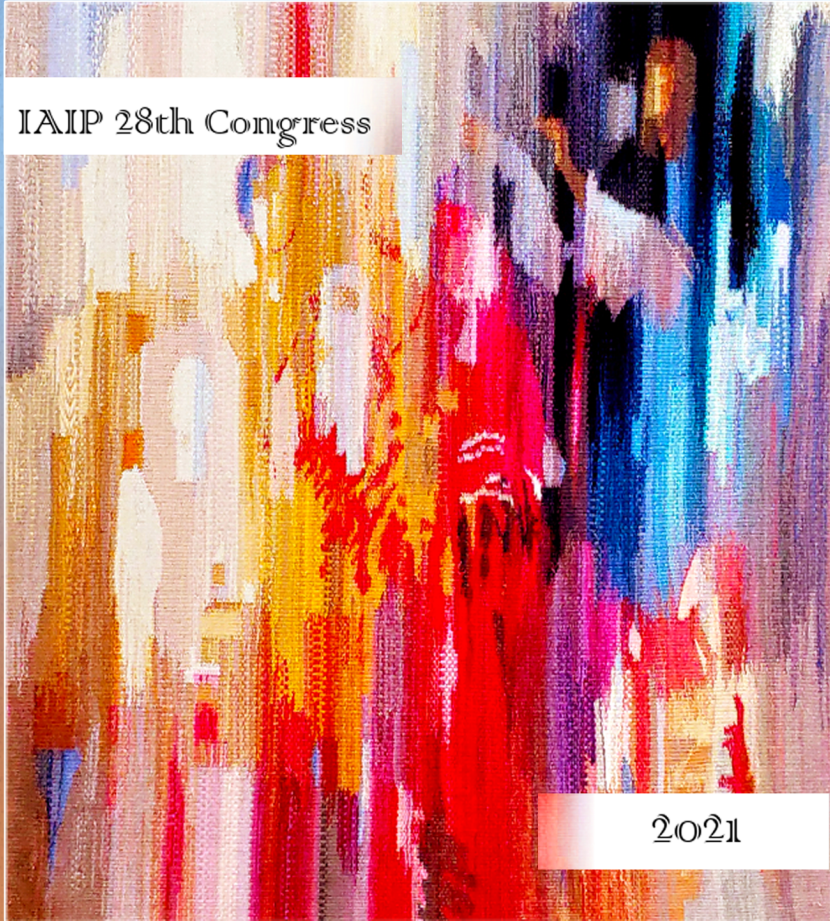


**28th International Congress
of Individual Psychology (Online)**

July 10-14, 2021



**Challenges in the Global World:
Healing and Growth**

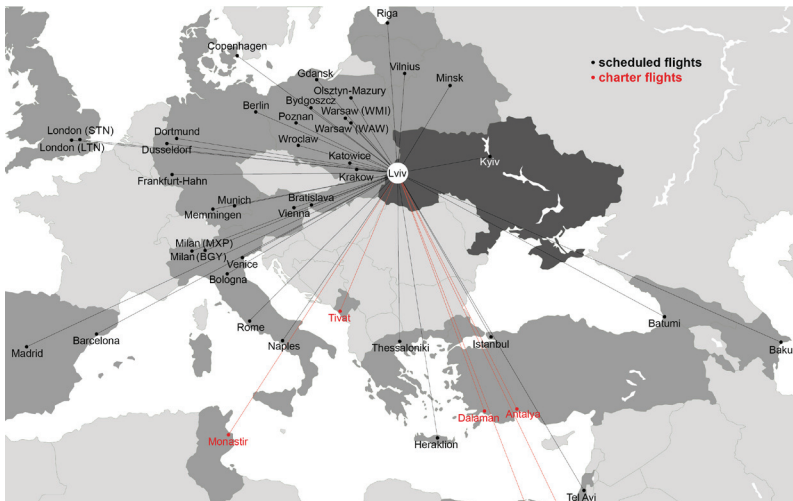
**Виклики у глобальному світі:
зцілення та ріст**

28th International Congress
of Individual Psychology
(Online)

Challenges in the Global World: Healing and Growth

Delegates Assembly:
July 10, 2021

Congress:
July 11-14th, 2021



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C 27 Challenges in the global world: healing and growth: abstract book of the 28th International Congress of Individual Psychology (July 10 – 14, 2021, Lviv, Ukraine) \ scient. ed. O. Filtz, Z. Koshulynska, O. Lyzak, N. Grinko, O. Berezyuk, P. Kozyra – Lviv : Publisher “Halych-Press”, 2021. – 124 p.

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Z. Koshulynska
O. Lyzak
N. Grinko
O. Berezyuk
P. Kozyra

Abstract book of the 28th International Congress of Individual Psychology “Challenges in the global world: healing and growth” (July 10-14, 2021, Lviv, Ukraine), which reflect the current state of research, theories, practices in the health care system, education for the challenges of the global world and the search for internal reserves for growth and healing.

For psychotherapists, psychiatrists, clinical psychologists, psychologists and all mental health specialists.

The authors are fully responsible for the facts mentioned in the abstracts. The opinions of the authors may not always coincide with the editorial boards point of view and impose no obligations on it.

ISBN 978-617-7617-66-1

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My difficulties belong to me!

Alfred Adler



ALFRED ADLER

(February 7, 1870 – May 28, 1937) was a doctor and psychologist who published more than 300 books and articles.

Alfred Adler's most noted publications were *The Practice and Theory of Individual Psychology*, *Understanding Human Nature and What Life Could Mean to You*.

Alfred Adler was founder of the school of Individual Psychology, naming it Individual – an arcane reference to the Latin *individuus* meaning indivisibility, a term intended to emphasize holism – is both a social and community psychology as well as a depth psychology.

Adler considered a human being as the only integral being, as the unity between conscious and unconscious, the unity in individual's thinking, feelings, actions, in every manifestation of personality. Alfred Adler believed that all children feel a sense of inferiority, which is an inevitable consequence of their physical size and lack of strength and opportunities.

Depending on the way of overcoming the inferiority, different types of personalities are formed. Low sense of inferiority prompts the child to grow, "to become as strong or even stronger, to move to perfection and have preferences, to develop their abilities".

The purpose of the advantage can be both positive and negative. If it involves public interests and interest in the well-being of others – it develops in a constructive and healthy direction.

Some quotes by Alfred Adler

A simple rule in dealing with those who are hard to get along with is to remember that this person is striving to assert his superiority; and you must deal with him from that point of view.

Every therapeutic cure, and still more, any awkward attempt to show the patient the truth, tears him from the cradle of his freedom from responsibility and must therefore reckon with the most vehement resistance.

Every individual acts and suffers in accordance with his peculiar teleology, which has all the inevitability of fate, so long as he does not understand it.

International Congresses of Individual Psychology by the IAIP

2011 Wien	2014 Paris	2017 Minneapolis	2021 Lviv (online)
1999 Oakbrook/ Chicago	2002 München	2005 Torino	2008 Vilnius
1987 Münster	1990 Abano	1993 Budapest	1996 Oxford
1976 München	1979 Zürich	1982 Wien	1985 Montreal
1963 Paris	1966 Salzburg	1970 New York	1973 Milano
1930 Berlin	1954 Zürich	1957 Oosterbeek	1960 Wien
1922 München	1925 Berlin	1926 Düsseldorf	1927 Wien

Dear Adlerian colleagues from all over the world!

I would like to cordially welcome you all to the 28th International Congress of Individual Psychology.

The current situation in the world obliges us to meet online only. We need to face up to Challenges in the Global World, which is the main title of this Congress, but we can also head off to Healing and Growth.

With regard to Challenges, in the midst of the coronavirus pandemic we continue to follow our day-to-day lives. In these uncertain times it is difficult for everybody to feel safe and at ease. The crisis has exacerbated problems ranging from over-burdened healthcare systems to domestic violence. For many people the realization that the pre-Covid-19 lifestyle is not returning anytime in the near future is causing further stress and anxiety. We are all longing for a return to some sense of normality. However, by sharing good practice and applying the lessons learned, every place can improve in the post-crisis recovery.

In terms of equality, whether it is of gender, age, race or religion, it is important to ensure support that builds resilience and empowers people - with the objective of creating just and equal societies and institutions.

Global warming is definitely the single greatest environmental challenge that the planet is facing at present. It is a global issue that not only affects us but, if left untreated, will affect future generations on a much greater scale.

This and many other factors contribute to a very depressing period of life, but they also are not final, inevitable or unchangeable.

We must do things in order to help proactively. We need strong communities and diverse communities, where every individual is welcome to contribute in a spirit of safety, dignity and equality.

In our lives, there are periods of challenges that we must face, but the real challenge is how we grow and learn from overcoming them. Alfred Adler taught us how social embeddedness and social interest provide directions towards health and life fulfillment.

Adlerian psychology provides good ethics for life. With Adlerian learning, we can learn and grow as persons, groups, communities and as the whole of society.

Wishing you all rich learning and sharing during the upcoming International Congress of Individual Psychology.

Dr. Daniela Čechová
International Association of Individual Psychology
President



Dear participants of the Congress!

Only now, in a time of new challenges and priorities, is the global pandemic with its constant self-isolation and lockdown finally showing us the genuine value of spiritual harmony, teaching us to better understand and respect ourselves and the people around us, and to appreciate social interest.

We are pleased to welcome the professionals and guests of the 28th International Congress of Individual Psychology in Lviv, albeit in a special, virtual way. With such an extraordinary concentration of wisdom, experience and expertise in one place, there certainly is a need to organize frequent gatherings and sharing at conferences.

I would like to wish you the best of luck with your discussions and conception of the most creative ideas, and making good acquaintances. And, of course, I am honored to invite you to visit our city for sight-seeing and the most beautiful memories. Lviv is open to the world!

Andriy Sadovyi
Mayor of Lviv



Шановні учасники конгресу!

Лише зараз, у час нових викликів та пріоритетів, світова пандемія з її постійною потребою в самоізоляції та локдаунах врешті показує нам справжню цінність душевної гармонії. Вона вчить нас краще розуміти і поважати передусім себе, людей довкола, та розуміти цінність соціального інтересу.

Ми раді вітати фахівців та гостей 28-го Міжнародного конгресу Індивідуальної Психології у Львові, хоча і в особливий, віртуальний спосіб – онлайн. Коли є така надзвичайна концентрація мудрості, досвіду та фаховості в одному місці, то є й потреба частіше збиратись і обмінюватись досвідом, організовуючи конференції та форуми.

Вдалих вам обговорень, народження найкреативніших ідей та хороших знайомств. І, звісно ж, запрошую Вас таки відвідати наше місто задля найкращих вражень. Львів – відкритий для світу!

Міський голова Львова
Андрій Садовий

Dear colleagues!

I send my best wishes to the participants of the 28th International Congress of Individual Psychology “CHALLENGES IN THE GLOBAL WORLD: HEALING AND GROWTH” and my gratitude to the delegates of the 27th Congress of the IAIP for their support in holding the 28th Congress of the IAIP in Ukraine, Lviv.

The Adlerian Ukrainian community is still very young, as the first Adlerian group began its work within the Truskavets psychotherapeutic 5-year project in 1999, trainers – Victor Cannes (Austria), Kurt Günther (Austria), Roland Woelfle (Liechtenstein). Maryna Bluvshstein gave lectures and led the group in the Bukovyna psychotherapeutic project. Giansecondo Mazzoli and Daniela Čechová visited Lviv with interesting lectures.

Then, more than 100 people took part in 5 years of personal experience projects. There were only 3 people in the first Adlerian section in the Ukrainian Umbrella Association of Psychotherapists, today – we have 65 members.

The Ukrainian Association of Individual Psychology was established in 2018, the strategic vision of which there is to be a part of the Adlerian world community. The Alfred Adler School operates based on the Institute of Mental Health with the aim of a more detailed format of “a sense of public duty that motivates a person to achieve the highest results in something and promotes social development. Further social relations determine a constructive way of life – cooperation and collaboration with other people at work, in friendship, love “(Alfred Adler).

In the archives of the 18th-19th centuries, we found the works of L. Dreykurs, who wrote a lot about the life and work of the Jewish theatre in Lviv. Today it is the Lviv Jewish Theater named after Sholom Aleichem. Also, the works of J. Adler in the magazines of that time are traced. I believe that it is no coincidence that Lviv was chosen to host the World Forum.

However, the global pandemic has made adjustments to the format of the congress. Ukrainian Adlerians hope that the meeting is possible within the framework of the ICASSI summer school in Ukraine.

I wish all participants a successful holding and participation in the 28th IAIP Congress-2021.

Kind regards,
Zoryana Koshulynska
*President of Ukrainian Association
of Individual Psychology*



Sunday, 11th July 2021				
Time (EEST)	Keynote lectures			
15:00-15:30	Opening Ceremony			
15:30-16:15	First Annual Adler Honorable Lecture by Dr. Eva Dreikurs Ferguson			
16:15-17:00	World Adler Discussion			
17:00-17:15	Coffee Break			
	Theory and Research	Therapy	Pedagogy	COVID-19 and Trauma
17:15-17:40	Satoshi Kato - Reconsidering Adler's courage in relationship with descriptions of his works	Wilfried Datler - Developing the ability to think psychodynamically: Work Discussion as an element of psychotherapeutic training.	Christelle Schlöpfer - Bullying and Cyberbullying – a holistic view	Barton Buechner - A Social Constructionist perspective of Moral Injury and Identity, and their impact on Wellbeing of Military Members, Veterans and Public Safety Officers and their Families
17:40-18:05	Claudio Ghidoni - Today "rethinking" life requires an ethics of the limit. A challenge between the Creative Self and artificial intelligence	Mitsuko Mizuno - How Could We Cope with Grief and Loss? - from Adlerian Perspective.	Francesca Molina - The Use of Advanced Technology in the Classroom to Prevent Addiction to social Media	Joseph Troiani - Adlerian Psychology and Military History
5 min break				
18:10-18:35	Didier Manez - New social pathologies: when connection becomes pathological or digital pathologies	Francesco Bocci - The use of video games in psychotherapy; the Video Game Therapy approach (V.G.T.)	Anita Schedl - The model of the so-called small class - a safe place to develop for children with socio-emotional problems	Kristina Siroka - Gender-Based Violence Through the Lens of Individual Psychology
18:35-19:00	Serhii Kyrlyiuk - Is there a life of "therapeutic dyad" outside the office setting?	Daniela Bosetto - Psychotherapy and Ageing between care and prejudice	Anabella Shaked - A model for counseling parents of avoidant children and young adults	Andrés Buschiazzo - Epidemiological study in mental health in times of COVID-19 in 7 Latin American countries and Adlerian Psychology
19:00-19:15	Discussion			

***Time for different time zones:**

1:00 pm – 7:15 pm – Eastern European Summer Time (EEST)

12:00 pm – 6:15 pm – Central European Summer Time (CEST)

6:00 am – 12:15 pm – Eastern Daylight Time, US (EDT)

7:00 pm – 1:15 am – Japan Standard Time (JST)

Monday, 12 th July 2021				
Time (EEST)	Keynote lectures			
15:00-15:30	"Trauma, Safety and Connection" - Anthea Millar			
15:30-16:00	"Adlerian approach to trauma: experiences, meaning, making, and overcoming" - Marina Bluvshstein			
16:00-16:30	"Healing in Individual Psychology and Psychotraumatology" - Daniela Cechova			
16:30-17:00	"The social-psychotherapeutic concept of providing help for military personnel who are having PTSD during active phase of war" - Zoryana Koshulynska			
17:00-17:15	Coffee Break			
	Theory and Research	Therapy	Pedagogy	COVID-19 and Trauma
17:15-17:40	Roman Kechur - Is psychoanalysis a literature?	Ursula Oberst - Theory and measurement of Adlerian personality priorities and their application in counseling	Miyuki Yoshida - Individual Psychology in Nursery School	Secondo Fassino - Adlerian help relations in emergency due to the pandemic of COVID-19
17:40-18:05	Herta Brinskele - Fiction free will. Why it is problematic and we still need it	Achille Affilastro - Adlerian Treatment to prevent relapse among sex offenders: a pilot study proposal in a prison context	Iryna Snyadanko - The formation of holistic approach in students majoring in legal studies and psychology for identifying true and false information	Alessandra Zambelli - The French IAAP Resilient Tryptic to heal and grow together during pandemic: a psychological training aimed at early intervention, a resilient online path and a new psychological support unit
5 min break				
18:10-18:35	Bianca Maria de Adamich - The global growth of a woman, between challenges and health	Simona Fassina - The "distance setting" in the Adlerian Psychodynamic Psychotherapies. Technical aspects and therapeutic relationship	Oliviero Donà - The psychological challenges within the educational work context. Different uses of the Individual Psychology tools	Tiziana Levy - Transformations of Educational Institution at the time of Covid-19: implications in developmental age and new challenges for children and adults relationships
18:35-19:00	Marco Gatti - Individual psychology as a psychology of hope	Natalia Grinko - Adlerian Understanding of Orthorexia Nervosa	Clementina Pizza - The Growth of Local Territorial Prevention: an Integrated Adlerian Proposal for Adolescence	Daniela Bosetto - COVID: between mourning and healing
19:00-19:15	Discussion			

***Time for different time zones:**

3:00 pm – 7:15 pm – Eastern European Summer Time (EEST)

2:00 pm – 6:15 pm – Central European Summer Time (CEST)

Tuesday, 13th July 2021				
Time (EEST)	Keynote lectures			
15:00-15:30	"Two mainstreams in the history of thought: Plato and Aristotle, Schopenhauer and Nietzsche, Freud and Adler" - Alexander Filts			
15:30-16:00	"Mind-Brain-Genes and Individual Psychology" - John Arden			
16:00-16:30	"Individual Psychology Informed Leadership in the Pandemic and beyond" - Karen John			
16:30-17:00	"Tyranny in pathogenesis of socially conditioned feelings of inferiority. On the example of Elijah Rebin's autobiographical book "The Far Close" - Oleh Berezyuk			
17:00-17:15	Coffee Break			
	Theory and Research	Therapy	Pedagogy	COVID-19 and Trauma
17:15-17:40	Ichiro Umezaki - Adlerian psychodrama incorporating essence of martial arts techniques and "Himotore" technique	Nestor D. Kapusta - The role of capacity to love in relationships	Margit Datler - "I no longer understand myself and my actions in class!" - Discussion of a reflection-based seminar concept in teacher training for prospective teachers in inclusive settings	Rovera Gian Giacomo - Quality of life in aging during the COVID-19 pandemic: New forms consideration about bio-psycho-social-cultural interventions
17:40-18:05	Sara Marchini - The perception of the climate change: an Adlerian perspective	Valentina Vitali - How aware are we that love doesn't kill?	Cristina Sanz - Teaching social interest to children is more needed than ever in a time of pandemic: Montessori and Adler's principles in action at home	Gisela Eife - Healing is unknowable and intangible
5 min break				
18:10-18:35	Julia Yang Blagen - Love Heals: Integrating Adlerian Perspectives with Quantum and Spiritual Potentials	Daniela Bosetto - Cybersex addiction: a challenge for couples and families. Adlerian considerations	Oksana Kosarieva - Use of methods of Adlerian's play therapy in interaction with children	Halyna Katolyk - Group dynamics in online educational projects on child psychotherapy: Case studies
18:35-19:00	Egidio Ernesto Marasco - The importance of the word for the prevention of psychopathologies and dissociativity	Edit Szélesné Ferencz - The application of the individual psychological approach in the World Game	Francesca Molina - Adlerian Parental Cooperation within the legal framework	Lesya Muzychko - Features of the course and overcoming of the consequences of post-traumatic stress disorder among cadets of combatants
19:00-19:15	Discussion			

