealings with him, I attempted to encourage him to contribute to the class and others in the school.

Based on my experience, I will report in detail on how I feel Adlerian Psychology is effective in supporting children with autism.

S. SPINA, MD, E. MANSAGER, PhD, J. PFEFFERLE, MA,
North American Society of Adlerian Psychology : Morges, Switzerland

The experience of distance-training in classical Adlerian Depth psychotherapy from the perspective of two students

The presentation is a firsthand account of the Classical Adlerian Depth Psychotherapy distance-training experience. The opportunity to train in depth-psychotherapy is not well known to Anglo-American Adlerians (Dreikursians, as they are accurately identified). While it is the standard approach here in Europe (typically with Freud's psychoanalysis or Jung's analytic psychology as a model), depth psychotherapy goes somewhat against the grain in the United States. Nonetheless, we believe the application of Adler's full, thorough-going theory and his original, gentle method are significant contributions to the therapeutic milieu – both the continental European Adlerians, as well as to Anglo-American Adlerians. Bit by bit, we are bringing this approach forward to venues where experienced therapists can get a taste of the process to see if they are interested in learning the art and science of Classical Adlerian Depth Psychotherapy.

S. STOYANOVA, N. IVANTCHEV South-West University “Neofit Rilski”, Blagoevgrad, Bulgaria

Relationships in the workplace and occupational attractiveness among students, teachers and rangers-sportsmen

The questionnaire “Attractiveness of the profession” was used (Ivanov, 1999) to study how relationships in the workplace were related to perceptions of occupational attractiveness among students, teachers and rangers-sportsmen participating in special missions abroad. In 2012 and 2013, 46 secondary school teachers, 40 students in pedagogical specialties, and 27 sportsmen-rangers participating in special missions abroad were studied in Bulgaria. The results indicated that the students and the rangers were more satisfied with their work than the teachers.

The interpersonal relationships influenced mainly the students’ and rangers’ perceptions of occupational attractiveness. The rangers were more influenced by the relationships with the colleagues. The psycho-climate in the workplace was considered as more important by the rangers. The students were more influenced by the interpersonal communication at the workplace and the heads of the departments’ expertise. In general, the men were more satisfied with their work than the women.

STOYKOVA, A. SUKMANOV, Bulgarian Society of Individual Psychology; Stara Zagora,

The absence of the mother as a factor impeding the development of social interest in children

Multiple studies have shown that there is a delay in the development of children brought up outside the family and the separation from the biological mother is believed to be the main culprit for this. Our research is focused on studying the influence of the mother's absence on the psychomotor development of prematurely born children raised in institutions. Alfred Adler's idea that the mother plays an extremely important role in the development of a child's social interest is the primary hypothesis of this research.

In our research on the development of prematurely born children raised in institutions, it is determined that there is a delay in all aspects of psychomotor development, and this delay is especially prominent in terms of speech development. This observation could be explained with the early separation of the child from the mother and the deficit of maternal care. The absence of the mother does not affect the motor development, the sensations and the habit formation to the same extent as it affects the development of speech and communication. We could say that the absence of the mother has a greater impact on the psychological development of the child than on the physical and physiological development.

We regard the development of communication and especially of speech as an indicator of the development of social interest. We believe that the underdeveloped social interest in children deprived of maternal care and attention is the primary cause of the delay in their speech acquisition and use.

Our research demonstrates that the absence of the mother decreases a child's level of social interest, which is manifested in prematurely born children raised in institution as a critical delay in the development of the interactive function of speech. This result confirms Adler's notion that the mother plays an irreplaceable in the formation of a child's social interest.

C.TIMPANARO, Scuola Adleriana di Counseling professionale, Torino, Italy

Gender conflicts in sentimental relationship

Counseling approaches in sentimental re-education processes

A love affair, at least in its heterosexual dimension, is a sentimental relationship between two quite different creatures: a man and a woman. The different way they think, how they look at the world, how they address problems, how they live their feelings and, most of all, how they express them, is the reason why serious conflicts between them are inevitable.