***Time for different time zones:**

3:00 pm – 7:15 pm – Eastern European Summer Time (EEST)

2:00 pm – 6:15 pm – Central European Summer Time (CEST)

8:00 am – 12:15 pm – Eastern Daylight Time, US (EDT)

9:00 pm – 1:15 am – Japan Standard Time (JST)

Wednesday, 14th July 2021				
Time (EEST)	Keynote lectures			
15:00-15:30	"Why A Global Future for Humanity Needs Adlerian Parenting To Lead The Way" - Alyson Schafer			
15:30-16:00	"Disability rights and inclusion: A challenge for our times" - Timothy Hartshorne			
16:00-16:30	"Being an Analyst in the Pandemic Time" - Giansecondo Mazzoli			
16:30-17:00	"Varying the Setting" - Kurt Günther			
17:00-17:15	Coffee Break			
	Theory and Research	Therapy	Pedagogy	Theory and Research
17:15-17:40	Jon Sperry - The Past, Present, and Future of the Journal of Individual Psychology: the role in healing and growth	Alessandra Bianconi - Do transference and countertransference movements change with the use of digital communication in Adlerian Psychodynamic Psychotherapies?	Gian Piero Grandi - Gothic and uncanny in psychotherapy with adolescents	Piero Cherasco - Anorexia: the sociocultural adaptability and transformism of a serious disease which is as old as time yet consistently new as a form of biopsychosocial psychopathology
17:40-18:05	Daniela Bosetto - Mind the Gap! Economic and social gender inequality is still a challenge for the global world	Bianca Maria de Adamich - Is it possible to heal from the obsession of total control?	Veronika Seiler - Telos® Burgeoning Mindset – where children have space to spread their wings – examples from the Telos®-Kinderhaus	Rovera Gian Giacomo - New forms of social psychopathology in aging: considerations about complex and educational interventions
5 min break				
18:10-18:35	Antonino Giorgi - The Social interest and the mafia fundamentalism	Iryna Sribna - Sandplay - world in the sandbox. How does it work?	Noziglia Carlotta - The role of video games in developing and enhancing skills, multitasking abilities and creativity	Edit Szélesné Ferencz - The legacy of Dr. Marosi Máday István
18:35-19:00	Lucia Tseng - Adlerian Based Adventure Group Counseling with Interracial Students: Social Emotional Learning, Career Adaptability, and Community Feeling	Lo Yi-Ru - Training the Trainers: A Five-Year Outcome Evaluation Study of the TSAP Parent - Teacher Certification Program	Hui Sen Huang - Facilitating Courage and Action for Change: The Use of 4 Crucial C's and Socratic Questioning with Multicultural Families	Les White - Stability of Personality: Revisiting 'Life Style Variables of Holocaust Survivors'
19:00-19:15	Discussion			

***Time for different time zones:**

3:00 pm – 7:15 pm – Eastern European Summer Time (EEST)

2:00 pm – 6:15 pm – Central European Summer Time (CEST)

8:00 am – 12:15 pm – Eastern Daylight Time, US (EDT)

9:00 pm – 1:15 am – Japan Standard Time (JST)

Неділя, 11 липня 2021 року				
Час (Київ)	Основні лекції			
15:00-15:30	Церемонія відкриття			
15:30-16:15	Перша щорічна почесна адлеріанська лекція Dr. Eva Dreikurs Ferguson			
16:15-17:00	Світова адлеріанська дискусія			
17:00-17:15	Перерва			
	Теорія і дослідження	Терапія	Педагогіка	COVID-19 і травма
17:15-17:40	Satoshi Kato - Ще один погляд на завзяття Адлера та стосунки із заохоченням (підтримкою)	Wilfried Datler - Розвиток здатності мислити психодинамічно: робоча дискусія як елемент психотерапевтичної освіти	Christelle Schläpfer - Булінг та кібербулінг – цілісний погляд	Barton Buechner - Соціальний конструктивістський погляд на моральну травму та ідентичність та їхній вплив на добробут військових, ветеранів та службовців громадської безпеки та їхніх сімей
17:40-18:05	Claudio Ghidoni - Сьогоднішнє «переосмислення» життя вимагає етики обмеження. Виклик між Творчим Я та штучним інтелектом	Mitsuko Mizuno - Як би ми могли впоратися з горем і втратами? - з Адлерівської перспективи.	Francesca Molina - Застосування новітніх технологій у класі для запобігання залежності від соцмереж	Joseph Troiani - Адлеріанська психологія та військова історія
5-хвилинна перерва				
18:10-18:35	Didier Manez - Нові соціальні патології: коли зв'язок стає патологічним або цифрові патології	Francesco Bocci - Використання відеоігор у психотерапії: підхід терапії відеоіграми (ТВИ)	Anita Schedl - Модель так званого малого класу - безпечне місце для розвитку для дітей з соціально-емоційними проблемами	Kristina Siroka - Насильство за гендерною ознакою в об'єктиві індивідуальної психології
18:35-19:00	Serhii Kyryliuk - Чи існує життя 'терапевтичної діади' поза терапевтичним сетінгом?	Daniela Bosetto - Психотерапія та старіння - між доглядом та упередженням	Anabella Shaked - Модель консультування батьків униклих дітей та молоді	Andrés Buschiazio - Епідеміологічне дослідження психічного здоров'я за часів COVID-19 у 7 країнах Латинської Америки та психологія Адлера
19:00-19:15	Дискусія			

Понеділок, 12 липня 2021 року				
Час (Київ)	Основні лекції			
15:00-15:30	"Травма, безпека та зв'язок" - Anthea Millar			
15:30-16:00	"Адлерівський підхід до травми: досвід, значення, дії та подолання" - Marina Bluvshstein			
16:00-16:30	"Зцілення в індивідуальній психології та психотравматології" - Daniela Cechova			
16:30-17:00	"Соціально-психотерапевтична концепція надання допомоги військовим, які страждають на ПТСР під час активної фази війни" - Zoryana Koshulynska			
17:00-17:15	Перерва			
	Теорія і дослідження	Терапія	Педагогіка	COVID-19 і травма
17:15-17:40	Roman Kechur - Чи є психоаналіз літературою?	Ursula Oberst - Теорія та визначення адлеріанських пріоритетів особистості та їхнє застосування в консультуванні	Miyuki Yoshida - Індивідуальна психологія у дитсадку	Secondo Fassino - Адлеріанські стосунки допомоги в екстремальних умовах пандемії COVID-19
17:40-18:05	Herta Brinskele - Вигадана власна воля. Чому вона проблемна, і чому вона все ще нам потрібна	Achille Affilastro - Адлеріанська терапія з метою профілактики рецидивів серед тих, що скоїли злочини та сексуальному ґрунті: пропозиція пілотного дослідження в умовах в'язниці	Iryna Snyadanko - Формування цілісного підходу у студентів юридичного та психологічного факультетів для виявлення правдивої та неправдивої інформації	Alessandra Zambelli - Триптих стресостійкості французької ІААР для зцілення та зростання разом під час пандемії: психологічний тренінг, спрямований на раннє втручання, стресостійкий онлайн-шлях та новий підрозділ психологічної підтримки
5-хвилинна перерва				
18:10-18:35	Bianca Maria de Adamich - Глобальне зростання жінки, між викликами та здоров'ям	Simona Fassina - Дистанційний сетінг в адлеріанських психодинамічних психотерапіях. Технічні аспекти та терапевтичні стосунки	Oliviero Donà - Складні психологічні завдання в контексті навчальної роботи. Різне використання засобів індивідуальної психології	Tiziana Levy - Перетворення навчальних закладів за часів COVID-19: наслідки для розв'язкового віку та нові виклики для стосунків дітей та дорослих
18:35-19:00	Marco Gatti - Індивідуальна психологія як психологія надії	Natalia Grinko - Адлеріанське розуміння нервової орторексії	Clementina Pizza - Зростання місцевої територіальної профілактики: інтегрована адлеріанська пропозиція щодо підліткового віку	Daniela Bosetto - COVID: між оплакуванням та зціленням
19:00-19:15	Дискусія			

Вівторок, 13 липня 2021 року				
Час (Київ)	Основні лекції			
15:00-15:30	"Два мейнстріми в історії мислення: Платон і Аристотель, Шопенгауер і Ніцше, Фройд і Адлер" - Alexander Filts			
15:30-16:00	"Розум-Мозок-Ген та індивідуальна психологія" - John Arden			
16:00-16:30	"Індивідуальне психологічно інформоване лідерство в умовах пандемії та за її межами" - Karen John			
16:30-17:00	"Тиранія в патогенезі соціально обумовленого почуття неповноцінності. На прикладі автобіографічної книги Іллі Репіна 'Далеке близьке'" - Oleh Berezyuk			
17:00-17:15	Перерва			
	Теорія і дослідження	Терапія	Педагогіка	COVID-19 і травма
17:15-17:40	Ichiro Umezaki - Адлерівська психодрама, що включає суть техніки бойових мистецтв та техніки "Хімоторе"	Nestor D. Kapusta - Роль здатності любити у стосунках	Margit Datler - "Я більше не розумію себе і своїх дій на уроці!" - Обговорення рефлексії заснованої на рефлексії концепції навчального семінару для майбутніх учителів в інклюзивних умовах	Rovera Gian Giacomo - Якість життя при старінні у час пандемії COVID-19: нові форми поглядів на біопсихосоціокультуральні втручання
17:40-18:05	Sara Marchini - Сприйняття кліматичних змін: адлеріанська точка зору	Valentina Vitali - Наскільки ми усвідомлюємо, що любов не вбиває?	Cristina Sanz - Навчання дітей соціального інтересу як ніколи необхідне в епідемію пандемії: принципи Монтесорі та Адлера діють вдома	Gisela Eife - Зцілення неспізнаване та невловиме
5-хвилинна перерва				
18:10-18:35	Julia Yang Blagen - Любов зцілює: інтеграція адлеріанського погляду з квантовим та духовним потенціалом	Daniela Bosetto - Залежність від кіберсексу: проблеми для пар та сімей. Адлеріанські роздуми	Oksana Kosarivava - Застосування методів адлеріанської ігрової терапії у взаємодії з дітьми	Halyna Katolyk - Групова динаміка в освітніх онлайн проєктах з дитячої психотерапії: аналіз кейсів
18:35-19:00	Egidio Ernesto Marasco - Важливість слова для профілактики психопатології та диссоціальності	Edit Szélesné Ferencz - Застосування індивідуально-психологічного підходу у Світовій Грі	Francesca Molina - Адлеріанська батьківська співпраця у юридичних рамках	Lesya Muzychko - Особливості перебігу та подолання наслідків посттравматичного стресового розладу серед курсантів учасників бойових дій
19:00-19:15	Дискусія			

Середа, 14 липня 2021 року				
Час (Київ)	Основні лекції			
15:00-15:30	"Чому світовому майбутньому людства потрібне адлеріанське батьківство, щоб прокласти шлях" - Alyson Schafer			
15:30-16:00	"Права людей з інвалідністю та інклюзія: виклики нашого часу" - Timothy Hartshorne			
16:00-16:30	"Бути аналітиком в період пандемії" - Giansecondo Mazzoli			
16:30-17:00	"Змінюючи налаштування" - Kurt Günther			
17:00-17:15	Перерва			
	Теорія і дослідження	Терапія	Педагогіка	COVID-19 і травма
17:15-17:40	Jon Sperry - Минуле, сучасне та майбутнє журналу індивідуальної психології: роль у зціленні та зростанні	Alessandra Bianconi - Чи змінюються рухи перенесення та контрперенесення із застосуванням цифрового спілкування в адлеріанських психодинамічних психотерапіях?	Gian Piero Grandi - Готика та дивовижність у психотерапії з підлітками	Piero Cherasco - Анорексія: соціокультурна пристосованість та трансформізм серйозної хвороби, старої як світ, але постійно нової, як форма біопсихосоціальної психопатології.
17:40-18:05	Daniela Bosetto - Обережно, прірва! Економічна та суспільна гендерна нерівність все ще залишається проблемою для світового світу	Bianca Maria de Adamich - Чи можливо зцілитися від обсесії тотального контролю?	Veronika Seiler - Налаштування на зростання Telos® - де у дітей є простір, щоб розправити крила - приклади з Telos®-Kinderhaus	Rovera Gian Giacomo - Нові форми соціальної психопатології у старінні: міркування щодо складних та освітніх втручань
5-хвилинна перерва				
18:10-18:35	Antonino Giorgi - Зацікавлення у спілкуванні та фундаменталізм мафії	Iryna Sribna - Sandplay - світ у пісочниці. Як це працює?	Noziglia Carlotta - Роль відеоігор у розвитку та вдосконаленні навичок, багатозадачності та творчості	Edit Szélesné Ferencz - Спадщина доктора Марозі Мадая Іштвана
18:35-19:00	Lucia Tseng - Адлеріанське групове Adventure консультування із міжрасовими студентами: соціальне емоційне навчання, адаптивність до кар'єри та почуття громади	Lo Yi-Ru - Навчання тренерів: П'ятирічне дослідження з оцінки результатів програми сертифікації батьків та вчителів TSAP	Hui Sen Huang - Сприяння хоробрості та діям, спрямованим на зміну: використання чотирьох найважливіших запитань С та сократичного опитування в мультикультурних сім'ях	Les White - Стабільність особистості: ще раз до питання 'змінних у житті людей, що пережили Голокост'
19:00-19:15	Дискусія			

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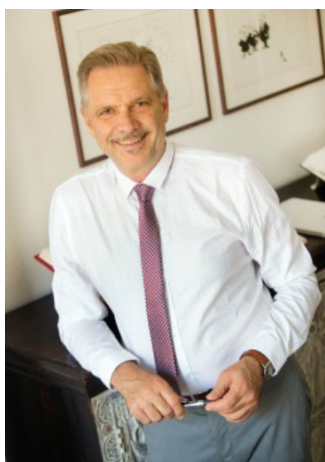
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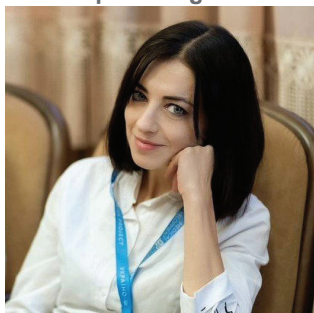
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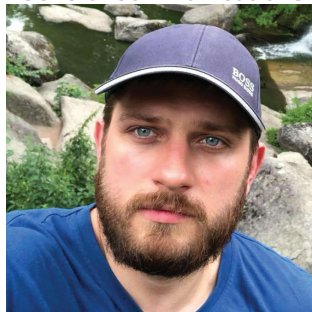
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Nazar ILCHUK

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Ostap ROP'YAK

Abstracts

Sunday,
11th July 2021



Satoshi Kato, *Masters Degree at Tokyo University of Foreign Studies*

Professional Affiliation(s)

Graduate School, Tokyo University of Foreign Studies, Japan

Reconsidering Adler's courage in relationship with descriptions of his works

The purpose of this study is to introduce the new Adler's courage model (Kato, 2020) and discuss the relationship with Adler's original works. Many previous researches have considered Adler's encouragement by referring to Adler and Adlerian researchers. However few have been discussed about the courage itself. What made this difficult is limited and vague comments on the courage and related concepts in Adler's original books and papers in contrast to encouragement. In order to deepen the understanding of Adler's concepts of courage, first, this study focuses on Adler's reference on courage (Adler, 1938; Adler, 2009; Adler, 2011) and related ideas by quoting his words from his works. Through analyzing Adler's descriptions on human beings, this study introduces the new interpretation defined as "ACT (Adler's Courage Theory)". This framework defines Adler's courage as a psychological mind in a challenging situation. It has 4 patterns of minds determined by striving for superiority on a vertical axis and social interest on a horizontal axis. One that has both high striving for superiority and social interest is seen as "Courageous" while one that has both low striving for superiority and social interest is seen as "Timid". Similarly, one that has high striving for superiority but low social interest is seen as "Reckless" and one that has low striving for superiority but high social interest is seen as "Dedicative". Using this framework, this study tries to discuss ways of varieties of human mind and ways to support those who are placed in poor conditions. This proposal expands the better understanding of Adler's courage, and concrete ways of supporting people in today's world.

Datler, Wilfried, *Prof. Dr. phil., psychotherapist and training analyst (ÖVIP), Austria*

Engelke, Lisa, *BA MA, member of the Austrian Association of Individual Psychology (candidate) and staff member of the Department of Education of the University of Vienna*

Developing the ability to think psychodynamically: Work Discussion as an element of psychotherapeutic training

Those who are familiar with the history of psychotherapy, clinical psychology and psychiatry know that the number, description and categorization of mental disorders is constantly changing. There are several reasons for this – economic reasons as well as changes in society, particular needs of scientific communities as well as research results.

Whatever one thinks of these developments – from the point of view of the Austrian Association of Individual Psychology it is necessary that each psychotherapist has developed competences and capabilities which enable him and her to understand what is going on – especially emotionally – in the here and now of psychotherapeutic interactions in and between therapists and patients.

Among other elements, the Work Discussion Seminar, which must be completed in the first four semesters of the training course before the candidates start working psychotherapeutically, serves this purpose. The seminar is characterised by the fact that participants write a weekly report about one hour of their work as psychologists, counsellors, teachers, social workers, etc. In the seminar the report is presented in the form of written reports which will be read and analysed in detail. By doing this reflection “on action” and “in action” should increase in order to develop the ability to think about the dynamics of working situations and processes psychoanalytically before candidates start with offering psychotherapy in a later phase of their training. In addition, candidates should also experience in which way psychodynamic thinking lead to a higher level of the quality of professional work.

In the paper presentation, the concept of the Work Discussion will be explained in more detail. In addition, it will be describe in which way Work Discussion was until now helpful in several master programs (i.e. further education of teachers, early care counselling) with special respect to the training of psychotherapists offered by the Austrian Association of Individual psychology.

Schläpfer, Christelle, *Master of Arts, former high school teacher, Adlerian Counsellor, Educator and Lecturer, Founder of edufamily® – education & counselling for schools & families, Liaison Officer and Member of SGIPA (Swiss Association of Individual Psychology), Member of SGfB (Swiss Association for Counselling), Switzerland*

Bullying and Cyberbullying – a Holistic View

Bullying and Cyberbullying are challenging issues in many schools and are clearly different from short-term conflicts and quarrels. According to the latest PISA survey (2018) from OECD (Organisation for Economic Co-operation and Development) there is a rise of school bullying in many countries since the last PISA study of 2015. And actual studies in Europe show that Cyberbullying has been rising during the COVID crisis.

Numerous affected students don't get help because they fear the bullying situation could become worse. There are actions which have to be strictly avoided in order to prevent a worsening of the bullying situation. The holistic/Adlerian approach can help to reduce bullying drastically.

It is imperatively important to stop solving bullying on a symptomatic level by punishing the bully. Punishment do not make the bullies more socially competent, but rather push them (again) into inferiority.

Bullying is a group phenomenon and the teleological perspective helps to understand the role's purposes. All the roles have to be involved into the solution and be aware of their responsibility – including the spectators who approve of the situation by doing nothing.

Working with metaphors and with problem solving instead of blame and punishment helps to encrease empathy and to share responsibility in the whole class towards the *Gemeinschaftsgefühl*.

We can prevent bullying encreasing social skills at school and detecting bullying early.

But, what matters most in bullying is the way it is resolved. In most cases cyberbullying is happening from «classic» bullying situation which have not been solved properly. And cyberbullying often involves the police as crimes are committed.

As there are different forms of bullying it is important to use individually appropriate measures depending on the bullying situation.

Dr. Barton Buechner, PhD, Captain, US Navy (Ret), USA
*Program Director, Military Psychology, Adler University Global
Campus, Chicago, IL*

**A Social Constructionist perspective of Moral Injury and
Identity, and their impact on Wellbeing of Military Members,
Veterans and Public Safety Officers and their Families**

Moral Injury is increasingly understood within the community of military and veterans as a disruption of deeply-held or embedded meaning systems, caused by experiences of often unintended commission or failures to prevent harm, and/or perceived betrayal of “what’s right” by those in authority. These “Morally Injurious Events” (MIE’s) are recognized as having personal mental health consequences for those who directly experience them, but it is also important to consider their second-order effects on families and communities, and ultimately, their further implications at the societal level. In this sense, the way we communicate about Moral Injury as experienced by military and veterans has wide-ranging social significance.

Adlerian psychology and the Coordinated Management of Meaning (CMM) theory of social construction in communication are particularly useful for examining the ways that moral injuries are created due to otherwise unexamined conflicts between systems of values and processes of meaning-making. These lenses, or ways of viewing systemic interaction, can also be applied in conjunction with the literatures of moral foundations, moral conflict and conflict resolution; family systems and therapy, and interpersonal neurobiology as a way of examining the impact of moral injury beyond individual experience.

This presentation draws on six years of teaching Adlerian principles and related concepts in the Adler University MA in Psychology with emphasis in Military Psychology program.

Claudio Ghidoni, *Psychologist, Psychotherapist, Analyst Teaching S.I.P.I., Italy*

OTHER AUTHORS: Flavio Attanasio, Paola Bonenti, Nicola Conti, Giulio Dimatteo, Federico Loda, Barbara Lodesani, Marta Santini, Luca Soregaroli, Giuseppe Virgilio

Director of the Alfred Adler Institute in Milan

Director of the Adlerian Psychotherapy School in Brescia

Adjunct Professor at University of Pavia

Today “rethinking” life requires an ethics of the limit. A challenge between the Creative Self and artificial intelligence

The child in his first years of life floods his parents with “Why...?”. A magic word that expresses curiosity, a whole new perception of reality and a continuous working of creativity. With the entrance to school the child diminishes the demand by showing less hunger for knowledge.

He begins to cultivate the concept of intelligence, that is to be good at something. As adults, professional excellence is often associated with specialization, the domain of knowledge in defined fields. Excellence thus understood becomes the enemy of innovation, creates professionals-specialists, inhibiting creativity.

Alongside a type of training linked to a performance contest, there are individuals who do not adapt to these pre-established formats. These personalities often generate radical innovations. Being uncomfortable with the established rules and dealing with the weakness develop alternative ways to express the Creative Self.

The author will bring examples from history and science to show how the limit brings with it a winning force and intuitive charge. An example is David's victory over the giant Goliath, the result of a strategy that transforms weakness into strength.

David wins because he eludes the struggle, in which he knows he cannot succeed, but he focuses on agility, without pretending to be the warrior he is not.

The Goliath of our times is the machine, built by man himself: insatiable in devouring data and information, quickly interpreted to produce artificial intelligence.

Intelligent machines must always be balanced by a greater human component, firm in connecting data to relationships and emotions. The key to the future will be EQ, an Emotional Quotient, parallel to IQ, an Intelligence Quotient.

Individual Psychology needs to be rethought in the light of the unstoppable contextual and planetary transformations to keep human coexistence alive.

In support of these theses, clinical and psycho-pedagogical cases will be proposed.

Mitsuko Mizuno (Ms.), MA, Adlerian Psychotherapist, Japan

**How Could We Cope with Grief and Loss?
– from Adlerian Perspective**

When we lose our beloved ones, we don't lose only those precious beings in our life, but we also lose future time and events which we might have been able to have and enjoy with these irreplaceable people. More importantly, we might feel like we lost "ourselves" in the midst of the path of our life. This presentation is an attempt to offer an Adlerian perspective in facing and dealing with the grief and loss in a socially useful and meaningful way.

Dr.ssa A. F. Molina **

Dr.ssa P. Speroni *

Vincenzo Vitale * A. Ippolito ******

*Titoli di ciascun Autore ** Medico, Psicoterapeuta, Analista S.I.P.I.,
Docente Scuola Adleriana di Psicoterapia del CRIFU, Responsabile
servizio psicologico de la Flag School Pavia * Direttrice la Flag School
Pavia ***Docente Art e ICT Flag Elementary school – classe 5[^] “, Italy*

The Use of Advanced Technology in the Classroom to Prevent Addiction to social Media

“La Flag” is the first and only school inspired by Adler in Italy. Our adventure began in September 2001 with Kindergarten and Elementary, welcoming children from 2 to 10 years old. We are preparing to offer continuity to our students up to the age of 14 from September 2020. We have always believed that the instinctive tendency to creativity stimulates curiosity in children and young people. The school must allow them to have the courage to experiment to discover, legitimizing their thoughts and recognizing the value of the tools of their time. La Flag wants to continue to be an exciting school, where everyone sees their free thought valued without being subjected to pre-packaged and judgmental learning schemes. Today more than ever, an unconventional school aims to distinguish itself in the educational offer by dynamism and ability to be always up-to-date and in step with the times, with specific attention to needs, interaction and effective communication both with new generations than with reference adults. The Individual Psychology declined in the school environment makes concrete the necessary union between tradition and evolution. Indeed, Adler’s thought is one of extreme modernity in a social context in which the need to reinvest in good human relations is increasingly urgent and evident. The advent of new technologies, their use and abuse force them to take responsibility on the part of the school, which has the task of preventing effects deriving from dependencies. Technologies have changed our lives and have also changed school life! Following Adler’s thoughts we have taken upon us this challenge in a constructive way; for example we have experienced another type of addiction, that of drugs. La Flag in fact promotes a project called MDMA (in collaboration with the United States Department of Justice, D.E.A. Drug Enforcement Administration. Office of the American Embassy in Rome) which deals with the danger deriving from the use of drugs, the effects of these substances on a physical and psychological, sociological level, the

legal consequences deriving from the use and possession of drugs, the social consequences of drug use. The kids are guided to ask themselves about the meaning of the word “transgression” and about the subtle border that separates it from habituality and dependence and from which are the stereotypes to follow or not to follow. Great Attention is also devoted to the social and economic effects connected to the use of drugs, also on the future possibilities of work and career (with hints to the attention that many companies dedicate to the subject). The project focuses on the importance for adolescents of intra-family communication, overturning the approach according to which parents must be taught to talk with their children. It is necessary to teach adolescents, by enhancing their communication skills and mental flexibility, to communicate with their parents. The new technologies stimulate in the educational contexts the creation of new backgrounds in which to insert the didactics, enriching the teaching and, at the same time, responding to the natural need for physical and intellectual movement of the students, respecting their different intelligences and abilities. The opportunity for the educational world to use sophisticated technologies has highlighted how technology should never suggest useful uses. It is the task of educators capable and aware to establish which technologies and which uses can be functional to the objectives to be pursued. The technologies, in fact, are not effective as such, it is the awareness of the development objectives to which they are destined which determines their quality. Furthermore, the evident closeness to the approach to knowledge of the new generations, together with the possibility of implementing the incessant information flows that characterize today’s communication, gives the new technologies the right requisites to help stem the deep identity crisis that the new generations are going through, questioning its meaning and purpose. It is therefore desirable that the entire training system also take up this challenge and prepare to operate in different educational settings, to select and finalize the individual activities, tools and resources available for an educational project that generates shared knowledge. The school must invest in latest-generation technologies to bring children to live the tools as such, adequately managing the dangers arising from their dependence on them.

Joseph Troiani, PhD*Associate Professor of Clinical Psychology**Founding Director for Military Psychology, Adler University**Member of the Illinois Mental Health Summit**Member of the Community Behavioral Health Association (CBHA)**Member, Public Policy Committee of Mental Health America of IL**Chair of the Military Psychology Section of the Illinois Psychological Association (IPA)**Member, Board of Directors, Illinois Council on Problem Gambling**Vice President, Board of Directors, Mental Health America of Illinois***Marina Bluvshstein, PhD***Licensed Psychologist (MN), Licensed Marriage & Family Therapist (MN)**NASAP Certified Adlerian Psychotherapist**NASAP Diplomate in Adlerian Psychology**Director, Center for Adlerian Practice and Scholarship*

Adlerian Psychology and Military History

History of Adler's Individual Psychology is tied to history of both World War I and World War II, from Alfred Adler's pioneering observations of a shell shock during his military service in 1916-1918 to his idea of Gemeinschaftsgefühl presented in 1918; from Rudolf Dreikurs' seeing lack of belongingness as a root of conflicts during his service in 1914-1918 to his efforts in teaching more democratic families and more cooperative societies in the world bracing for another war in the late 1930s. This presentation provides an overview of military history in the development of personality of Alfred Adler and Rudolf Dreikurs and in the formulation of Adlerian philosophy and Adler's Individual Psychology. The impact of World War I and World War II on most fundamental tenets of Adler's philosophy of life and understanding human nature is explored. Professional and personal insights for the 21st century psychologists working with active military and veterans are presented.

Learning Objectives

1. Participants will be able to describe significance of military experience in personality development of early Individual Psychologists, starting with Alfred Adler and including Rudolf Dreikurs.

2. Participants will be able to explain the impact of World War I and World War II on formation of the most fundamental tenets of Adler's Individual Psychology.

3. Participants will be able to create a reflective statement "What would Adler and Dreikurs say to the active service members and veterans today?"

M. Didier Manez, *Psychanalyste Agréé, Clinicien (Ecole de Psychologie clinique d'Aix en Provence)*

Professional Affiliation(s) : Président de la Société Française de Psychanalyse Adlérienne, France

New social pathologies: when connection becomes pathological or digital pathologies

New social pathologies are perceived as a mutilated inter subjectivity and makes us wonder about the importance of human relations.

The link between individual suffering and society has been established long ago. The approach of seeing social relationships as the causes of our psychological disorders is ancient.

Psychic suffering is social suffering, suffering whose etiology resides in society, a social pathology. Pathologies are the product of social relationships, of our ways of living and acting in society.

Our modern societies are experiencing a considerable growth in computer science, digital technology and networks. New behaviors are emerging and are likely to cause psychological suffering. The observed suffering is similar to addictive pathologies, addictions without products.

Our questioning concerns the conditions of expression and social visibility of certain apparently new disorders. Do these new forms introduce a rupture with recognized pathologies and established categories or are they simply part of a continuum by taking on new forms of expression?

Beyond that, these new social pathologies also raise questions about the appearance of new areas, new methodologies, new conceptualizations, giving a closer account of these phenomena and their challenges.

Summary

I – New fields of expression for addictive manifestations in response to the bankruptcy of social feeling

II – The absence of new conceptualizations and innovative methodologies.

Dr. Francesco Bocci, *Psychotherapist, Italy*

Psychotherapist, Member of board of Alfred Adler Institute of Milan (IAAM), Member of board of Italian Society of Individual Psychology (SIPI), Professor of Adlerian Psychotherapy School of Brescia of IAAM.

The use of video games in psychotherapy; the Video Game Therapy approach (V.G.T.).

Just as the “play” activity allows children to unconsciously express aspects of their own internal and external world, video games also guarantee this result, as they are a “game” in every way, but accessible to users of age higher than childish. Moreover, videogames have become an increasingly explicit object of communications between young people, whose imagery seems to increasingly assimilate typical elements of the videogame world.

Video Game Therapy allows users to start a psychological work on themselves by immediately developing good compliance with the operator. In fact, children are generally happy to be able to talk about the world of video games with those who take care of them. Moreover, they will feel motivated in maintaining the activity and in moving towards the agreed therapeutic goals, thanks to the intrinsically stimulating properties of the video game. The setting puts users at ease, recreating a safe environment, or that of their bedroom, or their play station, accommodating and protective even for those who fear social confrontation.

Educational objectives

1 – Emotional experimentation with the other (adult or caregiver), promote emotional literacy and empathic processes, encourage the conscious return to the primary emotion of the “discovery” as compensation for an emotional void.

2 – Promote social relations and collaboration. The game becomes mutual cooperation, involvement in one’s own world and sharing of the same.

3 – Promote self-discovery, thanks to the identity relationship structured with a video game avatar.

Anita Schedl

Magister, Retired teacher, Psychotherapist (Alfred Adler Institut Vienna) Contact information: Vogtgasse 28/15 1140 Vienna Austria

The model of the so-called small class – a safe place to develop for children with socioemotional problems

In this presentation you will be informed about:

1. The framework conditions for therapeutic work as a pedagogue at school.
2. Which pedagogical principles are helpful to encourage traumatized, neglected or pampered children and their parents?
3. Which concept of school can be helpful or even healing for children and their parents who have not got the feeling of being a wholesome member of society, who are feeling minor, because of several reasons such as being immigrants, or being unemployed, being uneducated, or even being analphabets?

Kristina Siroka, PhDr., counsellor in private practice
Professional affiliations: member of NASAP, Slovak Psychological Society and Slovak Psychotherapy Society, Slovakia

Gender-based violence is a phenomenon deeply rooted in gender inequality, and continues to be one of the most notable human rights violations within all societies. In the current situation of the pandemic are the risk factors for gender-based violence increased. Many survivors feel unsafe isolating in a house with an abusive person, and away from their support networks. The topic is viewed through the lens of Adler's theory of individual psychology.

Three educational objectives:

Audience members will understand the links between the social and individual level of gender-based violence.

Audience members will be introduced to specific concepts of Adler's theory of individual psychology in the context of gender-based violence.

Audience members will gain a better understanding of survivors of intimate partner violence.

Gender-Based Violence Through the Lens of Individual Psychology

The aim of the presentation is to increase participants' knowledge on gender-based violence and to introduce the links between the topic and specific concepts of Adler's theory of individual psychology (e. g. equality, social embeddedness, teleology and encouragement). Participants will understand the importance of a social equality as the best prevention of gender-based violence and see the links between the social and individual level.

Both women and men experience gender-based violence but the majority of victims are women and girls. Violence against women, particularly intimate partner violence and sexual violence, is a major public health problem and a violation of women's human rights. Intimate partner violence is often more than just physical abuse. It encompasses sexual, emotional, economic and psychological violence. Professionals, especially those approaching survivors of intimate partner violence, need to be sensitive and to eliminate own stereotypes to this topic.

Audience members will gain a better understanding of survivors of intimate partner violence, but also the goal of the violent behavior in partner relationship and the dynamics of a violent relationship.

High prevalence of violence against women was extremely challenging even before the COVID-19 pandemic. Circumstances under lockdowns and its social and economic impacts have increased the risk factors for gender-based violence and the exposure of women to abusive partners, while limiting their access to services.

Reverend **Serhii Kyryliuk, MD, PhD**
*The Danylo Halytsky National Medical University in Lviv, Department
of Psychiatry and Psychotherapy, Associate Professor, Ukraine*

Is there a life of “therapeutic dyad” outside the office setting?

Soothing emotional power and professional interference of the therapist to the client’s personal space, framed by a disciplined setting in an office, with the expected placement of therapeutic and recipient roles is, at the same time, a source of severely undervalued stress. These “out-of-network” life communications (outside the analytic space) may even be “painfully shocking” (McWilliams N., 2004, 2016). Some therapists emphasize fairly fair their own state of unexpected encounters with clients in descriptions of such “acute” affect even to the metaphor of the “afterlife experience” (Slavin J., 2002).

To some extent, this phenomenon is peculiar to other professions (McWilliams N., 2016). A woman may feel deprived when meeting with her gynecologist outside the gynecological chair, a child – with a teacher outside the school, etc. These are, rather, the usual neurotic causes for experiencing discomfort from unplanned meetings. The difficulty of meeting a “therapeutic dyad” is conditioned by the utmost complexity (both real and exaggerated) of the emotional context of its underlying functioning. Firstly, the asymmetric nature of the psychoanalytic relationship (the fact that therapists know the intimate details of their clients lives when clients know little about their therapists lives) can make it extremely exciting for clients to have a therapist’s existence in real life. Secondly, the fact that therapists hear the most shameful secrets of people, more than enough motivates some clients to hope that they won’t meet their therapist anywhere than the treatment office. Some people keep a great secret even about the fact of being in therapy – no matter what the content of their frankness – so they don’t want us to discover that we know them; others become wounded when they meet with a therapist in society and are treated as if they are invisible. Some are fascinated by the realization that the therapist is “just like a normal person”; others suffer from the fact that the idealized image of the therapist was “spotted by the routine life”...

How can a therapist untie these “out-of-network” contacts? Alone – by no way in general! But this is a matter of taste of every “therapeutic dyad”. In our practice, during the initial interview phase, we try to speak these potential appointments immediately if their likelihood is high: we greet each other or perhaps the client chooses an appointment as if the therapist is a complete stranger. In such a case, in our opinion, the intention of the “therapeutic dyad” meeting in everyday life will have less risk of “going to sunrise”, but still more – to life.

Dr. Daniela Bosetto **, Dr. Romano Campazzi *, Dr. Claudia Cenni *, Dr. Domenico Rusciano *, Dr. Loredana Salerno ***

** Psychologist, Adlerian psychotherapist in training*

*** Psychologist, Adlerian psychotherapist, Extraordinary Professor M-PSI/07 Università degli studi e-Campus*

**** Doctor, Adlerian psychotherapist in training, Italy*

Psychotherapy and Ageing between care and prejudice

Psychological suffering in the elderly, often reinforced by the presence of serious chronic pathologies, is expressed through an unfavourable social and cultural condition, full of prejudice.

The widespread thought that tends to typify attitudes linked to the conception of old age conditions and inhibits the expressive capacities of the elderly person who unconsciously binds himself to the social model that is imposed on him.

In reality, it is possible in every phase of life, in childhood as well as in old age, to acquire information and use previous knowledge for the same purpose: overcoming difficulties or implementing one's personal growth.

As the years go by, environmental and individual factors determine the acquisition of identity in terms of strength or fragility, drawing a psychic organisation in a continuous and constant becoming.

In ageing, also as a result of resignation to social prejudice, in the convergence and interaction between biological, psychological and social factors, a dysfunctional mechanism of narcissistic investment in the person and destructive disinvestment from the environment acts, from which derive the depressive connotations typical of old age, often defined by pejorative behaviour.

Above all in the presence of signs of psychic or physical suffering in old age, generalised expectations focus on the impossibility of access to a process of growth and/or healing, even though there is no evidence to suggest that it is impossible to change a dysfunctional lifestyle beyond the threshold of a given age.

In spite of this, the contemporary social context denies the possibility of a truly rehabilitative dimension in the third age and, in this sense, empties of content the investment of economic or planning resources both in public and private structures.

Keywords: challenges, creativity, growth, healing process, prejudice.

Anabella Shaked, PhD

*Certified psychotherapist, expressive art therapist and supervisor
The Adler institute, Israel*

A model for counseling parents of avoidant children and young adults

Avoidance from coping with the tasks of life became a huge challenge today for parents, teachers, and psychotherapists. Adler emphasized the importance of participation and contribution for the welfare of society as well as for the wellbeing of the individual.