Enhancing the awareness and acceptance of these differences may prove to be extremely useful not only when seeking a solution to sentimental problems, but also and, above all, as a step in the direction of individual growth.

A specific type of counseling, oriented towards sentimental relations, has been attempted during the last two years in Turin. This has made it possible to explore the incidence of psychological gender differences in cases of couple conflict and in cases of sentimental unhappiness. In individual counseling or in couple counseling or in sentimental education groups, all the different cases have been treated, in their specificities, focusing on the conscious elaboration of gender diversities and on what are their consequences on human communication and the expression of feelings. Three topics for three possible ways to individual change and the surmounting of conflicts.

In particular, in group work, the use of techniques borrowed from acting proved to be very effective. Group participants were invited to measure up as professional actors and play male/female roles using, as working material, video clips taken from famous feature films and the respective scripts with dialogues.

The task of studying characters, their vision of life, their emotions and the various verbal/non verbal expression of these emotions, in addition to finding a reflection of all this in similar situations in their own personal experience and engaging with a salutary role reversal, proved to be a powerful instrument of growth for each participant in the group.

M.TACKE, Priv-Doz. Dr.rer.nat., Leibniz-Universität Hannover, Institut für Soziologie.

Therapeutic effects to the affect regulation for bulimia

What relationships have bulimics got to know in the intra-and extra-familial system in childhood and adolescence? What do they lack? By these patients self-induced, multiple weekly vomiting - after previous eating binges – represents for them a regulation of their affects. For female bulimics unbearable feelings may occur at their place of work as well as difficulties in relationships during their leisure time. The fulfillment of tasks in a job often shows perfectionist traits and thereby increases the emotional tension even further.

People who suffer from bulimia try to free temporarily from a subjectively experienced «pressure» by vomiting . In the speakers psychoanalytic and art therapy practice she tries during the psychotherapeutic approach, to empathize in the pathogenic affect regulation of bulimic patients and by activating resilient personality shares to track down a variety of health-promoting elements. These self-strengthening's the patients develop individually in the psychotherapeutic treatment setting. In this environment they are held in a trusting, self-and relationship-strengthening atmosphere. On this base they can make new experiences in regard to the sustainability of the interactive processes. The original pathogenic affect regulation of bulimia thus loses its value. The patients learn to relativize experienced, negative feelings, by perceiving emotions now modified.

C.TURPIN, C.DA MOTA, Psychanalystes, Société Française de
Psychanalyste Adlérienne, France

Tendentious apperceptions and identity construction

The apperceptive scheme is involved in the individual identification process, that is to say the structuration of ego inducing expression of id. Apperceptive scheme is part of the unconscious mechanism of psyche work up/ of psyche's developpement. The apperceptive scheme is involved in the identity process. Lifestyle becomes the place of its interpretation. The apperceptive scheme is then this unconscious belief that one has of the world from the earliest moments of life. It's this interweaving of evaluating acquired elements to provide an appropriate response to the security setting on the singularity of the subject. Sometimes a misinterpretation of stimuli from the outside world leads to a neurotic structure of apperceptive schema with at least consequences on the lifestyle. Therefore, the therapy offers space so called apperceptive when the subject is confronted with apperceptions therapist and his own apperceptions. The therapeutic relationship proposing a confrontation can achieve a reduction of apperceptives tensions and then better adaptation to the surrounding world. Lifestyle becomes the theater apperceptions revisited.

S. VALENTI, Professore di Letteratura Francese, Università di Parma, Italy

M. LONGONI, Architetto in Monza, Italy

E. E MARASCO, Analista e didatta propedeutica della Società Italiana di Psicologia Individuale, Milano, Italy

“La Complétude”: ANTIQUAM EXQUIRITE MATREM.