Adler believed that the central clinical problem underlying all psychopathology originates in the client's "attitude toward the absolute logic of human co-existence" (Adler, 1927/2002, p. x). He thought all neuroses, which includes avoiding coping actively and usefully with life tasks and creating neurotic symptoms as an excuse for the avoidance, are based in failure to understand and accept social and cosmic demands.

Parents of avoidant children and young adults tend to "spare" them facing the demands of life and give up expectations of participation and cooperation. On the one hand they tend to maintain them financially, and on the other hand they critique and discourage them. I noticed that very often, the treatment of neurotic clients stagnates, unless they parents change their attitude, improve the relationship, and stop offering unnecessary services and maintaining them financially.

Parents fear that the "worsening of conditions" will enrage the children, will lead to distancing or disconnection, or will deteriorate their mental state to the point of endangering their lives. On the other hand, maintaining the situation creates stagnation and debilitation of both children and parents.

To help parents to help their avoidant children and young adults to participate actively in life I developed a four-step model: creating a vision for parenting according to values, improving the relationship, announcing their decision to stop unnecessary services, and practicing their decision.

In this presentation I will present the problem of avoidance in children and young adults, and the model for counselling parents on that matter.

Andrés Buschiazzo

*Licensed Psychologist, Universidad de la República (UdelaR),
Uruguay*

*Adlerian Psychotherapist, Centro de Estudios Adlerianos (CEA) –
Federación Uruguaya de Psicoterapia (Fupsi)
Centro de Estudios Adlerianos*

Epidemiological study in mental health in times of COVID-19 in 7 Latin American countries and Adlerian Psychology

The Center of Adlerian Studies has participated as coordinator for Uruguay of the project called: “Epidemiological study in mental health in times of COVID-19 in Latin American”.

In one of the studies the objective was to evaluate the cross-cultural measurement invariance of the Fear of COVID-19 Scale (FCV-19S) in 7 Latin American countries (Colombia, Ecuador, El Salvador, Mexico, Paraguay, Argentina, and Uruguay). The participants were 2944 people, selected through non-probability sampling for convenience. The results indicated differences in emotional and physiological reactions were observed between the countries.

It is possible that the remembrance of the sanitary emergency declared in March 2020 due to the COVID-19 arrival remains as a “psychic footprint” in the emotional memory of every single person. A global relevance phenomenon. The traumatic experience has burst into our “frame of reference” (or belief system) to make us wonder, after the primal fear, some questions that attempt to explain and re-assemble the complex web of life.

Adler affirms that cooperation is an indispensable requirement for the evolution and progress of society. And with Künkel, we understood that crisis means a deep collapse of life’s forms maintained by the individual until the present, and as consequence it’s inability to resolve new problems and proactively act. The core idea of the author is that crisis becomes a part of growing and development, essentially configuring an experience inherent to life, and therefore constitutes the source of every “living organism” to get to the “feeling of Us”.

At the 28th Congress of International Association of Individual Psychology, precise data on the impact on mental health due to the arrival of COVID-19 will be released. In addition, once again Adlerian psychology has effective resources to provide the general population to prevent discouragement and increase the community feeling.

Monday,
12th July 2021



Anthea Millar, MA, MBACP, UKRC, Dip. IIP, senior accredited Adlerian psychotherapist, psychotherapy trainer and supervisor/supervisor educator, Vice President of the UK Adlerian Society, founder of the Adlerian Counselling Training in Cambridge, a partner of Cambridge Supervision Training, United Kingdom

Trauma, Safety and Connection

Recent key developments in trauma informed practice strongly resonate with Adler's views of over 100 years ago. Different from a medical disease approach, Adlerian psychology offers an optimistic model of movement and growth, where a holistic biopsychosocial understanding is central.

Instead of identifying what is 'wrong' with the person, the trauma-informed approach understands client behaviour as an adaptive purposeful attempt to cope with life experiences, and offers a strengths-based framework that emphasises physical, psychological and emotional safety, creating opportunities for survivors to rebuild a sense of control and empowerment.

In this class Anthea will outline Adlerian ideas in relation to a trauma informed approach, and introduce some core strategies that enable safe practice, including ensuring psycho-physiological stabilisation and the principle of dual attention. Active participation and discussion of anonymised client material will be invited.

Marina Bluvshstein, PhD
*Licensed Psychologist (MN), Licensed Marriage & Family Therapist
(MN)*
NASAP Certified Adlerian Psychotherapist
NASAP Diplomate in Adlerian Psychology
Director, Center for Adlerian Practice and Scholarship
Adler University, USA

**Adlerian approach to trauma:
experiences, meaning making, and overcoming**

When discussing trauma (in Adler's words, "traumata"), Alfred Adler insisted that "no experience is a cause of success or failure", while placing an emphasis on the meaning we assign to life events, conclusions we reach based on such experiences, and the strategies we develop in overcoming traumatic life obstacles. Theoretically and therapeutically, that position is directly opposite to the prevalent mechanistic, deterministic approach to trauma. Individual Psychological approach to trauma is a holistic and teleological treatment, considering life events as opportunities and/or challenges, but not the determinants. The lecture will overview Individual Psychological approach to traumatic events, including the placement of traumatic experiences in the Lifestyle formation and the role of meaning making in sustaining or challenging one's Lifestyle. The lecture will conclude with IP perspective on overcoming traumatic experiences, and the core components of faith, hope, and love in overcoming.

Daniela Cechova, PhD., licensed counsellor and psychotherapist in private practice, associate professor at Comenius University in Bratislava, Slovakia

President of IAIP and Slovak Association of Individual Psychology, member of NASAP, Slovak Psychological Society and Slovak Psychotherapy Society

Healing in Individual Psychology and Psychotraumatology

Remarkable similarities have been noted between the approaches of Individual Psychology and Psychotraumatology in therapy and healing.

Individual psychology uses encouragement as profound attitude in counselling/therapeutic processes. Psychotraumatology uses stabilisation and re-sourcing.

Both schools of psychology deal with memories. For Individual Psychology, memories are a projective diagnostic method for understanding the personality/lifestyle of an individual and their reconstruction serves as a measurement of behavioural change.

For Psychotraumatology, traumatic memories are the base for treatment and healing, together with Eye Movement Desensitisation and Reprocessing (EMDR). Shapiro (1995, 2001) hypothesises that EDMR therapy facilitates accessing of the traumatic memory network, so that information processing is enhanced, with new associations forged between the traumatic memory and more adaptive information.

Both disciplines work within a subjective framework, subjective perception, interpretation and construction of an individual.

Both branches of psychology are contextual and relational.

The therapeutic relationship/alliance is equally substantial in both branches. IP and psychotraumatology are effective and bring clear understanding and relief in a short time.

Specific differences between Individual Psychology and Psychotraumatology will also be detailed in the presentations with the focus laid on single trauma, complex trauma in childhood and adulthood and parenting styles.

Case studies from the presenter's private practice will be used to illustrate the above concepts.

Соціально-психотерапевтична концепція надання допомоги учасникам бойових дій з ПТСР в умовах гострої фази війни

проф. Олександр Фільц, Зоряна Кошулинська, Україна, м. Львів

В основу роботи покладені дослідження 105 учасників бойових днів, після повернення із зони бойових дій Сходу України та їх госпіталізація у Львівську клінічну психіатричну лікарню, через відсутність психіатричних відділень у двох госпіталях – Західного медичного військового центру та Львівського госпіталю для інвалідів війни та ветеранів. В лікарні була створена спеціальна концепція перебування таких пацієнтів в умовах лікарні. Сетінг лікарні – захищений простір (окремо виділене харчування в кафе лікарні, відвідування музеїв, театрів, спортивних залів, басейнів, іподрому, вищих навчальних закладів, релігійних храмів, зустрічі із школярами, студентами та громадськістю міста та області і т.п.). Психотерапевтичний супровід – велика психотерапевтична група (у раз в тиждень), мала психотерапевтична група (у відділеннях – 2 рази в тиждень), індивідуальна психотерапія – (за запитом), арт-терапія, музикотерапія, когнітивно- поведінкова терапія. 28 липня 2014 року створюються волонтерські мобільні психолого-психіатричні та психолого-психотерапевтичні бригади фахівців, які беруть участь у наданні професійної допомоги військовим ЗСУ України та Національної гвардії України, що територіально розміщені у Львівському регіоні. Сутність психологічного супроводу полягала в систематичному спостереженні за поведінкою та діяльністю військовослужбовців, які були під впливом психогенних чинників, а також виробленні рекомендації щодо психологічного впливу і практичного використання для військовослужбовців у соціально-психологічній реабілітації. В основу психологічної концепції, даних досліджень на підставі міжнародних опитувальників та тестів, покладене поняття – дигресії.

**The social-psychotherapeutic concept of providing assistance
for military personnel who are having PTSD
during active phase of war**

Prof. Oleksander Filts, Zoryana Koshulynska, Ukraine, Lviv

The study is based on the research of 105 servicemen after returning from the war zone of Eastern Ukraine and their hospitalization to the Lviv Regional Clinical Psychiatric Hospital. This hospitalization was caused due to the absence of psychiatric wards in two other hospitals – the Military Hospital of the Western Operational Command and the Lviv Regional Hospital for War Veterans and Repressed. A special concept was created at the hospital in order to secure appropriate stay of such patients. Hospital setting – protected area (separate board at the hospital café; visits to museums, theaters, gyms, swimming pools, horseriding tracks, higher educational establishments, religious temples; meetings with schoolchildren, students, local and regional community, etc.).

Psychotherapeutic support – large psychotherapy group (once per week), small psychotherapy group (in departments – twice per week), individual psychotherapy (on request), art therapy, music therapy, cognitive behavioral therapy. Volunteer mobile psychological-psychiatric and psychological-psychotherapeutical teams of specialists were created on July 28, 2014. They have been involved in providing professional assistance to the military of the Armed Forces of Ukraine and to the National Guard of Ukraine located in the Lviv region.

The essence of psychological support was the systematic monitoring of the behavior and activities of military personnel who were under the influence of psychogenic factors. Additionally, recommendations have been developed concerning psychological influence and practical use for military personnel being under social and psychological rehabilitation. The basis of the psychological concept of these studies that have been based on international questionnaires and tests is the notion of digression.

Роман Кечур, Ольга Яскевич, Христина Турецька
Roman Kechur, Olha Yaskevych, Khrystyna Turetska, *Ukraine*

Чи є психоаналіз літературою?

Одночасна критеріальна оцінка описів психоаналітичних випадків експертами з літератури і супервізорами психоаналітичної практики дозволяє зробити цікавий висновок про певну синергію.

Можливо тепер ми краще можемо зрозуміти той факт, що єдиним офіційним визнанням наукового доробку Фрейда була літературна премія Гете.

Is psychoanalysis literature?

Simultaneous criterion evaluation of descriptions of psychoanalytic cases by literary critics and supervisors of psychoanalytic practice allows us to make an interesting conclusion about a certain Synergy. Maybe we can better understand now the fact that the only official recognition of Freud's scientific work was the Goethe Literary Prize.

Ursula Oberst, Ph.D.
Associate Professor
Ramon Llull University Barcelona (Spain)

Irene Checa, Ph.D.
Associate Professor
University of Valencia (Spain)

Theory and measurement of Adlerian Personality Priorities and their application in counseling

In some contexts, it is not possible nor necessary to do a full Life Style analysis, for instance in time-limited counseling, coaching, or educational settings. The theory of Adlerian Personality Priorities (APPs) offers an alternative for working with the client's basic private logic and main Life Style goals in a somewhat broader sense. The idea of personality priorities (PPs) is already present in Adler's work (Adler, 1931), but was further developed by Kfir (1971), who proposed four types of priorities (the superior, the controller, the pleaser, the avoider), defined as the preferred strategy people use according to what they fear and wish to avoid psychologically (Ashby, Kottman, & Rice, 1998), to what they strive for their purpose in life (Dillman Taylor et al., 2015), and what are their means to achieve a sense of belonging (Oberst & Checa, 2020). There is the question if all priorities are equally "good" and have both positive and negative aspects (as Kfir and Dillman propose), or if there is a priority that represents a healthy and socially adapted personality with a high degree of social interest, as Adler claimed.

This presentation presents several empirical studies that use different forms of measuring APPS: a self-report questionnaire (the APPA by Dillman Taylor et al. (2015) and a projective technique (the Top Card activity by Lynn Lott). We present empirical results about how the APPs are related to the Big Five Personality dimensions, to satisfaction with life and to belongingness; we discuss our results in the context of their usefulness to predict significant outcomes, so to give empirical support to the theory of personality priorities.

Miyuki Yoshida *B. A. nursery teacher and assistant nurse, Mitsuru Nursery School (vice director)*

Hironori Nakajima *M.Ed., licensed psychologist and certified clinical psychologist, Okayama University of Science Faculty of Science (professor), Japan*

Individual Psychology in Nursery School

This presentation discusses the introduction of Individual Psychology methodology into Mitsuru Nursery School in Japan. Some 15 years ago, our nursery school ran into trouble as we seemed to have been mistaking “permissiveness” with “freedom.” We felt the need to move to a new system of childcare and decided to introduce a method based on Individual Psychology. As early childhood is an extremely important time for the development of children, we felt that along with education for the professionals caring for children, parent education was also essential. By providing a place where both educators and parents could learn individual psychology, educators and parents would be able to develop common goals on how to nurture children and build relationships with based on cooperation and trust.

As the first step in introducing Individual Psychology, our teachers and staff took the PASSAGE parenting course, an Individual Psychology-based parenting course developed in Japan. The course was also offered to the surrounding community and over the years, many parents have taken the course.

The results of our questionnaire surveys confirm that each person is different. Children, parents, and educators are different. Individual Psychology effectively allows us to deal with those differences using trust and respect.

Fifteen years later four of our twenty staff continue to study Individual Psychology on their own accord and over 17% of parents who enroll their children in our nursery school have taken the course. Participants have established a follow-up group and meet regularly. This base has also led to us being able to hold numerous Individual Psychology workshops and study sessions in the community.

Secondo Fassino, *Honorary President of SIPI – Full Professor of Psychiatry (F.R.) Neuroscience Department, University of Turin (Italy)*

Rovera Giuseppe Maria, *M.D. Cultural Affiliate of SIPI, Lecture at University, Clinical Psychology, University of Turin (Italy)*

Lerda, Silvana, *Ph.D.M.D., Analyst SIPI, Psychiatrist, Trainer SAIGA, Psychotherapy Unit and Center for Personality Disorders – Public Psychiatry Department of Chivasso (Italy)*

Rovera Gian Giacomo, *M.D. Ph.D. Honorary President of IAIP, Full Professor of Psychiatry, University of Turin, Neuroscience Department of Turin (Italy)*

Adlerian help relations in emergency due to the pandemic of COVID-19

a) The Covid-19 pandemic had a global impact on all the people of the world and we, as professionalists of mental health, are in the same condition of our patients. We all found ourselves, doctors, psychologists, educators, teachers and students, rich and poor, free people and incarcerated, we are all in this together, in this dreadful situation with no clear prevision of what will happen.

b) The Covid-19 pandemic caused a worsening of the crisis forcing in quarantine half the world population. Experts and scientists, virologists, doctors, administrators, overwhelmed us with contradictory informations amplified by the mass media. In many countries it has been necessary an urgent reorganisation of the emergency hospital care, mobilizing health workers, paramedics, psychologists and educators in a widespread climate of uncertainty, even under a socio-economic point of view. The epidemiological characteristics of Covid-19 have been unclear for a long time, the diagnosis is still now essentially clinical (respiratory syndrome, fever, anosmia, headache, digestive and intestinal symptoms).

c) The Adlerian Help Relations are eradicated in traditionally structured treatments: such as educational, counselling and psychotherapy ones. However, we are living, “hic et nunc”, an emergency due to the covid-19 pandemic where the interventions need appropriate modular variations: in relation to an assessment, about the setting contents, in the psycho-clinic modulations. Among the various difficulties, we highlight the ones about communication, social and inter-individual distancing, consultations in hospitals or health structures, and psychotherapies “interrupted” or “ended” for subjective or objective causes. Various typologies of help relations emerge from these complex, sometimes penalizing, situations. We are

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talking about emergency psychology, phone consultations, “virtual” psychotherapies (ie lock-down) and crisis focused psychotherapies (not to be confused with short-term psychotherapies), etc. Both the assisted and carer teams have to adapt to new relational contexts, therefore they show a variation of the therapy modes with resistance or resilience reactions.

d) Furthermore, they have worries and concerns about the future existential sequences in their psychopathological, economic and social aspects. With all these elements being considered, we wish for an increase of the scientific contributions and of the humanitarian cooperation. We also wish for a deepening of global cures, especially for psychological-clinic therapies. Moreover, we wish for an enrichment of Social Cooperation aimed at a renewed Meaning of Life.

These considerations, supporting by personal clinical cases, are the Challenges of the Global World: healing and Growth.

The educational objective

1) The Adlerian help relations have to include psycho-educational supports, (individual, family, counselling Liaison, Psychotherapy).

2) The Adlerian Treatments have to be integrated with different types of therapies (drug therapies) and with the vaccine (anti Covid)

3) The “virtual psycho-technology”, the distance learning and the psychotherapies on skype can be a support, but they can’t replace interindividual and “real” interventions (news setting and new therapeutic style).

Herta Brinskele, *Mag.a Phil., Psychotherapist (IP), Austria*
Sigmund-Freud-Privat-Universität

Fiction free will. Why it is problematic and we still need it

If, with Alfred Adler, we understand free will in the sense of a fiction, we open up perspectives that have so far received little attention to think about this complex topic. The question of whether or not there is free will falls into the background and the phenomenon of free will, in particular subjective experience, becomes the focus of the investigations.

In my contribution, I will try to work out clinical pictures as ever unconscious opinion on the subject of free will. Initially, it will be a question of limiting this term and fitting it into common ideas of psychodynamics.

For example, when we look more closely at the conflict dynamics of autonomy and dependency, or when we look at the confrontation with death, the topic of free will becomes obvious and it becomes clear how significant this focus can be on understanding individual stories of suffering.

Achille Affilastro*, **Matteo Baldssin***, **Daniela Bosetto**,****,
Paola Cavasino**, *Italy*

** Psychologist, Adlerian psychotherapist in training ** University e-Campus, Novedrate, Italy *** Psychologist, Adlerian psychotherapist*

Adlerian Treatment to prevent relapse among sex offenders: a pilot study proposal in a prison context

Sexual delinquency representing a significant societal problem, often evoke fear and other negative reactions increasing public anger and concern, mainly when the victims are vulnerable subjects. The prevention of sexual recidivism is really important, due to the profound impact on victims and the larger community but also from a public policy perspective. Previous studies showed that the main focus is on the issue of assessing the risk of recidivism as well as on the efficacy of the two main treatment models (RNR, GLM), while there is no specific literature on the application of Adlerian perspective related to sexual recidivism, both in terms of treatment and rehabilitation. To explore these issues, the main aim of this study is to investigate the efficacy of the Adlerian therapy model to prevent relapse among sex offenders in a prison context. Another aim of this study is to investigate the lifestyle of sex offenders. The sample includes three groups: (1) sex offenders without a diagnosis of Personality Disorder; (2) sex offenders with a diagnosis of Personality Disorder; (3) sex offenders not to be treated. Test including: Baum Test; MMPI-2-RF; PID-5; SPM; BIS-11; CORE-OM; and about relapse prevention, STATIC 99-R, STABLE 2007, and ACUTE 2007. The design of the study is a pre-test, Adlerian therapy (from 6 to 36 months, once a week), post-test, and follow-up at 6 months. Adlerian therapy model to prevent relapse among sex offenders in a prison context have not been previously studied in Italy.