Social unease and insecurity fill with meanings the words expressed by sufferers and themselves, « sinthomi », go decrypted in themselves and for what they enclose, as the Borromean knots and the spaces within them described by Lacan. The discomfort of those who suffer, so interpreted, it will be better to be faced by the whole society.

The diligence with which Baudelaire has crafted the *Fleurs du mal*, the symbolism, and also all the poetry and ‘art in general, as can be evidenced by the troubled search in order that the words and works of ‘art as expressing these torments. By contrast, depriving them of their magical contents, they become inscrutable figures : prayer, that should remember that god became incarnate in the Virgin Maria, does not say, for example, *χαίρει κεχαριτωμένη* (*ave gratiā plena* = impregnated by grace), but hides the ‘annunciation in the tabernacle of a more cryptic « full of grace ». Similarly, in general, maybe celebrating the graces, the power to generate and the « complétude » of the women are removed.

Maybe it’s time to free ourselves from the jargon and the students’ male chauvinist Freudian circle, of which Adler was also a member, and it’s time to recover the terminology of the inventor of psychological analysis, Janet. The « complétude » (etymon = plenus) of the woman who becomes a mother will remind us better that in her lap, as Fornari says, the ‘soul of the child travels the skies of amniotic fluid on the winged chariot of the Phaedrus, and in it are fulfilled those genetic rearrangements overshadowed in the myth of the *Convivio* ‘androgynous.

The moon is not full because it envies the sun, but its « complétude » then illuminates the night-wandering shepherds and the « complétude » of a mother, with the integration of structures and functions of the placenta, presents guidelines for how each person must be integrated in the society and made capable of independent life.

P. VIGLIANCO, A. BIANCONI, A. RAMBAUDI, S.A.I.G.A.,
Torino, Italy

From denying to managing conflict in eating disorder

The conflictual issues that characterize psychodynamics of eating disorders consist essentially in interpersonal conflicts orientated towards parental figures: the mother figure experienced as intrusive and conditioning, the paternal one as evanescent and at times normative in an incongruously way, and to which, at the same time, patients require care in a dependent manner.

These conflicts are manifested in symbolic form and simultaneously in the form of aggressive «acting out», especially the 'attack on the body', experienced as parental property. The conflict, however, is also intrapsychic in the sense of a dichotomy between autonomy and dependence, between adulthood and existential dimension of childhood and needy.

Conflict features of these disorders sometimes take dramatic and violent connotations, where violence is not expressed explicitly as such, but in the form of self-destructiveness and irrepressible determination not to submit their will to reasonable requests by proper nutrition.

The body image of the «restrictor» patient allows the definition of an identity that is nevertheless marked by precariousness, as the existential orientation is not centered on the need deep, but on an unconscious reaction to maternal intrusiveness and directivity.

The activation of the conflict against parental figures towards the recognition of their own emotional states and the recognition of the therapist as a possible agent of change, allows patients a «reorientation» centered inside and not outside the self.

The activation of the Social Feeling, in the Adlerian perspective, even in a context of dynamically oriented brief therapy (B-APP1), allows a greater cohesion of the parts of the self in a gradual and progressive path from an extreme precariousness of identity lead to a stability built not on negation but on the recognition and management of the conflict.

W. WINGETT, PhD, Diplomat in Adlerian Psychology (NASAP)

Counseling adult victims of verbal physical and sexual abuse, and violence

Alfred Adler worked with victims of various kinds of abuse particularly during his military service as a physician during World War I. Adler introduced the idea of “war neuroses” that evolved into the current idea of post-traumatic stress. After World War I Adler introduced to his colleagues and the larger population the idea of social interest or community feeling. Many victims of abuse and violence become involved in the psychotherapeutic process. The purpose of this lecture is to introduce a specific model for identifying and providing psychotherapy for adult victims of verbal, physical, and sexual abuse and violence based on the Individual Psychology of Alfred Adler.