Keywords: sex offenders, treatment, rehabilitation, relapse prevention, RNR, GLM, Adlerian model, life-style.

Iryna Ihorivna Snyadanko – *Doctor of Psychological Studies, associate professor, head of Theoretical and Applied Psychology Department at National University “Lviv Polytechnic”– the main speaker*

Mykhaylo Vasyliyovych Huzela – *PhD. in Legal Studies, associate professor, associate professor of Criminal Law and Process Department at National University “Lviv Polytechnic”*

Volodymyr L'vovych Ortynskyi – *Head of Legal Studies, Psychology, and Innovational Education Institute at National University “Lviv Polytechnic”, Doctor of Legal Science, professor*

Iryna Ihorivna Snyadanko – Psychology Law (National University “Lviv Polytechnic”)

Mykhaylo Vasyliyovych Huzela – Law (National University “Lviv Polytechnic”)

Volodymyr L'vovych Ortynskyi – Law (National University “Lviv Polytechnic”)

The formation of holistic approach in students majoring in legal studies and psychology for identifying true and false information

Intended audience: researchers, students.

d) Background and a purpose of presentation: the purpose of the experiment is formation of the skills to identify true and false information in students majoring in legal studies and psychology. The skill formation to identify true and false information in students will benefit them to better understand the other individuals' behavior which is crucial for psychologist's and attorney's work. The experiment consisted of three stages. First stage was preliminary, that meant to make some videos where some students would tell true and false information; then the polygraph check (lie detector, device model LX4000 Computerized Polygraph (Lafayette Instrument)) was conducted of the information that was provided in videos as true or false.

The second stage was pre-experimental meant to conduct a pilot study of the students' specifics of the identification of true and false information taken from the videos that was broadcasted with and without the sound. First of all the students had to assess truthfulness and falsity of the information by only watching the person's gestures and behavior (video without the sound), and then they were analyzing information by observing the behavior and listening to the message content (video with sound). The study of the correlation level between

students' empathy and quantity of rightly guessed videos was also done.

The third stage was experimental that purported the implementation of the education which included lectures on non-verbal behavior and video analysis. The efficiency of the educational impact on formation of the holistic perception of the person was assessed with the help of comparison of the test and re-test results. The research results proved the efficiency of the implemented educational training.

e) three educational objectives: the implementation of the educational training directed on skill formation to identify true and false information in students majoring in psychology and legal studies provides an opportunity to: develop professional expertise in psychologists and lawyers to-be, in particular, to train them to assess the person they are communicating with entirely (it's necessary in the work of prosecutor, judge, law enforcement, psychologists in different scope of business); formation of holistic approach in perception of other person; receive new research results that will facilitate better training of the students majoring in legal studies and psychology in Ukraine, as well as facilitate in development of modern branches of scientific studies related both to psychology and legal science.

Alessandra Zambelli** (*lead presenter*) *PhD, France*

Psychotherapist, President IAAP

Morgane PIDOUX* *PhD*

PhD and Post-doctoral experience in Neurosciences, IAAP

Scientific Manager, IAAP Psychanalyst student

*I.A.A.P., ** and S.A.I.G.A. member pro*

The French IAAP Resilient Tryptic to heal and grow together during pandemic: a psychological training aimed at early intervention, a resilient online path and a new psychological support unit

It is well known that Alfred Adler defines his psychopathological model in relation to the degree of *Gemeinschaftsgefühl*. The pandemic problematic had mobilized all associations and societies to try understanding this new global process in a new systemic dimension. The trans-cultural issue has been and remains a typical adlerian topic (G.G.Rovera), but this new pandemic dimension imposes a violent normativity going against our deep natural understanding of reality.

Actually, the process of globalization and the evolution of technological modernity unveil the biopsychosocial adlerian paradigm as a crucial tool understanding the interpretation and comprehension of new forms of suffering and psychopathology.

Purposes of the presentation

Starting from analysing the psychosocial difficulties and dynamics of the French pandemic situation, particularly focused on the impact on a standard family situation, with children and adolescents' waited reactions, the authors describe the responsiveness of the IAAP team to give a methodological psychological support. They describe the organization of the IAAP resilient tryptic: a) Psychology Training in Early Intervention with successive IAAP participation on the European Erasmus + Project Psych.E.In; b) Resilient Path online on the IAAP website; c) Psychological Support Unit offered to the community by IAAP supervised student.

This experience was and is tiring but also vitalizing. This practice helped us all to continue to bloom a common and narrative sense of dialogue despite having to build it virtually.

Educational objectives

1. To point the pragmatic resilience in the adlerian perspective of belonging;
2. To give specific competencies to create common resilience;
3. To specifically decline therapist's *Gemeinschaftsgefühl* during training and treatments, to recognize the role of culture and society in construction of identity, and the necessity of resilience during the pandemic situation.

Dr. **Bianca Maria de Adamich***, Dr. **Giulia Maria Antonietti**, *Italy*

* *Psychologist, Adlerian psychotherapist in training*

** *Doctor, Adlerian psychotherapist in training*

The global growth of a woman, between challenges and health

The purpose of this work is to describe the creativity with which patient T. faced the lockdown forced by the Covid-19 pandemic.

T. was able to adopt a series of behaviors that allowed her to enhance the path of her well-being promotion, without giving up her health safeguard.

T. is a seventy-year-old woman, a retired language teacher, married and mother of two daughters. The therapeutic work began two years ago, following the request for psychological support brought by the patient in two initial questions: the control of her eating disorder (BED – Binge Eating Disorder) and a greater appropriation of her personal spaces.

From a clinical point of view, the work with the patient on self-care, on taking space for herself and on BED continued according to the theoretical and methodological recommendations of the Adlerian orientation.

The 2020 lockdown had a major impact on patient's life structure and current situation. For T., suffering from an eating disorder, the hours spent without scheduled activities as her usual have been at risk of pathological behaviours: was given the threat of a psychophysical imbalance.

Restrictions forced the therapy transition to a telematic mode and this was exactly one of the areas in which the patient expressed her creativity.

Concerning the work area, the skills acquired through the psychological sessions and classes at the online University, allowed T. to continue online private classes to her students.

With regard to the vital task of family and affective life, there has been a progressive acquisition of autonomy.

Finally, in reference to the friendship network, T. has implemented an opening movement outside her own family.

The support to a creative attitude during these two years of psychotherapy and during the pandemic months has promoted the development of resources and functional actions: the patient has experimented herself in technology, interests, cooking and in the expansion of relational boundaries in the family and in the social context. T. has rediscovered herself as a resilient, flexible, dynamic and relational woman: briefly, an Adlerian woman.

Keywords: creativity, resilience, well-being, health, challenges.

Fassina Simona^{1,2,3}, (*lead presenter*): *Psychologist, Psychotherapist, SIPI Analyst, APPs Teacher Psychotherapist*

Simonelli Barbara^{1,2,3}, *Psychologist, Psychotherapist, SIPI Analyst, APPs Teacher Psychotherapist*

Ferrero Andrea^{1,2,3}, *Psychiatrist, Psychotherapist, SIPI Teacher Analyst, APPs Teacher Psychotherapist, Italy*

¹. S.A.I.G.A. – Società Adleriana Italiana Gruppi e Analisi (IAIP member)

². S.I.P.I. – Società Italiana di Psicologia Individuale (IAIP member)

³. APPs-TR – Adlerian Psychodynamic Psychotherapies – Training and Research

The “distance setting” in the Adlerian Psychodynamic Psychotherapies. Technical aspects and therapeutic relationship

The APPs – Adlerian Psychodynamic Psychotherapies model is based on a psychopathological-dynamic approach to the pathology, specifically oriented to the recognition of patients' different psychopathological functioning levels (PFL) in different areas of mental functioning.

The possibility of identifying the patients' strengths and main dysfunctional areas allows to modulate “tailored” therapeutic interventions.

APPs' clinical goals are aimed to modifying not only symptoms, but also significant aspects of the patients' functioning, while supporting and reinforcing their more adaptive resources.

The choice of different technical tools (oriented to exploration or validation of the patients' intrapsychic and relational modes of functioning) as well as the possibility of modulating the therapeutic relationship towards a more intensive or supportive pole, are specifically oriented to several identified clinical goals.

The COVID-19 pandemic health emergency has made the structuring of distance settings and the use of digital communication tools indispensable. This paper aims to propose some reflections about the possible variations of the therapeutic process elicited by these variations in the APPs setting.

Oliviero Donà, *PsyD: member of S.A.I.G.A., Psychologist at Residential mother-child community “Miracolo della Vita” C.A.V., A.P.S., private practice as Psychologist*

Marta Opezzo, *PsyD: member of S.A.I.G.A., Special need teacher at the “Arcimboldo” Pre-school of Settimo Torinese, Italy*

The psychological challenges within the educational work context.

Different uses of the Individual Psychology tools

In the Italian reality, it is common to see psychologists and psychotherapists, who are still completing their schooling or training, working as professional educators in therapeutic communities. In such context, psychologists will face the challenges of adapting to and using methodologies more oriented towards the educational side, rather than the clinical one. In approaching this role, the theoretical and practical training of psychologists and psychotherapists might, indirectly, enrich the work with the users/patients.

In fact, the Adlerian psychologists, who are taking on the role of the professional educator, have the opportunity to apply their tools and skills (active listening, the relationship, mentalization, the ability to integrate, psychological and social encouragement, late assumption of the maternal function, the paternal function ...) in the community context and use them as a compass. Having a theoretical and clinical map at one's disposal alongside the educational work, might be useful in guiding and promoting the users/patients' prognosis, treatment and change.

Starting from these different approaches of the two professions (on one side the psycho-social interventions, the psycho-education/counseling and the psychotherapy; on the other the educational modalities) it is possible to imagine a fruitful cooperation between the professional educator and the psychotherapist methods. Hence, while maintaining the focus and the aim of each specific profession, it would be important to consider a new training challenge, that better integrates and creates a dialogue between these two ways of working?

Educational Objectives

1. Raising awareness about the Individual Psychology tools.
2. Creating a dialogue between the professions of the professional educator and the psychotherapist.

Developing a new training, which integrates the two different ways of working.

Tiziana Levy (*lead presenter*), *psychologist, Adlerian psychotherapist (S.A.I.G.A.)*

Enrica Cavalli, *psychologist, Adlerian psychotherapist (S.A.I.G.A.)*

Simona Fassina, *psychologist, Adlerian psychotherapist (S.A.I.G.A.)*

Barbara Simonelli, *psychologist, Adlerian psychotherapist (S.A.I.G.A.)*

Andrea Rambaudi, *psychiatrist, Adlerian psychotherapist (S.A.I.G.A.), Italy*

S.A.I.G.A. Società Adleriana Italiana Gruppi e Analisi, Via Principe Amedeo 16-Torino (TO), Italia

Transformations of Educational Institution at the time of Covid-19: implications in developmental age and new challenges for children and adults relationships

The advent of the pandemic has resulted for humanity in a series of changes spanning a wide range of aspects (intrapsychic, relational, social, cultural, existential), with the tendency to persist in time and with a strong possibility to generate different types and intensity of distress. Children have happened to face a threat that “cannot be seen or touched”, an invisible source of pain which has been able to create widespread and persistent feelings of instability and uncertainty, especially in the younger children.

The adults who, embodying different roles, gravitate around children and adolescents, have found themselves in the need of building or adapting, in a creative way, instruments and solutions to ensure continuity to significant relationships, learning pathways, leisure time activities, psychotherapy sessions, even though they were themselves uncertain, frightened, mostly focused on present time and discouraged about the future.

The context of the school, where the wide-ranging growth of the children occurs, has underwent relevant transformations becoming, in the first phase of the pandemic, the “non-place” of distance teaching and then returning to represent the real institution, defined by precise boundaries in space and time but affected by strong uncertainty. This variability and alternance of organisational arrangements has led to consider and explore new ways of relationships between teachers and pupils, children and parents, young people and their peers.

This work provides, according to the Individual Psychology perspective, a reflection about the challenges in the developmental

age resulting from the emergency situation of the pandemic and specifically from the complexity of the role of the adult, who is called to promote and protect the growth of the child, safeguarding at once the continuity of learning, the pleasure of education, the social dimension and the chance to experiment abilities and skills.

Gatti M.*, Mazzola C., Salerno L.***, Italy

* *Psychologist, Scuola Adleriana di Psicoterapia del CRIFU di Milano*

** *Adlerian psychologist and psychotherapist*

Individual psychology as a psychology of hope

ABSTRACT Individual Psychology pays particular attention to the creative act through which the person develops an adaptation to the social context and seeks the best possible solution to the problems he or she encounters at a particular moment in life. It is therefore an open and complex model, which takes into account both the causes that determine a behavior, and above all the goal of that behavior. Adlerian psychotherapy can be a useful tool for growth, as well as healing, finding application not only in psychopathology, but also in promoting the well-being of the individual. The construct of hope, with its temporal dimension pointed towards the future, is a central element in the changing process of the style of life, which originates from the creative Self and is implemented through the restructuring of the elements of the field and the development of functional coping strategies.

Keywords: healing process, growth, hope, resilience

Grinko N.V., Koshulynska Z.V., Karvatska S.D., Plaviuk I.O.
HSEI «Bukovinian State Medical University»
Chernivtsi, Ukraine

Adlerian understanding of orthorexia nervosa

It is good to eat healthy food. We are encouraged to do so by major medical associations, personal physicians, the media and even the government. Some people in their quest to be as healthy as possible begin to choose increasingly restricted diets and develop an obsessive, perfectionistic relationship with eating the right foods. This may go so far as to become psychologically and even physically unhealthy. In other words, it can become an eating disorder.

This unhealthy relationship with healthy foods is referred to as orthorexia nervosa from the Greek *orthos*, meaning “correct or right” and *rexia*, meaning “appetite.” While orthorexia nervosa (ON) is not listed in the DSM-V, it is the subject of growing academic research and has become an accepted diagnosis in the mental health community.

The purpose of this research was to investigate relationships more broadly between orthorexia tendencies and other factors such as social interest, perfectionism, self-esteem and self-control, and to find Adlerian connections.

Social interest, identified by Alfred Adler by the term, *Gemeinschaftsgefühl* and also referred to as community feeling, is related to an individual’s connection and belonging to the community and humanity. Alfred Adler stated that striving for perfection is a way to find a place to belong and engage in social interest. Adler believed that belonging was an essential need for all individuals. Social interest refers to one’s responsibility to the community in which one lives and by how that community is impacted by the individual and the individual’s contributions.

An individual with an ON lacks social interest. The individual is preoccupied with a need for perfection to feel value, worth, and connection. The individual is motivated toward a model of perfection that is skewed by an inaccurate ideal of body image as the goal to be achieved in order to be loved.

Clementina Pizza**, Bovera B.*, Consalvo G.**, Molina F.***,
Colangelo F.****, D'Ambrosio S.****, De Simoni L.****, Elsink L. ****,
Griziotti M.****, *Italy***

The Growth of Local Territorial Prevention: an Integrated Adlerian Proposal for Adolescence

In order to maximize the integrated territorial health services' positive impact and effects on youth mental health, in synergy with non-health divisions, the creation of an integrated model with adolescents as its main focus is considered to be both a challenge and fundamental. The Australian based "Headspace – National Youth Mental Health Foundation Ltd" dedicated to young people, aged 12 to 25, can be considered a best practice reference for the still-too-fragmented Italian reality. The proposal leverages the young people's substantial inclination to use new technologies, by providing an online psychoeducational platform and connecting them to organisations through collaborative treatment programs, in order to encourage and facilitate their requests for help.

Through a case study of the "RP Formazione e Sviluppo" an Adlerian prevention and growth program, dedicated to both adolescents and their parents, an unique and innovative italian example of a theoretical educational approach combined with sports, physical and outdoor activities will be presented, aimed at the prevention and reduction of psychological discomfort and distress and its possible negative effects on the mental health of the youngest.

COVID: between mourning and healing

The case of G.: Covid as a loss of identity that becomes an opportunity for growth

9 March 2020: The Italian Premier Giuseppe Conte announces to the Nation the need to close the country. The Covid-19 pandemic forces us to completely change our lives and this has a great impact on all of us, above all on our patients. In this paper, reflecting on the story of G., we want to create a parallelism between the stages of mourning, as theorized by the psychiatrist Elisabeth Kübler Ross in 1969 and the path taken by our patient during the months of lockdown. G., a separated father with two children who currently lives with his new wife and her two children, finds himself at the beginning of the pandemic in a situation of disbelief followed by a phase of anger caused by having to restructure his couple relationship, his role as a father and his professional identity. Just as happens when dealing with bereavement, G. with the therapy need to find his own resources to cope with the situation. The challenge of the patient's journey is the acceptance of the previous life fiction, the search for a different identity and the growth to arrive at a new healing.

Keywords: fiction, identity, reconstruction, growth

Tuesday,
13th July 2021



Oleksandr Filts, MD, Ph.D., Dr.hab., Professor
Head of the Department of Psychiatry and Psychotherapy,
the Danylo Halytsky Medical University in Lviv, Ukraine
President of the UUAP, Ex-President of the EAP

Дві основні течії в історії думки: Платон та Арістотель, Шопенгауер та Ніцше, Фройд та Адлер

Пандемія Ковід-19 ознаменувала собою реальний початок 21 століття. Подібно і два попередні століття починали свій реальний відлік у 20-х роках: XIX століття – зі смертю Наполеона (1821 рік), XX століття – з Першою Світовою війною та пандемією “Іспанки” (1921 рік). Початок кожного з трьох останніх століть пов’язаний з фундаментальними змінами цивілізаційних процесів та світобачення. Можна навіть сформулювати таку гіпотезу: 19-е століття дало початок політичній, 20-е століття – економічній, а 21-е стартує з інформаційно-технологічної колонізації світу найрозвинутішими державами. Однак, незважаючи на такі зміни, принаймні у культурах “західного” світу зберігалась тяглість базових філософських та світоглядних трендів, заснованих у “золоту добу” грецької античності. Зрозуміти ці тренди є важливим завданням, особливо для уточнення місця і ролі тих наукових дисциплін, які відіграють суттєву роль у самопізнанні людини. До них належить психоаналіз, заснований на переломі 20-го століття. Цікаво однак, що якраз психоаналіз як специфічна методологія пізнання, майже не змінився у своїх базових засадах, тоді як абсолютна більшість філософських концепцій та “спекулятивних” наук, змінювали свої парадигми не раз і доволі радикально.

У доповіді буде запропоновано деякі аргументи для пояснення такої консервативності психоаналізу. Вони базуються на спробі з’ясування філософського підґрунтя двох провідних психодинамічних концепцій – Зигмунда Фрейда та Альфреда Адлера. Першу можна позиціонувати як “енергію еросу, спрямовану на самореалізацію у задоволенні”, а другу – як “енергію самореалізації, спрямовану на задоволення потреби у владі”. Для цього треба розглянути дві філософські лінії у їхній мандрівці через століття. Ці лінії беруть початок від Платона і його “учня” Арістотеля, переломлюються через Шопенгауера і його “учня” – Ніцше і сягають Зигмунда Фрейда і його “учня” Альфреда Адлера.