Specific topics to be addressed during this lecture include identification of victims of abuse and violence, assessing the impact of the abuse and violence on the individual and others, establishing the components of the therapeutic contract between the client and the psychotherapist, establishing of the therapeutic goals, providing encouragement throughout the therapeutic process, demonstrating of cognitive, affective, and behavioral therapeutic interventions, assessing the effectiveness of the therapeutic contract and assessing the movement toward a improved self efficacy and social interest.

T. YAMAMOTO , Makibi Junior Highschool, Japan

Individual psychology in club activities

In recent years, verbal abuse and corporal punishment by teachers in the club activities of high school and junior high school is a serious problem in Japan.

Club activities play important roles in the public education of Japan. Through club activities, teachers are teaching with the aim of improving physical fitness, improving skills, improving the teamwork, and improving manners in society, and furthermore, with the aim of academic progress. In this way, lots of educational effects are expected to the club activities. Therefore, there is illusion that to win is the best education, and then, teachers themselves become the win supremacy. Those teachers may also use verbal abuse during games and exercise of the club activities. Some of them hit students as corporal punishments.

As I practice the Individual psychology among the club activities, even if it is not winning supremacy, even if you do not say verbal abuse, even if you do not wielded the violence, students do their best and achieve results.

In this announcement, I would like to compare teaching theory of presenter and typical performed one in the club activities, and describe differences of them with examples.

J.YANG, M. BLAGEN, Governors State University, University Park, Illinois, U.S.A

Unlearning oppression: from collective inferiority to community feeling

Inequalities exist. Most of the conflicts in our relationships at home, school/work and society can be attributed to the absence of equality that could result in competition and comparison, superiority, dominance, discrimination, hostility, violence, and oppression. Oppression is the constellation of soul destroying acts of bias, prejudice and discrimination at the individual, institutional, and systemic levels. Even in societies that espouse multiculturalism and human rights, inequalities and injustices, paradoxically, persist to produce inferior feelings collectively.

Individual psychology offers a framework for understanding barriers to social equality intra-personally, inter-personally and extra-personally. Mental health professionals recognize that the collective attitudes of “better than” or “less than” are a root cause to the problems of belonging. They embrace the social responsibility to unlearn oppression by advocating and ensuring that all those whom they serve have access to supports that foster positive adaptations as they seek to unlearn and deconstruct social inequalities. They recognize that the practice of equality begins with them and can be strengthened in our relationships with others. On the micro level, they must allow themselves to learn new information, unlearn misinformation, and recognize stereotypes. On the macro level, they need to have the courage to experience dissonance, contradiction, and confrontation when we are called to question norms, values, behaviors, roles and rules that perpetuate the status quo for the privileged few. In this program, the presenters will illustrate the commonality of experience of privilege, oppression, and micro-aggressions and how to help individuals and groups to access their heritage and strengths that fosters positive adaptation and endows them with meaning, hope, and courage as they seek to unlearn and confront oppression while they are reconciled to reclaim their own right to humanity and the connection to communal living. Handouts of culturally responsive anti-oppression strategies will also be provided.

A.ZAMBELLI, Psychanalyste, Société Française de Psychanalyse
Adlérienne, France

Is there a psychoanalytic taboo about the use of educational or training posture in therapy?

What danger is intended to indicate this taboo? Why the training use of the psychotherapeutic setting (word, relationship, gestures), is one of the main models in Adlerian therapy? Is this is an effective technique?

The purpose of this talk is to describe and analyze through clinical cases – under a critical perspective - the title of an Alfred Adler's major work, Heilen und Bilden, written in 1913. This book focus on one of the most important Adlerian therapeutic technical concepts - Healing and Training - hand inspired this XXVI^e International Congress.

We know that the Freudian paradigm does not include the provision of some advice or behavior indications to the patient, because frustration is framing the therapy, thus allowing the integrity of patient's personality to be respected. The psychotherapist - belonging to any method and psychological association - has to distinguish from master, coach and guru or any other similar role. But we know that our patients need to understand the perception of their self under a different angle, softer, vital and more reassuring. Sometime is enough, in the first phase of therapy, to give to the patient some new coordinates or references to stop the disabling symptoms and so to start a more stable insight. **Is this already like healing a patient?**

I think that the two perspectives are important and not in opposition each other, if they are related to the therapeutic goal and timing. Change is a process similar to training, while therapy drives change leveraging patient's freedom and autonomy.

I'll present some highlights part of an interview with Joyce MacDougal in Paris back in 1999, where I asked her advice on the relation between Interpretation, Education and Creativity inside the psychoanalytic process and relation. She also talked about her historical vision of his Freudian opposition to the educational side of therapy, making a difference with the usual training attitude.

Dr. P. ZUMER, Österreichischer Verein für Individualpsychologie, Child Guidance Clinic , Vienna, Austria

The creative space in the bi-personal field in institutional child psychotherapy

The concept of the bi-personal field will be presented by reports of three sessions of a child psychotherapy, that have taken place at the Child Guidance Clinic in Vienna. In the late 50s and 60s of the 20th century the idea of the bi-personal field was developed by Madleine and Willy Baranger and is essentially a theoretical and technical concept of clinical practice.

The bi-personal field comprises the entire analytical relationship, including the setting and the rules. It also attempts to broaden the perspective. The field's structure is hereby defined by the psyche of all participants and all mutual projective identifications.

Starting with "Constructions in Analysis" (Freud) we will further explore the significance of genetic interpretations in the therapeutic process. Moreover the relationship between „Interpretation and the creative space of play“ will be presented. "The theater for this psychoanalytic play is the binary-oppositional structure of the setting, protected by the analytic frame. The binary oppositional structure is the dialectic between the one-person and two-person involvement, i.e., the theater makes room for the actors (the analysand and the analyst) to play their roles both as individuals who are separate and as an indivisible group or analytic field." Grotstein (2009)

Abstracts Panel

Andrés BUSCHIAZZO, Psychologist degree, Licensed Psychotherapist, Trainer at the formation of psychotherapist in Centro de Estudios Adlerianos (member of IAIP), Liaison officer, Institution: Centro de Estudios Adlerianos (Center of Adlerian Studies), Uruguay

Child Therapy in the first Adlerian clinics in Uruguay

We will share our experience on the first Adlerian Clinical Child in South America. It is a revival of the Adlerian clinics in Vienna. For that reason, we have followed the classical Adlerian work with children, parents and teacher as well as with Adler, Spiel and Birbaum: «It is never too late».

The Adlerian Pedagogue Oskar Spiel and his collaborator Ferdinand Birbaum were in charge of the first experimental School inspired by the Adlerian educational principles. The slogan of this new pedagogic movement, advocated a new school: “instead of teaching just for teaching, draw to teach to educate”. Not only knowledge was transmitted, but also tried to form lifestyles promoting the collaboration and active participation in conflicts resolutions.

In the preliminary note of Spiel’s book “Discipline without punishment”, he explained the purpose of it. He was dazzled by Alfred Adler in the spring of 1920, when he was a direct testifier on how he “revealed to a boy some unconscious aspects of his personality, talking him in an incomparable way”. The constant and personal Spiel’s searching to use and articulate the Psychology contributions to education, made him study in depth the different psychology theories, letting him answering a basic insoluble questioning until that moment “How can we transfer all this to the practice?”. And exactly in that moment, after witnessed the work mentioned, he decided to become an Adler’s disciple militant.

The work made for the community is remarkable and it was received congratulations of the Chair of Child Psychiatry Children’s main Hospital of Uruguay.

Elisabetta CAIRO, S.A.I.G.A.;Turin, Italy

Trauma and attachment: theoretical and technical considerations for an articulated intervention of adlerian psychodynamic psychotherapy

In recent years the scientific literature concerning Trauma highlighted the neurophysiological correlates related to traumatic experiences, the influences it can have on the development of Self-Life Style and what role playing sensory-bodily and emotional experiences in the treatment of individual mental suffering resulting from that experience.