Two mainstreams in the history of thought: Plato and Aristotle; Schopenhauer and Nietzsche; Freud and Adler

The COVID-19 pandemic has marked the true beginning of the 21st century. Similarly, the two previous centuries made their actual start in the 20s: the nineteenth century – with the death of Napoleon (1821), and the twentieth century – with World War I and the Spanish flu pandemic (1921). The beginning of each of the three centuries is linked to fundamental changes in the civilization processes and worldview. Thus, one can formulate the following hypothesis: the colonization of the world by the most developed nations presented as political in the 19th century; economic in the 20th century; and information and technological in the 21st century. However, despite such changes, the continuity of basic philosophical and ideological trends rooted in the 'golden age' of Greek antiquity has been preserved at least in the Western cultures. Understanding these trends is an important task, especially in terms of clarifying the place of the academic disciplines playing a significant part in human self-knowledge. The above disciplines include psychoanalysis, founded at the turn of the 20th century. Interestingly, as a specific methodology of cognition, it has hardly changed its basic principles, while a vast majority of philosophical concepts and 'speculative' sciences altered their paradigms repeatedly and radically.

The presentation offers a number of arguments with the purpose of explaining such conservatism of psychoanalysis. They are based on an attempt to elucidate the philosophical foundation of the two leading psychodynamic concepts by Sigmund Freud and by Alfred Adler. The first can be regarded as "the energy of Eros towards self-realization in gratification", and the second – as "the energy of self-realization, aimed at satisfying the need for power." These two philosophical lines should be considered in their journey through the centuries; they originate from Plato and his 'disciple' Aristotle, are refracted through Schopenhauer and his 'disciple' Nietzsche, and reach Sigmund Freud and his 'disciple' Alfred Adler.

Karen John, PhD, psychologist, Adlerian psychotherapist, clinical and leadership supervisor and mentor, faculty member and Secretary-Treasurer of ICASSI, vice president of the UK Adlerian Society (ASIIP), United Kingdom

Individual Psychology Informed Leadership in the Pandemic and Beyond

Individual Psychology (IP) is unique in offering an ethical, optimistic, compassionate and systemic approach to leadership. IP and related texts, together with a growing body of mainstream psychology, epidemiology, organisation and management research, confirm our human need to belong, and, through contribution and cooperation within communities of social equals, find meaning and significance in our belonging. With an appreciation of our social embeddedness, social interest, and predilection for fairness, IP's comprehensive theory and practice wisdom provide a powerful set of principles and strategies for leading democratically.

IP leadership inspires a shared vision, mission, values, and responsibility for continuous movement towards agreed-on improvements. This requires building and maintaining respectful relationships that encourage all concerned to value each other, and everyone's contributions, equally.

The COVID-19 Pandemic has revealed that effective leaders are transparent in enlisting the cooperation and creativity of experts and citizens in finding ways to manage the crisis equitably. The Pandemic also has exposed inequalities and greed that breed insecurities, fears – and populism. IP-informed leadership can help heal rifts, engender trust and hope, and promote greater equality and responsibility for well-being around the globe and for our planet.

Oleh Berezyuk, MD

Assistant Professor of the Department of Psychiatry and Psychotherapy

*The Danylo Halytsky National Medical University in Lviv
Ukraine*

Tyranny in pathogenesis of socially conditioned feelings of inferiority

On the example of Elijah Repin's autobiographical book "The Far Close".

Feelings of inferiority are the energy that drives you to the victory. In addition to biological determination, this sense of inferiority is also conditioned by social circumstances and relationships. This process takes place at all levels of social functioning: starting with objective relations, it continues in the family, community and public relations formed by the state or its institutions. Let us dwell more on the description of the process of social prearrangement of the rise of feelings of inferiority in the conditions of a tyrannical colonial state. Namely – during the reign of the Russian Empire at the end of the 19th century at the beginning of the 20th century in the eastern territories of Ukraine. With incredible artistic sophistication and realism, the genius artist of the twentieth century, Ilya Repin, described this feeling in the autobiographical book "Far Close". In particular, his own feelings about belonging to a social group and its social status:

"Some – writing about artists, called me the Cossack – too much credit. I was born as a war settler of the Ukrainian war settlement. This is a title that is very despicable, – lower than this social status of war settlers there were perhaps serfs."

This statement is incredibly complex in construction and riddled with ambivalence. On the one hand, it is allegedly a declaration of no direct connection with an ethnic group. But on the other, there is the undisguised pride and idealization of the group. It is because of a deep sense of inferiority that the author declares that he cannot belong to such perfect people. He uses two important social authorities to describe belonging and direct evidence of Cossack origin: the institution of formal art researchers and the authoritative institution of grandparents for Ukrainian ethnos.

“On the introduction of the military settlement of the granny Egypievna told me often, remembering how the Cossacks of our country went on a campaign... But at the Russian border – a go! like a bolt from the blue! – they were ‘greeted’ with the lancers. ”

Owing to granny’s stories, Repin with his inherent realistic accuracy, subconsciously describes the root that causes a pathological process of a social sense of inferiority in a tyrannical society. He outlines the tools of systemic neglect and destruction of parental objects, community institutions, and their values. But as a consequence, the tragedy of an entire national group, deprived of dignity, property and freedom through massive atrocity, spreading fear and destroying national identity in generations. Elijah Repin’s autobiographical memoirs “The Far Close” is an exemplary illustration of the Adlerian concept of individual psychology, the determining force of a sense of inferiority and social interest for the formation of an effective lifestyle and creative “I”.

Ichiro Umezaki *B.S., PSW, Tokushima Prefectural Institute for Persons with Developmental Disorder General Support*

Hironori Nakajima *M.Ed., licensed psychologist and clinical psychologist, Okayama University of Science Faculty of Science (professor), Japan*

Adlerian psychodrama incorporating essence of martial arts techniques and “Himotore” technique

We presented at 27th International Congress of Individual Psychology that incorporating traditional Japanese martial arts techniques into psychodrama can be very effective in solving interpersonal problems. We have found when using these techniques, most clients have been able to act in practical and rational ways without any suggestions from the therapist because their bodies were effectively adjusted.

Following our research has shown that not only Japanese martial arts methodologies and techniques, but also several martial arts methodologies and techniques that have been researched and developed in other countries, such as China and Russia, can effectively adjust the body.

We also find that the technique called “Himotore” can be applied as a technique for effectively realizing this martial arts essence in psychodrama. “Himotore” technique is an assisting tool to balance the body and support whole body exercise by using strings developed and studied in Japan.

[METHOD]

- (1) Warm-up session using traditional martial arts techniques.
- (2) Act the psychodrama within the Adlerian framework.
- (3) Reenact the episode using the “Himotore” technique.

[RESULTS]

Clients were able to take appropriate action required to solve the problems.

[CONCLUSION]

We think that as the body was martially adjusted by martial arts techniques and “Himotore” technique, it became possible to instantly access important information from the outside world, necessary for solving the problems.

We also think that as a result of the body becoming better aligned, the adaptive ability which human beings inherently possess becomes easier to apply, social interest is also revealed, and thus the client was able to deal with the situation adequately.

We will present cases and also demonstrate some techniques.

*Assoc. Prof. PD Dr. Nestor D. Kapusta,
Psychiatrist, Individual Psychologist, Deputy Chief of General
Outpatient Clinic and Special Service for Borderline Disorders,
Department of Psychoanalysis and Psychotherapy. Medical University
of Vienna, Waehringer Guertel 18-20, 1090 Vienna, Austria*

The role of capacity to love in relationships

Relationship difficulties are in the center of psychotherapeutic work and are observable in all psychic disorders. Both, problems in the external world and those in the center of the transference relationship as influenced by private logic and Gemeinschaftsgefühl are intertwined and in the focus of analytic work. The concept of capacity to love, as developed by Kernberg (2011) is a therapeutically useful and multifaceted set of understanding of various basic psychic functions, which constitute the complex idea of love. Individual Psychology, still often mistakenly alleged to lack a more elaborated idea of loving relationships in contrast to psychoanalysis has much to offer in understanding intimate relating and close relationships. The presentation will establish links between Adlerian and contemporary psychoanalytic concepts and discuss their clinical implications in the context of a case study.

e) three educational objectives

1. to understand the concept of Capacity to Love (CTL)
2. to establish links between Adlerian and contemporary psychoanalytic ideas on love
3. to apply the concept of CTL to a case study

Margit Datler, *Prof. Dr. phil., Psychoanalyst (IPA)*
Austria

Margit Datler is Professor at the University College of Christian Churches for Teacher Education Vienna/Krems, and is a Lecturer at the University of Vienna (since 2003). She is a Psychoanalyst (WAP/IPA), an associated member of ÖVIP (Vienna), a training analyst at the “Psychoanalytic Academy Vienna” and a member of the Infant Observation Study Group Vienna (IOSGV). She is an experienced leader of Work Discussion seminars and in particular engaged in the qualification of Work Discussion seminar leaders.

I no longer understand myself and my actions in class!

Discussion of a reflection-based seminar concept in teacher training for prospective teachers in inclusive settings

Teacher training students are affected in many ways: Educating and teaching are per se defined by a degree of uncertainty and unpredictability. This increases enormously when they work with students, who grow up in precarious, psycho-socially impairing life situations or who bring with them traumatizing flight experiences. In conflicting teaching situations, teachers and pupils alike feel overwhelmed. In this confusion, the primary task of the teacher is to offer the pupils a containing, stable emotional relationship and orientation. It is indispensable, that the teacher has acquired knowledge and experience of the interaction of unconscious and conscious processes within himself, within the pupil and within class; specialist knowledge and methodical-didactic basic knowledge are far from enough in this respect.

This is where the research project comes in: How can a propaedeutic professionalization for a productive handling of heterogeneity, especially in the presence of precarious life situations and disabilities, be made possible as early as possible in teacher internal training through reflection-based accompaniment of practical school studies?

I would like to present and to discuss the special module I developed: In the seminar there is an entanglement of teaching contents about psychodynamic processes and an analytical kind of practice reflection. We work together on seven essential topics and deal with in a very specific way. Students should acquire the ability to reflect and mentalize to the greatest extent possible. This enables them to think about themselves (e.g. biographic emergence) and others in a theory-driven and methodically structured way. They find specific options for action in difficult teaching situations and not to remain at the mercy of predominantly unconscious defensive activities (affect regulation).

Rovera Gian Giacomo, M.D. Ph.D. Honorary President of IAIP, University of Turin, Full Professor of Psychiatry (H.P.)

Lerda, Silvana, M.D., Ph.D, Analyst SIPI, Psychiatrist, Trainer SAIGA

Rovera Giuseppe Maria, M.D. Cultural Affiliate of SIPI, Lectuer at University

Fassino, S., Honorary President of SIPI – Full Professor of Psychiatry (University of Turin, Italy) (F.R.)

Fassino, S., Neuroscience Department University of Turin (Italy)

Lerda, S., Psychotherapy Unit and Center for Personality Disorders – Public Psychiatry Department of Chivasso (Italy)

Rovera, GG, Neuroscience Department of Turin (Italy)

Rovera, GM, University of Turin (Italy)

Quality of life in aging during the COVID-19 pandemic: new forms consideration about bio-psycho-social-cultural interventions

a) A brief review of the “New forms of Psycho-neuro-cultural Psychology” (not of serious neuropathological conditions) often shows how elderly’s global mental functioning currently emerges with bio-psycho-social variations features.

b) The higher life expectancy leads to demographic studies, new psychopatological conceptions of normality/deviance, bio-neurological-psycho cultural researches, changes in social roles and complex interventions, including educational ones.

c) Clinical diagnostic evaluations (ICD-10, DSM-5, and especially PDM-2) consider different aspects: 1) the social relevance of psychosomatic decay; 2) the communication and comprehension of affections; 3) mentalization and reflective function; 4) the tendencies to psycho-socio-cultural isolation; 5) mentalization and reflective function; 6) thw quality of self-esteem; 7) impulse regulation; 8) resilience; 8) body self observation; 9) the planning of realization goals; 10) the inability to use digital tools.

d) Changes in elderly’s lifestyle and personality generate problems in a neurocognitive, anxious-depressive and economic-socio-cultural dependent sense. This may involve and increase of previous fictional, obsessive, somatoformal, emotional disorders.

It is important to evaluate the patterns concerning the subjective experience of ad “Inferiorization Complex related to “Live events”, stressful psychosocial conditions, mourning, disabilities, depressive disorders.

e) We propose some suggestions for prevention and interventions in Adlerian areas (Pedagogy/Education of aging = Psychogeragogy): psycho-educational, counseling, family and individual treatments, social therapies. It is pointed out that the Social Feeling, through an appropriate Therapeutic Style, is the “cornerstone”.

f) The preventive and therapeutic purpose consist in the harmonization of the residual valences of the “creative Self” in a relational, identifying (even culturally appropriated) and encouraging setting, which must be modulates according to social psychopathology and the clinic of senescence.

- These considerations, supporting by personal clinical cases, are the Challenges of the Global World: healing and Growth.

Sara Marchini

Master's Degree in Psicologia Clinica e di Comunità, Università degli Studi di Torino, Italy

Psychotherapist in training, S.A.I.G.A., Torino, Italy

Ordine degli Psicologi del Piemonte (n.8068)

Member S.A.I.G.A., Torino, Italy

The perception of the climate change: an Adlerian perspective

Climate change represents one of the greatest challenges humanity is facing in this century. The present work aims to analyse the possible contribution of Adlerian Individual Psychology in the analysis of a possible correlation between psychological well-being, a sense of belonging to the world and attention to the environment. Specifically, the objective of the study is to understand what the individual differences may be, at the level of affective, motivational and interpersonal processes, which act and influence our perception of environmental risk.

In fact, despite the growing perception of the danger of climate change, a sort of resistance to change seems to remain related to the adoption of more virtuous behaviours and little awareness of the importance of one's own contribution as fundamental, to be able to intervene on the mitigation of these effects (Scienza, tecnologia e società in Italia 2020 Annuario 2020 Scienza Tecnologia e società).

In that sense, therefore, the focus of this study is represented by the attempt to analyse the role of the concept of Adlerian Social Feeling and of the Psychobiological Model of personality (Cloninger et Al. 1993, 1999) as possible psychological factors related to a real awareness of the need to change their behaviour with respect to the environment.

Dr. **Valentina Vitali***, *Italy*

Dr. **Patrizia Mandrea***

Dr. **Valentina Dodero***

Dr. **Silvia DE Marco***

Dr. **Filomena Cerrato***

**Adlerian Psychotherapist, Clinical Psychologist, Lecturer at Adlerian School of Psychotherapy of CRIFU*

** Psychologist, Adlerian psychotherapist in training at Adlerian School of Psychotherapy of CRIFU*

How aware are we that love doesn't kill? Proposal for Brief-Adlerian Psychodynamic Psychotherapy (B-APP) for abusive men in correctional facility

Alfred Adler focused also on violent behaviour and related disorders, in the course of his studies and theorizing on the individual.

In severe cases, the violent and imposing behaviours towards the weaker member of the couple could often evolve into femicides. In fact, those conducts mainly belong to men, whose personalities are characterized by a poor social feeling (*gemeinschaftsgefühl*) and inadequacy feelings that they could evolve into a Superiority Complex. This dysfunctional dimension limits them in achieving the love task in a healthy way, because this one implies the capability of developing a life of relationship and cooperation with one's partner-spouse.

The actual pandemia of Covid-19 worsened the pre-existing situation of violence, especially in the incidence of domestic and gender-based violence.

Actually in Italy there are some associations focusing on prevention and rehabilitation of violent men, but nevertheless the socio-cultural attention towards the problematic topic of violent and abusive men is still in its infancy.

The Comparative Individual Psychology embraces the social and community fields, in addition to the individual one, fitting well into specific fields like the prison environment. We are going to explain a project including sessions of Brief-Adlerian Psychodynamic Psychotherapy addressed to abusive men and developed in a correctional facility, the first subsequent place where they are brought after being taken in custody. Inspired from the experience of a specific single case, this project aims in the end to develop awareness of crime and personal growth.

A challenge and a hope for a human, cultural and social change.

Sanz, Cristina, *Master of Arts, former Early Years & Montessori teacher, Adlerian beginning Counsellor, Montessori home Mentor, Positive Discipline Educator & Trainer, Founder of Life Skills Escuela para la Vida – education & counselling for schools & families, Member of AEPA (Spanish Association of Individual Psychology), Member of Asociación Montessori España, Member of Positive Discipline Association & Asociación Disciplina Positiva España (Founding Member), Spain*

**Teaching social interest to children is more needed than ever
in a time of pandemic:
Montessori and Adler's principles in action at home**

Family conflicts have become more evident during this pandemic, especially during lock down. Many more families have ever since become aware of deficiencies that were not as visible before. Very often difficulties are reinforced by the family atmosphere (included lack of clear routines) and parenting styles. The Adlerian/Montessorian approach to counselling families can help reduce conflicts dramatically.

Helping parents learn to understand children's mistaken goals will help them see beyond symptoms in order to connect with their unique needs to involve them usefully. Traditional methods only deal with the misbehaviour in ways that rather gives children more reasons to try harder mistaken behaviours in order to belong. This further discourages them and pushes them into inferiority.

Families are systems, what is happening to a child is influenced by the family atmosphere, siblings birth order, parenting styles and the parents own goals. When we understand each members mistaken ideas of how to find belonging and significance we can develop empathy for each of them and encourage adults to trust children in decision making as this will increase useful behaviours between members who feel part of a bigger whole.

Parents can change the way they look at children by seeing them as capable and trustworthy human beings who will be more willingly to respond in useful ways when the environment matches their needs and they are included in democratic meetings.

We can help families teach social skills in children from an early age by enabling autonomy and inviting participation through mindful actions and positive communication that takes into account age-appropriate tendencies and welcoming mistakes as part of the learning process. Shared responsibility and trust leads to a greater sense of community.

Montessorian and Adlerian ideals of freedom within order can help families not only relieve stressful situations but grow stronger bonds by means of mutual respect.

**Gisela Eife, MD, Specialist for Psychotherapeutic Medicine,
Psychoanalysis DGPT, DGIP**
Alfred Adler Institute München, Germany

The Emergence of Healing Moments in the Therapeutic Encounter

We are facing problems of an enormous impact: political conflicts all over the world, refugees, climate crisis and now the pandemic. These global challenges accumulated and the world seems to be divided more and more into powerful and powerless, good and evil. Adler (1912, p. 12) called this perception the “antithetical” apperception of the neurotic.

According to the sociologist Hartmut Rosa (2018), a radical change could be induced by establishing resonant relationships. His diagnosis on the collective level reminds on the individual level of Adler’s theory as presented in the dual dynamic of community feeling and striving for mastery (Eife 2018).

Rosa’s definition of resonance helped me to conceptualize resonance as the fundamental intersubjective aspect of community feeling.

It can be assumed that every mental disorder is based on a lack of community feeling experienced in early childhood. Therefore, the healing effect of a therapy depends on community feeling. Yet the problem is, we cannot make the emergence of trust and community feeling happen.

The purpose of this presentation is to differentiate between our actions what we can do to help our patients and the healing process itself. And this is my thesis: Healing is beyond comprehension and beyond human control.