Trauma is configured as an experience that breaks the continuity of the Self and blocks the development of Social Feeling, which aggregation instance of Self parts: the inability to integrate the sensory-bodily-emotional components blocks the process of experience signification rendering the individual incapable of organizing a representation of the himself experience.

This paper intends to present a proposal for an adlerian psychodynamic psychotherapeutic treatment for individuals precociously traumatized that takes account of the latest techniques in the treatment of post-traumatic stress disorder which involved primarily aspects of non-integration of sensory-bodily-emotional Self vision and secondarily on development of the meaning.

Susanna. EDER-STEINER, ÖVIP, Vienna, Austria

Working with traumatized adolescents

Experiences of trauma present an extremely high risk to the development of children and adolescents, particularly those who have already been exposed to previous traumatic experiences. However, with the help of adequate psychotherapeutic support, such crises can offer the children and adolescents a chance to develop further and set new goals. I will discuss the kind of support that needs to be achieved, using case material from a young male adolescent to illustrate my point. The case material will furthermore be used for some diagnostic considerations. These include some thoughts on the implementation of alternative diagnostic categories for traumatized adolescents developed by members of „die Boje“* in a recent research project conducted in cooperation with the research institute „IP Science“ and the Department of Education of the University of Vienna.

*The Austrian Association of Individual Psychology founded the „Walk-in clinic for children and adolescents in crisis“ in October 2002, which was called „die Boje“ („the buoy“). It is located in Vienna and is now run by an independent non-profit regulating organization. Nevertheless, the staff almost exclusively consists of Individual Psychologists.

Hannah KENDE, Psychoanalyste , Hungary

Adlerian children's psychodrama with/against children's virtual heroes

The aim of Adlerian children's psychodrama is to encourage the development of a process of self-healing (of resilience) by allowing children who have been traumatized by their lives and psycho-affective difficulties to express their problems in a symbolic language. We create an atmosphere where the therapists' acceptance and the holding capacity of the group allow a child suffering from deep pathological feelings or a full-blown inferiority complex to reestablish his self-image, a phenomenon often called resilience, and to revalorize his own personality. Examples of group psychotherapy starting from children's identification with a virtual character (Hannah Montana, Superman, Terminator).

Erik MANSAGER, PhD, Switzerland

Classical adlerian perspective: constructs or conflicts?

This is the first portion of a two-part panel presentation. It focuses on Adler's original theoretical constructs as they relate to the phenomenon which Psychoanalysis conceptualizes as psychic conflicts. It opens with a Socratic discussion about the power inherent in the construction of focal questions – and its relative influence in leading to expected conclusions. This is especially relevant in the ongoing discussion about the value of Adler's complete theory and its therapeutic application.

There are considerable differences among various Adlerian organizations' understandings and applications of Adler's theory and therapy. In light of the mainstream American Adlerian technique of shortening Individual Psychology into a cognitively oriented, brief-therapy and the psychoanalytic Adlerian technique aimed at resolving intra-psychic conflicts, Classical Adlerian Depth Psychotherapy (CADP) suggests a deep reading and thorough application of Adler's complete theoretical writings provide a set of very effective constructs. Though not simple, the constructs can be effectively applied; and when mastered, these enliven a therapy congruent with Adler's theory. The presentation maintains that the fictional final goal is the construct most overlooked by other theoretical applications of Individual Psychology.

CADP is demonstrated by: 1) providing verbatim data from a client, 2) sharing some of the clinician's guesswork to show the expansion phase of case conceptualizing, 3) presenting summaries of several of Adler's constructs as they were formulated for the case in question, and 4) by proposing the treatment plan which facilitated client healing along the lines of expanded social interest: increased self-acceptance and building of healthy relationships.