What we really can do is to help clear the way of the patient’s life movement towards the turning point, where our therapeutic ability fails. A possible emergence of healing moments and transformation arises at the intersection between our mastering and the unknowable and intangible. This intersection will be demonstrated in two case studies.

Julia Yang Blagen, Ph.D. Nationally Certified Professional Counselor, USA

Mark Blagen, Ph. D.

*North American Society of Adlerian Psychology
Governors State University (Retired), Illinois, USA
Taiwan Society of Adlerian Psychology*

Love Heals: Integrating Adlerian Perspectives with Quantum and Spiritual Potentials

In our current time much has been lost and much will have to be redefined. Never before has our faith in facts and science been so questioned. The quests of “Who am I?” and “What is Reality?” in the face of losses and trauma awaken the need to examine how science, psychology and spiritual wisdom could be open to a collaborative understanding of distress and healing.

Adler is often regarded as the forerunner of holism and field theory. The feature of wholeness has been long expressed in the eastern spiritual traditions that parallels the mind-body-psyche interconnectedness (as explained by neuroscience and epigenetic discoveries.) Field theory not only helps in our understanding of bio-psychological-social dynamic functions but also is in line with the relationship between energy and matter explored in Quantum Theory. To Adler, all parts of our mind and psyche run to the point of a guiding purpose that we strive toward completion/the new whole. Ultimately, striving is a matter of spiritual overcoming or self-transcendence toward ultimate goals or values.

While self-transcendence is a universal construct embedded in all spiritual teachings, it is directly linked to Individual Psychology’s concept of social interest or community feeling. Our striving does not stop at what is deemed as social adjustment. Better put, social adjustment is only a part of the result of our ultimate striving toward meaning of life or spiritual belonging. This presentation will describe the interrelatedness of Eastern and Western spiritual perspectives with quantum concepts that predict the healing power of Agape love – an ultimate form of social interest.

Bosetto D.*, **Carugati P.***, **Colangelo F.****, **Dodero V.****, **Martucci M.****, **Pirò A.****, *Italy*

** Psychologist, Psychotherapist; Director of Scuola Adleriana di Psicoterapia del CRIFU, e-Campus University Professor*

**Psychologist, Psychotherapist*

*** Psychologist, adlerian psychotherapist in training*

Cybersex addiction: a challenge for couples and families. Adlerian considerations.

The web has become indispensable in times of pandemic: the lockdown, with the forced isolation of nearly 2 billion people worldwide, has led to a boom in virtual sex. With the advent of the internet, and in particular of mobile and personal devices, online pornography has begun to flood websites with free material available at any time to anyone regardless of age, in a condition of relative anonymity.

The dimensions of the phenomenon of online pornography are increasingly pervasive, especially for men, and this implies certain risks, such as “cybersex addiction”, a real addiction with “craving”, obsessive desire and compulsive search for sexual gratification through experiences online, as is the case with drugs of abuse. As indicated by the Psychodynamic Diagnostic Manual PDM-2, this phenomenon is included in behavioral addictions that aim to relieve a dysphoric state. Pornography addiction fits into the same neurobiological mechanism as other addictions, particularly dopaminergic addiction. A self-gratifying ego-syntonic behavior is thus structured over time and thus becomes particularly complex to modify.

This work focuses on the effects that this phenomenon has on the couple relationship and on the family: loss of trust, lack of communication, isolation, loss of desire and sexual satisfaction with the partner, who may feel anger and frustration. Other repercussions are subtracting time that could otherwise be devoted to family members, the paternal role and the possible impact that the discovery of this addiction could have on them.

The challenge facing the clinical world is to restore its affective nature and the real involvement of identity to sexuality.

At last, from an Individual-Psychological point of view, a good balance is needed between the instances of self-affirmation and the feeling of belonging and cooperation.

Oksana Kosarieva, Ph. D., Associate Professor Associate Professor of Pedagogy and Psychology (preschool and correctional) named after prof. Ponimanska T. I.

Rivne state University of humanities

Member of Ukrainian Umbrella Association of Psychotherapists, section of A. Adler individual psychology, Ukraine

Use of methods of Adlerian's play therapy in interaction with children

Establishing of democratic relations between adults and children in Adlerian therapy is the priority task. While dealing with children it is important to use such techniques as observing description, its content is the observing of child's actions, focusing on the process and the result of activity. Another method is the reproduction of child's words and proceedings which is based on mirror image of actions, displaying of child's behaviour by adults.

In order to create self-assertiveness of a child it has been used the method of exciting expression, in which the attention is focused not on objective but on the subjective side of child's behaviour. A. Adler believes that children shouldn't be given the answers which satisfy adults but true and sincerely ones. In such cases the technique of endless refinements is used.

According to Adlerian approach, questions should not contain hidden evaluation. They should specify what is happening in playing room or beyond it. However the way of asking questions should show respect to child's desire to answer a question, to refuse to do this or to ignore it. Therefore, in child's psychotherapy it is used the method of direct and test questions. Test questions are hypothesis.

For establishing relations with children it is used the method "In Whisper", which allows a child to "be a leader", gives opportunity to compensate unrealized desires.

Relationship between an adult and a child always provides certain restrictions on child's activity. For this purpose the method "Negotiations" is used. Imposing limits in psychotherapy includes four stages: 1) setting of allowed boundaries; 2) reflecting of child's feelings in that regard; 3) supporting of a child in order to find new means of actions that would not violate the restrictions; 4) helping him/her to imagine logical consequences if a child does not follow new agreements.

Therefore, the methods of Adlerian play therapy directed on effective relationship between adults and children, in particular: recognition of child's value, acceptance of their right to be themselves.

Галина Католик, Мар'яна Нартікова (Львів, Україна)

Групова динаміка в освітніх онлайн проєктах з дитячої психотерапії: аналіз кейсів

У нашому розумінні, що базується на багаторічному досвіді роботи у дитячій психотерапії та освітніх проєктах у цьому напрямку сучасна “Психодинамічна інтеративна психотерапія немовлят, дітей, підлітків та юнацтва ” (за авторською моделлю Католик Галини) – це казковий похід у глибини минуло за:

- власною репрезентацією,
- визначенням еквівалента в ній дефіцитарної симуляції та симулякрії,

- абсорбування її та наповнення дитини здоровими смислами.

Те ж саме стосується й оточення дитини.

З огляду на те, що сучасне суспільство існує в системі симуляції та симулякривного стосунку з собою та іншими та розплачується за це численними розладами психічного та психологічного регістру у дітей різного віку нами була створена новітня програма підготовки фахівців у галузі дитячої психотерапії.

Halyna Katolyk, Maryana Nartikova (Lviv, Ukraine)

Group dynamics in online educational projects on child psychotherapy: case studies

In our understanding, based on many years of experience in child psychotherapy and educational projects in this area, modern “Psychodynamic interactive psychotherapy of infants, children, adolescents and youth” (according to the author’s model Halyna Katolyk) – is a fabulous journey into the depths of the past:

- own representation,
- determining the equivalent of deficit simulation and simulacrum,
- absorbing it and filling the child with healthy meanings.

The same applies to the child’s environment.

Given the fact that modern society exists in a system of simulation and simulacrum relations with themselves and others and pays for it with numerous mental and psychological disorders in children of different ages, we have created the latest training program in child psychotherapy.

Egidio Ernesto Marasco, *doctor SIPI analyst and teacher, Milan (Italy)*

Luigi Marasco, *clinical psychologist, Harrogate (United Kingdom)*

The importance of the word for the prevention of psychopathologies and dissociality

God creates with the word and creation is a metaphor of his own, just as Dante's sacred poem is the metaphor of his journey from sin – or from the lust for scientific power – to the light of God, to the nearness of being. Dante's journey is the journey of every analysand and to reveal metaphors and fictions in an authentic communication that brings a better knowledge of himself and an opening to others that heals and prevents psychopathologies and dissociality.

Background: re-reading of Dante's Divine Comedy

Purpose: put the word back in the middle of the communication

Educational objectives

Care of linguistic competence, better knowledge of oneself through language, overcoming the will to power with community sentiment

Dr. **Edit Szélesné Ferencz**, *PhD, Clinician children psychologist, psychotherapist, Associate professor and Ibolya Oláh, Clinician children psychologist, psychotherapist, Hungary*
Associate professor at University of Pannonia
President of Hungarian Association of Individual Psychology (MIPE)

The application of the individual psychological approach in the World Game

The process of creating the game diagnostic and therapeutic instrument system are closely interwoven with the construction of the World Game. It was born in London by Löwenfeld's idea. Later they developed their own versions and evaluations in several European countries. Bühler made and developed the first clinical diagnostic criteria system too. Today this management approach is used as a therapeutic tool following the traditions of dynamic schools. We show the diversity of the method in a historical and theoretical context from Löwenfeld to the Hungarian version.

We go ahead in the individual psychological approach. The IP created the LIFESTYLE concept for the understanding of the the personality's opinion system. It is a recognizable unit of one's personal line of motion and contemplation, and reflects the typical strategies of actions. Young children created and practised unconsciously from their subjective experiences in a family environment in their early years. However it contains the valuation and the relation about ourselves, our fellows and the world. It expresses the feeling of inferiority with the pursuit of fictitious goals. As human being is a social being and most of one's life tasks have significant social component, it is important to feel equal and maintain our self-esteem for ourselves and for others.

The purpose of the lecture is to introduce the use of the World Game's methods in the child's lifestyle. The issues of exploration are augmented by individual psychological aspects : purposefulness, compensation strategies, sense of community development, and creative self-development. We confirm through cases that in the course of play-diagnostics, the lifestyle analysis aspect reveals the subjective global experience of the child and his or her adaptation efforts appearing in the symptom.

Molina F.*, Cavasino P. F.****, Elsink L.****, Martucci M.****,
Sacchi A. ****, Viscomi B.******

****Doctor, Psychotherapist, S.I.P.I. Analyst, Lecturer at the
Adlerian School of Psychotherapy CRIFU (Milan, Italy), Head of the
Psychological Service at the International School "Flag" in Pavia (Italy)*

*****Psychologist, Psychotherapist in training at the Adlerian School
of Psychotherapy CRIFU (Milan, Italy)*

Adlerian Parental Cooperation within the legal framework

Adlerian Comparative Individual Psychology clinicians, dedicate particular attention to the prevention and healing of psychosocial distress situations which may lead to chronic psychological conditions. The according Adlerian model lends itself in a flexible manner to understand the challenges of the current situation, in which an important increase in marital instability and divorces is being registered; phenomena reinforced by the advent of the Covid-19 pandemic that might originate in psychological discomfort issues within families, affecting especially children.

The Adlerian methodology considers the uniqueness of each person, its history and its past- and present life context. It's approach is well applicable to separation procedures in which listening to the child requires a thorough understanding of the Adlerian clinical role and position.

Adlerian psychotherapists have a strong inclination to the concept of social interest; they stimulate cooperation (essential to give life meaning and to pursue existential growth), they work on parental coordination; they guide parents in dispute resolutions and in life plan changes whilst focusing especially on the children's needs and growth in order to prevent future adaptation or relational disorders.

Keywords: Challenge, Healing, Growth, Prevention

Lesya Muzychko, *Doctor of Philosophy in Psychology; Senior Lecturer of the Department of Moral and Psychological Support for the Troops of the National Academy of Land Forces named after Hetman Peter Sahaidachny, Lviv, Ukraine*

Features of the course and overcoming of the consequences of post-traumatic stress disorder among cadets of combatants

Within a year, since the outbreak of hostilities on the territory of the East of Ukraine by the Russian aggressor bench of the cadet youth of our educational institution began to replenish the participants of hostilities.

They had a wide variety of combat and previous life experiences, significantly different mentally and culturally, were of different ages and nationalities. However, almost everyone has encountered learning difficulties.

The hypothesis of a correlation between the effects of stress experienced and the ability to learn has led to a deeper exploration of emotional and volitional and cognitive disorders in cadets.

The purpose of this scientific search was to find out what methods can be used to restore or adjust the ability of young combatants to acquire knowledge of the military and general world outlook by young people who are veterans of the Anti-Terrorist Operation.

Thus, the purpose of the study was to determine the peculiarities of the post-traumatic stress disorders of emotional-volitional and intellectual sphere in military personnel and to develop a comprehensive program of psychocorrectional assistance to cadets.

Accordingly, the following tasks are formulated:

- define criteria, indicators, levels and features of the procedure diagnostics of disorders of cognitive and emotional-volitional spheres that have arisen as a result of post-traumatic stress disorder in cadets;
- to empirically investigate the psychological features of military personnel youth with post-traumatic disorders;
- substantiate, develop and try out a psycho-corrective program assistance to young people with post-traumatic disorders who study at military universities.

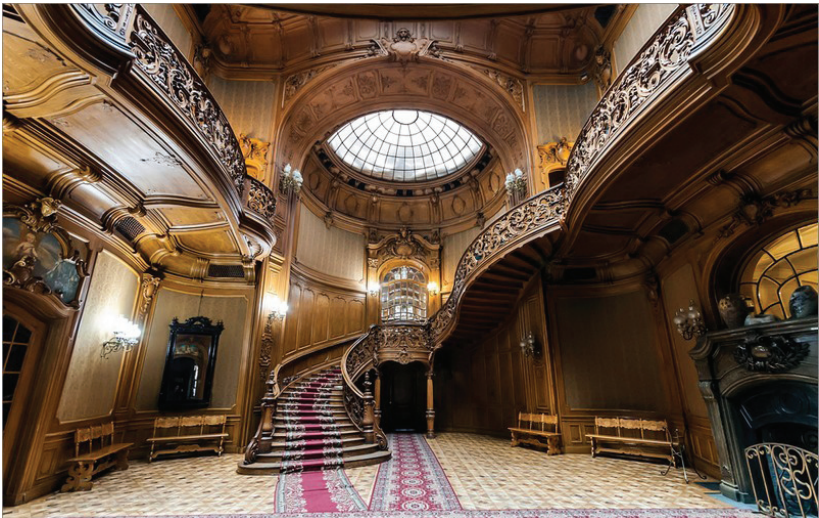
The ascertainment experiment involved 284 individuals, aged 19 to 28 years. The study participants had varying military experience and length of stay in the area of the Anti-Terrorist Operation. The experiment involved military personnel who were directly involved in the fighting. These cadets have a traumatic experience of the

influence of stressogenic factors, which led to acquired disorders in the cognitive and emotional-volitional sphere.

Prolonged observations, individual interviews and cadet testing have shown (despite the absence of organic damage to them) that stressful experiences have been reflected in the ability to analyze and synthesize, focus, concentrate and remember. The emotional-volitional component of post-traumatic disorders, which was manifested in increased anxiety, irritability, inadequate aggressiveness, clearly correlates with intellectual disorders.

The result shows that the central direction of corrective influences on the cadets' psyche is the emotional-volitional component as a tool, through which strengthening can influence the normalization and effectiveness of the intellectual component. Thus, as a result of the implementation of the program of psycho-corrective measures, we have significantly improved the educational performance of our students.

Wednesday,
14th July 2021



Timothy S. Hartshorne, Ph.D.
Nationally Certified Counselor
Michigan Licensed Professional Counselor

Professor of Psychology
Central Michigan University, USA
President
North American Society of Adlerian Psychology

Disability rights and inclusion: A challenge for our times

About 650 million people in the world experience some form of disability. About 26% of adults and 15% of children in the US have a disability. Some disabilities are hidden, such as psychiatric disorders, epilepsy, diabetes, and chronic fatigue syndrome. Others like cerebral palsy, sensory impairments, neurodegenerative disorders, and severe arthritis may be more obvious. Hidden or not, these disabilities can severely impact quality of life. While federal laws in the US and many other countries such as the Americans with Disabilities Act (ADA) and Education for all handicapped children's act (IDEA) have removed some of the barriers, there are many that remain and keep individuals with disabilities from achieving the kind of life most people aspire to, as regular, contributing members of the community who work, have friends, and experience love. Adler, in *What life should mean to you*, briefly discusses how "organ inferiority" and illness can interfere with the development of social interest, but that it is not inevitable. This presentation addresses the need to provide encouragement to individuals with disabilities, their parents, their caregivers, and service providers so that disability is not a barrier to the life tasks and social interest. This begins with an understanding of the psychology of use. It is not what we are given that determines success, it is what we do with what we are given. But with disability, outcome is very dependent on barriers that continue to be placed as obstacles. The presentation will address inclusion in schools, community involvement, social living, and intimacy.

Giansecondo Mazzoli *IAIP General Secretary, President of the Italian Society of Individual Psychology (SIPI), Director of Adlerian School of Psychotherapy Reggio Emilia, Italy*

Being an Analyst in the Pandemic Time

The recent pandemic that we have all lived through in the past year and a half has produced a powerful change in lifestyles for the entire global population, with significant traumatic variations in the life of the individual, in organizations, and in the community. A situation that we well know, in some aspects, is still being daily recorded: There continue to be testimonies of challenges, privations, solitude, and fears for the future. But today, thanks to progress in medical research, we can share our hopes of returning to scenes of normalcy, scenes which, for the most part, are not yet realized.

As agents of psychological healing, we were called on to respond to the emotional hardships that have struck children, adolescents, adults and the nuclear family, whilst finding ourselves in the uncomfortable situation of being “inside the trauma.” As Adlerian analysts, psychotherapists, psychologists or counselors we, too, were immersed in the same emotional climate; we were called on for help while we were facing the same uncertainties in life and using virtual instruments, which for a good number of our colleagues were not familiar tools.

Being an analyst during the pandemic, this is a reflection on the responses of the needed care that was possible to offer to the patients, following the guidelines of Individual Psychology. This is a focus on operating as an Adlerian analyst that, in a changing social context, found it necessary to modulate the interventions in psycho-therapeutic plans or in psychological consultations, with variations in settings and techniques for conducting treatment.

The entire pandemic period, although marked by many difficulties, allowed the continuation of analytical treatment which began before the pandemic. The sense of this experience will be presented here, which highlights the constant need of reflection on technical innovations and on the guidance offered in the Adlerian principles for identifying imaginary and unconscious emotions. Last but not least, we will discuss the inner growth that the same analyst must make in order to be emotionally credible in his analytical relationships.

Günther Kurt B., *Dr. phil., Clinical and Health Psychologist, Training and Supervising Analyst (Austrian Association of Individual Psychology), Psychoanalyst (IPA / WAP), Training Psychotherapist (Psychoanalytic oriented Psychotherapy – Vienna Academy for Psychoanalysis), Group Psychoanalyst.*

Member of the „Austrian Association of Individual Psychology“, the „Vienna Psychoanalytic Association“, the „International Psychoanalytic Association“ and the „International Association of Couple and Family Psychoanalysis“. Austria

Varying the Setting

Arguably nothing in life, at least in the realm of social interaction, can be meaningfully done without a setting appropriate to the task. The setting for all psychoanalytic treatments begins with the therapist's theory of how the human mind works, why people have certain kinds of disorders and how best to treat these people. The variation of the setting in psychoanalytic psychotherapy connects to the question of psychoanalysis and treatment. When it comes to couples and families, we have to adjust to the respective couple or family, elucidate common goals, orientate oneself on the symptoms and understand projections as a pattern of relationships, which can be used therapeutically. Influenced by group analytic thinking, I altered the treatment setting in working with families of female anorexia nervosa patients in the framework. A brief case will illustrate this. Group analysis understands the group as a permanent changing and communicating field of basic relationships, in which different aspects of a dynamic network come to the foreground.