Giansecondo MAZZOLI, Istituto A. Adler, Reggio Emilia, Italy

Counseling in an emergency: the experience of the areas devastated by the earthquake

The major natural catastrophes that dramatically change the living conditions of groups of people or entire communities in the blink of an eye leave their marks on people's psychic life.

In May 2012, an earthquake devastated some areas in northern Italy. The traumatic extent of the experience of the walls collapsing and burying living spaces and personal belongings under them was felt by the earthquake victims as if they had lost pieces of themselves. Material and organisational support, which was obviously essential, was followed by psychological support. Opportunities were provided to receive and listen to such overwhelming experiences of fear, desperation and anxiety.

Psychological support in the camps that hosted the people left homeless by the earthquake consisted of short contacts with the people and an approach based on support counselling. Lots of people exhibited clear symptoms of stress, and it was not possible to have personal interviews with all of them. Group meetings were a way to reach out to a large number of people.

The experience that the Adlerian colleagues of Istituto Adler in Reggio Emilia went through to support such traumatised people involved frequent supervisory group meetings. Such meetings were considered to be essential to adjust the type of support as well as working out the distressing personal experiences prompted by contact with reality.

In this work, I will present the different dimensions of the experience of the colleagues who were involved and whom I coordinated and supervised during the weeks of the most urgent emergency. Emphasis will be placed on the factors that turned out to be most effective in responding to the victims' emotional needs.

Georges MORMIN , Psychoanalyst educationalist , President of the SFFPA, France

Breast Cancer, heal, but at what price?

Presentation of a psycho- therapy “Onirothérapie of integration”, group or individual. Therapy by imagery, uncommon in France, which creator A.Virel was inspired by and to mention A. Adler’s theory. The onirothérapie of integration is a work of appropriation or reappropriation of his own body, awakening of the subject to a simultaneous body/ psyche position. It is a work of self-awareness through exploration of the jargon bodies focussing on listening to the perceptions, the sensations. This is an open quest for unity by re- construction of self that speaks as if the requests and the body, as in this imaginary space, refer to the definition of jargon organs according to Adler.

This therapy also complements the treatment of persons who have suffered trauma somatic (cancer).

The aim of cancer specialist is to stop, and most possible, definitely, the development of cancer diseases. The objective achieved, the common sense consider the people treated, cured. But what is healing? Is it enough to be freed from physical harm to recover good health, or at least, achieve a resumption of harmonious life?

By violence of this diagnostic and the conflicts generated, cancer, real disease of adaptation, involves a process leading a failure of the compensatory mechanisms, essential from unity of the self. This failure produces a disturbance of homeostatic system who can lead to a disorganization of the body image. The subject is facing a breaking from his psycho-organic integrity because of the experience to confrontation of lethal risk, the experience of hospitalizations and intensives treatments, the anatomical and functional after-effects from the disease and treatment.

In breast cancer, this disarticulation of body image combines imaginary and symbolic deconstruction of female identity based, real masked depression, orchestrating the murder of the image of woman in self. Certainly, if we can struggle by chemical agents and surgery on organic symptoms, we cannot ignore how the mental state has impact on instantly and permanently on the state of the organism and the unity of the subject. The Analytic therapy, the dream-therapy, the education listening to oneself for a better life, participate in the psyche homeostasis (i.e. to the balance necessary to empowerment of self-image) and allow the person to discover desiring subject and move towards a possible cure. This one doesn’t agree more like fixed in a final illusion, but as reconciliation with self by the quest for a harmonious image, body/ spirit, ensuring unflinching unity of the subject.

William NICOLL, Professor of Counseling, Florida Atlantic University & Consultant and Trainer, Resilience Counseling & Training Center, (USA)

Resilience focused brief family counseling/therapy: Integrating Adler & the Emerging Research

The paper will seek to update and expand upon Adler's idea that therapy should focus on «improving social interest» (i.e. mental health) rather than reducing symptoms (decreasing psychopathology). The emerging research on resilience, mindsets, etc. empirically confirms Adler's ideas and provides guidelines for practical applications. I will focus on this research in terms of its implications of «Resilience» serving as both a Social Vaccine (immunization from adverse impacts of mild - severe trauma and life problems) as well as Antidote for use in treating those struggling to recover from Adverse Childhood or Life Events. I will specifically focus on applications in developing Resilient Families & Resilient Youth via resilience-focused family counseling/therapy.

Christelle SCHLÄPFER-STAMMBACH, Grammar school teacher
MA UZH, Counselor in adlerian psychology, Owner of business and head of
edufamily, Head of SYNCHRONIZING institute CH

A special form of violence among children and adolescents: Bullying & Cyberbullying

What on the face of it looks harmless can be a true nightmare for (cyber-)bullying victims: drop in performance at school, psychosomatic problems, sleeping disorders, social withdrawal, depressions up to suicidal thoughts or suicide are often the consequence. Many teachers don't know how to intervene when confronted with a bullying or cyberbullying case in class. We frequently see punishing intervention in both cases. What can be justified for cyberbullying is contra-productive in the case of classical bullying, because punishing the culprit causes the victims not go get any help and the parties to keep moving in a destructive spiral. Bullying is a group phenomenon and needs to be resolved amongst said group, while it is best to include the parties in constructive searches for solutions and, this way, gain back a useful side of life. Prevention work against bullying and cyberbullying has to be operated on three levels: further training of teachers, education directly in classes and parenting instructions. At the same time, prevention work should not be limited to disclosure and information.

Kristin WHITE, Psychoanalyse, Psychotherapie, Berlin

The concept of “conflict” in today’s Adlerian psychoanalysis

This paper attempts to answer a number of questions on the subject of conflicts in today’s Adlerian psychotherapy, which were raised by the organisers of a science panel in preparation for the 26th International Congress of Individual Psychology in Paris, in July 2014. The concept of inner conflicts is discussed from the point of view of Adlerian psychoanalysis, integrating Adlerian and psychoanalytic concepts. Thinking about inner conflicts is seen to be relevant not only to the treatment of less disturbed neurotic patients but also as helpful for understanding individuals with personality disorders in which more primitive defence organisations or safeguarding mechanisms prevail. Case material from the psychoanalytic treatment of a young woman is presented as an example.

Julia YANG, Ph.D, National Kaohsiung Normal University Kaohsiung, Korea

The Irreducible Child: Social Feeling, Obstacles, and Neuroeducational Implications

Unlike most psychological approaches, Individual Psychology has concerned itself with the psychology and education of the children. To Alfred Adler, we seek to educate the child as the whole person whose feeling, thinking, and acting is indivisible and is uniquely characterized by growth, movement, and goal striving. The family, school, and community have the joint obligation of providing education to children as training and preparing for social living. The ultimate goal of education is to attain social feeling. The purpose of this panel presentation is three fold. First, obstacles of social feeling development in current education systems will be summarized. Secondly, the program will demonstrate how Adler's theoretical concepts actually anticipated the present day neuroeducational understanding of the social development of children and adolescents. Lastly, implications for the education of the children will be discussed.

YEARBOOK

Paola Prina (London, UK); **Dr. Karen John** (Bath, UK); **Anthea Millar** (Cambridge, UK); **Dr. Chris Shelley** (Vancouver, Canada)

Adlerian Scholarship

The 20th Year of the UK Adlerian Yearbook: A Joint Discussion with Paola Prina, Anthea Millar, Karen John and Chris Shelley

The UK Adlerian Yearbook Editors will give a brief overview of highlights from the Yearbook over the past two decades whilst placing the Yearbook within the context of international Adlerian scholarship.

Paola Prina, Dr. Karen John, Anthea Millar and Dr. Chris Shelley are the four co-editors of the British Adlerian Year Book, inaugurated in 1996 (with the first edition published in January, 1997). The Year Book will be in its 20th year in 2014. We have had many Adlerian contributions from internationally renowned Adlerian writers over the past two decades.

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