The goal of development-promoting solution-oriented psychoanalytic-systemic couples and family therapy is a distancing from prior pathological transference patterns and mobilization of their inherent resolution capabilities, rather than focusing and working through the repeated, burdensome experiences. The main emphasis is a step-by-step progression towards the goal of treatment through mobilization and development of resources. Transference constellations are not viewed as deficits, but rather, in the spirit of strengthening self-esteem, shown to be something positive which was once useful.

Jon Sperry, Ph.D.

Associate Professor, Lynn University

Co-Editor, Journal of Individual Psychology

Past President and current chair of education, North American Society of Adlerian Psychology (NASAP)

Faculty member and board member, International Committee of Adlerian Summer Schools and Institutes (ICASSI)

Marina Bluvshtein, PhD

Licensed Psychologist (MN), Licensed Marriage & Family Therapist

(MN)

NASAP Certified Adlerian Psychotherapist

NASAP Diplomate in Adlerian Psychology

Director, Center for Adlerian Practice and Scholarship

Adler University

The Past, Present, and Future of the Journal of Individual Psychology: the role in healing and growth

The Journal of Individual Psychology is one of the oldest psychology journals in print, and one of the most distinguished. Many pioneers in psychology and psychotherapy have been on its editorial board over the years, including Abraham Maslow, O. Hobart Mowrer, Robert W. White, and Albert Ellis. Starting 1940, JIP predecessors (The IP News and The IP Bulletin) and then after 1952, the journal itself were active voices of cooperation, healing, and growth speaking to readers in many countries wherever Individual Psychologists lived. JIP has also served as a trusted guide for the field of Adlerian psychology and the journal has been both a mirror of change in Individual Psychology and an agent of change in both the theory and practice of IP.

This presentation will discuss the past, present, and future of the journal. Additionally, it will discuss the role of healing and growth that the JIP could take in the global recovery from COVID-19. This presentation will also include a review of the challenges and strengths of the journal, efforts to expand the reach of Individual Psychology around the globe, as well as their hopes to increase motivation and interest among Adlerian researchers and clinicians to seek evidence-based status for Individual Psychology. In addition, they will provide information about publishing in the JIP, download patterns of JIP articles, and the process to become a peer-reviewer.

Bianconi Alessandra^{1,2,3}, *Psychiatrist, Psychotherapist, SIPI Teacher Analyst, APPs Teacher Psychotherapist, Italy*

Del Noce Maria Sole¹, *Physician, Specializing in Psychotherapy at the SAIGA School of Specialization*

¹. *S.A.I.G.A. – Società Adleriana Italiana Gruppi e Analisi (IAIP member)*

². *S.I.P.I. – Società Italiana di Psicologia Individuale (IAIP member)*

³. *APPs-TR – Adlerian Psychodynamic Psychotherapies – Training and Research*

Do Transference and countertransference movements change with the use of digital communication in Adlerian Psychodynamic Psychotherapies?

The pandemic has made it necessary to resort to diversified therapeutic modalities not only for supportive, educational, or cognitive interventions, but also for psychodynamic psychotherapies. In this long period of physical distancing due to Covid-19 health emergency all psychotherapists have experienced the structuring of distance settings and the use of digital communication. How setting changes affects the complex transference and countertransference game? Are transference and countertransference movements changing? Whereas Freud conceived countertransference as an obstacle to analytic work, later an enlarged conception of countertransference became widely accepted. According to this view, countertransference is not only “the analyst’s transference” (i.e., due to a “neurotic residue”), but includes all the analyst’s reactions to the patient; some authors argued that it is a useful therapeutic tool because it allows for a “direct knowledge” of the patient’s unconscious. Individual differences in therapist characteristics, feelings, attitudes and behaviors can be associated with different therapeutic outcomes through their different influence on interrelated factors such as the development of the therapeutic alliance, the accuracy of interpretations (as a result of good empathic ability) and greater trust and receptivity towards the therapist’s interventions. Individual Psychology has always emphasized the interpersonal, intersubjective and transcultural aspects of the relationship between therapist and patient. All current research and neuroscientific developments highlight how the therapeutic relationship represents the fundamental non-specific factor as a prognostic index of therapeutic success. How does the relationship with the remote setting change? Some clinical experiences.

Gian Piero Grandi, *Psychologist, Psychotherapist, S.I.P.I. Analyst;*
Member of Alfre Adler Institute (Turin, Italy)

Gothic and uncanny in psychotherapy with adolescents

Present day society is often governed by the themes of individualism, lack of cooperation and friendship and the self-made man or the man who thinks he is self-sufficient. The values of cooperation and collaboration between people have slowly been lost. Man seems increasingly to be looking for something that leads him to break away from reality in order to create an imaginary, illusory, fictitious world, a world that is fiction. Here is the re-emergence of the Gothic. Gothic is fiction. Gothic is placed in the middle between light and darkness. When one thinks of Gothic, the castle of Count Dracula comes to mind, the attic of Dorian Gray where the "portrait" is jealously guarded, the church of White Chapel which, in the Penny Dreadful, was a place where vampires and werewolves were said to hide. Gothic is nineteenth-century mythology; mythology of hardness, of ravines of dark places, of the search for what is peculiar. Gothic is not exclusively emo and dark clothes. Gothic is to stand out from the others with tattoos, piercings and various frills. It is black clothes and deathly pale skin for the sole purpose of distinguishing oneself from the others. Features that can somehow recall the vampire who is nothing but a fake. Someone who pretends to be dead alive, a fiction; you can't pass yourself off as something or someone who doesn't exist. The vampire is a deception; gothic is a deception towards others, one that leads you to break away from reality and live in a world of fictions; a phenomenal world that is real only for those who live it. How are gothic men? It is not the barbarians who fought against the Roman people. The Gothic man is Count Dracula, a handsome man such as Dorian Gray or Andrea Sperelli (protagonist of D'Annunzio's *Piacere*). In some ways the Marquis De Sade can be considered Gothic – although with different connotations – when he recounts the "Philosophy in the Boudoir". All fine and handsome men who have the ability to seduce and easily bewitch their victims. However, this seduction does not occur only through the eyes or thanks to their external beauty. The main weapon of seduction they have is the word. Vlad Tapes or Dracula seduces his victims by using the word, charms them until they become his slaves. In Bram Stoker's work, besides Dracula, the character of Jonathan Harker is important. In the English language the verb to hark is translated as listening. Harker is the one who first listened to the word of the vampire that spreads

like a disease, like a virus that infects people's blood, slowly leading them to become its slaves. Once a victim of its charm, the real fear manifests itself. The fear of having to run away from the count since now slaves of his dark seductive power. Thus the difference between fear and terror emerges. Fear immobilizes you and prevents one from reacting or leads to quickly escape depending on the situation. Terror is different. Terror does not lead to escape. It is uncanny, it is unknown, it is seduction, it is the search for something that is not known and for this reason can terrify. Man should always be guided by the search for knowledge, the unknown often attracts him and leads him to live that condition of shipwrecked who does not know which shores he will land on. For Freud, it was the fear of seeing something unknown change that was disturbing. Terror can be shipwreck. If you think about the movie *Shining*, what is terrifying and what is disturbing? It is the fear that family and home, that have always been considered safe places, can become places of danger. Here is terror. *Dracula* is Gothic, it is terror, it is uncanny. If suddenly a veil was discovered in front of the eyes, one does not know what could be found once it has fallen away. An angel can be met or a demonic figure. Here is terror, here is the uncanny, the Gothic.

Piero Cherasco* *Psychiatrist for the City of Turin ASL (Local Health Authority), Psychotherapist, Forensic Psychopathologist, Psycho-oncologist, Teacher and Supervisor at the S.A.I.G.A. School for Psychotherapists, and Training Analyst at S.I.P.I. (Italian Association of Individual Psychology). Italy*

Stefano Serluca** *Psychologist, Ph.D. in the psychodynamics of relationships and workplace, Organisational and institutional Behaviours (Turin University), Psychotherapist, Freelance Professional, and Consultant Psychologist at City of Turin Secondary Schools. A cultural member of S.I.P.I. (Italian Association of Individual Psychology).*

* *City of Turin ASL (Local Health Authority, Teacher and Supervisor at the S.A.I.G.A. School for Psychotherapists, Training Analyst at S.I.P.I. (Italian Association of Individual Psychology).*

** *Department of Psychology -Turin University, Cultural Member of S.I.P.I. (Italian Association of Individual Psychology).*

Anorexia: the sociocultural adaptability and transformism of a serious disease which is as old as time yet consistently new as a form of biopsychosocial psychopathology

The term “anorexia nervosa” is a relatively recent way to refer to a psychiatric disorder and yet mentions of this disease can be traced back to ancient history and the times of Hippocrates, Galen and Celsus. Mediaeval religious literature tells of exemplary women who lived in the twelfth and thirteenth centuries [30] and were venerated as “Anorexic Saints” or “Miraculous Virgins”. In 1689 the English physician Morton listed the symptoms presented by one of his patients who was suffering from the disease and they are the same as those of modern-day patients. [1].

Lasègue [2] was the first to put forward the theory that anorexia nervosa may be a disease that originated in the mind in 1873.

Freud thought that anorexia was a disorder of the oral stage of development in his “Three Essays on the Theory of Sexuality” [3]. Adler [4] theorised that the symptom could be a behaviour aimed at rejecting the female role both socially and sexually, and associated with the refusal of food as a way of gaining power, “an avoidance behaviour when faced with sexual and social drives implied in an indomitable yet masked striving for power” [5, p. 187], the striving for power of an individual who seeks to express the emotional-affective unease of the negative familial relationship with power over the body and over food due to a feeling of inferiority and a lack of parental figures.

**Daniela Bosetto*¹, Stefania D'ambrosio*, Valentina Dodero*,
Bianca Maria de Adamich*, Italy**

**¹Psychologist, Psychotherapist, Director of Scuola Adleriana di
Psicoterapia del CRIFU, e-Campus University Professor*

**Psychologist, Adlerian psychotherapist in training*

Mind the Gap! Economic and social gender inequality is still a challenge for the global world

In recent years, both in the global world and in Italy, we are increasingly discussing the gender pay gap in politics and companies and the matter of how to guarantee to women the same economic and employment opportunities as men.

The role disparity that women experience in chances and financial resources also affects the couple's relationship – and in some cases so strongly that it can be defined as economic violence.

A century ago, Alfred Adler theorized that these socio-economic disparities encouraged feelings of inferiority and inadequacy in the feminine, whereas in the masculine they could evolve into a superiority feeling and a will to maintain power. These aspects can engender tension and conflict between the parties, sometimes even unconsciously.

In this work we explore certain aspects of the current Italian context, such as the socio-economic disparities between men and women, the characteristics of economic violence and some good practices that seek to promote awareness, economic empowerment, greater personal autonomy and growth for women.

We address this issue in the light of Individual Psychology as a forerunner in taking up the challenge of gender equal opportunities and in promoting co-operation between the sexes as a global world's social interest.

Keywords: equal gender opportunities, challenge, economic violence, growth, global world's social interest.

Dr. **Bianca Maria de Adamich***

Dr. **Valentina Dodero***

* *Psychologist, Adlerian psychotherapist in training at Scuola Adleriana di Psicoterapia del Crifu in Milan (Italy)*

Is it possible to heal from the obsession of total control?

The Bible tells us that God created the human in his own image and made him available the Garden of Eden, where he could enjoy everything, except one thing: the Tree of the knowledge.

We know how it ended: Adam and Eve transgressed, were cast out and discovered the shame of being naked.

Since then, the existential condition of human, is related with fragility, insecurity, limit, pain and lastly death. Adler summarizes all these aspects in the term “inferiority”.

Starting with the Bible tale, we asked ourselves some questions.

Why was human, in the Garden of Eden, unable to be satisfied with what was at his disposal and wished to have the only thing that escaped his power? That is, why did he wish to be in control of everything, without thinking about the consequences of his rebellion?

And why is human unable to be satisfied on earth and does always desire to have “something more”, even at the risk of destroying the earth, other humans and himself?

Man is obsessed with the idea of being similar to God and having total control of things, to compensate – as Adler would say – the radical and incurable inferiority that he feels; but this obsessive idea is dangerous. It is threatening in an individual psychological meaning, because it can be the source of various pathologies, including an actual obsessive-compulsive disorder (OCD), and in social terms, because it generates the various forms of absolutism and totalitarian regimes that history has known and still knows.

In this work, we try to reflect on these issues, with the additional aim to answer to practical questions that involve us as psychotherapists. That is, if and how it is possible for human to heal from the obsession of total control.

Seiler, Veronika, Graduate Social Pedagogue, Individual psychological counsellor and family therapist, Encouraging-Master-Trainer (Schoenaker®-Concept), innerwise®- coach and innerwise® learning coach. Founder of Telos®-Kinderhaus and Telos® Burgeoning Mindset, Germany

Telos® Burgeoning Mindset – where children have space to spread their wings – examples from the Telos®-Kinderhaus

The potential to realize her / his abilities and skills is inherent in every child, just as the potential to develop its leaves is inherent in every tree. All that is needed for this is the right location, time and trust. And the awareness that in most cases problems do not originate within a child, but in her or his environment. This is the basis of the tools used in the Telos®-Kinderhaus where the Telos® Burgeoning Mindset has been developed by Veronika Seiler and her team.

Founded by Veronika Seiler in 1997, the Telos®-Kinderhaus is now a kindergarten and a nursery with space for 55 children. Throughout this long time, the concept has always been based on the ideas developed by Alfred Adler. More recently, the basic features of innerwise® developed by the physician Uwe Albrecht have been included. The main aim is to encourage the children and their families in keeping with Adler's concept of individual psychology. Especially the 'Short-Term Goals' have proved to be a very good tool to support children and their families by understanding what the child really feels, wants and needs. The Telos® Burgeoning Mindset was born out of the marriage between Individual psychology and innerwise® tools.

Right from the beginning, but increasingly during the last few years, the team from Telos®-Kinderhaus has come to understand that encouragement starts with the adult, the parenting person. Therefore the Telos®-Kindergarten is not only a house for the children, but also for the mothers, fathers and siblings. They are invited to come and to observe how the parenting persons from Telos®-Kinderhaus work and how they feel with their heart. So the parenting persons from the Kinderhaus are role models. This is an important factor and it can represent a challenge even for some of us in the Telos®-Kinderhaus.

Therefore this is the most important issue when it comes to encouraging children and their families: to encourage myself. Because I represent the first rung of the encouragement ladder. Every person in Telos®-Kinderhaus has time allotted to do her or his own 'homework': acknowledging my own value, finding out about the mechanisms of my own discouragement patterns and to greet them with a friendly

hello. This makes space for the awareness to develop that most of the difficulties facing children – which children have! – originate within myself, within the parenting person. This can be the parenting person of the Telos®-Kinderhaus or the children's mothers and fathers. The causes may originate in the kindergarten or come from a completely different situation. Thus parenting persons from the Telos®-Kinderhaus represent role models for parents: Feel with the heart of the child. Find out who has a problem. They also learn that not being perfect and faultless is the best way to help children grow in the way that is most beneficial for themselves as well as their environment.

The circuit closes when the path of encouragement that starts with the adults in the Telos®-Kinderhaus gets transmitted to the parents and the families and then to the young children. Most of the time, when children are liberated from having to 'explain' to their parents what needs attention in the parents' lifestyle by means of their behaviour they can at last begin to unfold their own wings, to become strong and wise in their own way and at their own direction.

Rovera Gian Giacomo, M.D., *Honorary President of IAIP, Full Professor of Psychiatry*

Rovera Giuseppe Maria, M.D., *Cultural Affiliate of SIPI, Lecturer at University*

Lerda Silvana, M.D., *Psychiatrist, Ph.D., Analyst of SIPI*

Rovera, G.G., Neuroscience Department of Turin (Italy)

Rovera, G.M., University of Turin (Italy)

Lerda, S., Psychotherapy Unit and Centre for the Treatment of Adult and Adolescent Personality Disorders (ASL TO4 Public Mental Health Service – Piedmont Region – Italy)

New forms of social psychopathology in aging: considerations about complex and educational interventions

a) A brief review of the “New forms of Social Psychopathology” (not of serious pathological conditions) often shows how elderly’s mental functioning currently emerges with bio-psycho-social variations features.

b) The higher life expectancy leads to demographic studies, new psychopathological conceptions of normality/deviance, bio-psycho-neurological researches, changes in social roles and complex interventions, including educational ones.

c) Clinical diagnostic evaluations (ICD-10, DSM-5 and especially PDM-2) consider different aspects: 1) the social relevance of psychosomatic decay; 2) the communication and comprehension of affections; 3) mentalization and reflective function; 4) the tendencies to psycho-socio-cultural isolation; 5) the quality of self-esteem; 6) impulse regulation; 7) resilience; 8) self-observation; 9) the planning of realization goals; 10) the inability to use new digital tools.

d) Changes in elderly’s lifestyle and personality (Axis PE) generate problems in a neurocognitive, anxious-depressive and economic-socio-cultural dependent sense. This may involve an increase of previous fictional, obsessive, somatoformal, histrionic, paranoid disorders.

It is important to evaluate the patterns concerning the subjective experience of an “Inferiorization Complex” (SE Axis) related to “Life events”, stressful psychosocial conditions, mourning, disabilities, depressive disorders.

e) We propose some suggestions for prevention and interventions in Adlerian areas (Pedagogy/Education of aging = Psychogeragogy): psycho-educational, counseling, family and individual treatments, social therapies. It is pointed out that the the Social Feeling, through an appropriate Therapeutic Style, is the “cornerstone”.

f) The preventive and therapeutic purpose consists in the harmonization of the residual valences of the “creative Self” in a relational, identifying (even culturally appropriated) and encouraging setting, which must be modulated according to social psychopathology and the clinic of senescence.

Giorgi, A.*, **Attanasio, F**.**, **Bonenti, P.****, **Santini, M.****,
Soregaroli, L.**, *Italy*

** Lead presenter. Psychologist, Group psychotherapist*

*** Psychologist, Specializing in Individual Psychology*

Former adjunct professor at the Catholic University of the Sacred Heart, Brescia, at the Faculty of Psychology, for the course of Elements of psychopathology in life contexts

ICS-SIC Member (International Society for Criminology)

The Social interest and the mafia fundamentalism

The 'ndrangheta is a mafia-style criminal organization born in Calabria and present all over the world today. From a psychological point of view it can be defined as a psychic fundamentalism. It is characterized by an almost complete coincidence of the "I identity" with the "We Identity" of the organization: individuals do not possess a psychic autonomy, but are dominated by a sense of belonging to an over-individual group, characterized by an inflexible and all-encompassing identity. A mobster is a robot, a replicant of the world that conceived it: rereading mafia fundamentalism with the gaze of Individual Psychology, we can affirm that the mafia world has prevented the mobsters/mafioso and the organization itself, the possibility of developing a social feeling: mobsters, as well as the organization, possess an inhibited social interest, which has a destructive impact on social and civil functioning, The 'ndrangheta, like other mafia organizations, causes a collective trauma in the community which affects social ties and depletes the social interest present both at an intrapsychic and relational level among people within the community itself. The goal of taking care of this new psychopathological dimension, from the point of view of Individual Psychology, concerns an intervention with and within the community. This is a preventive type of intervention, a group one or an individual one, that will restore, preserve and protect people in the development of the social interest in order to safeguard them from primary and secondary victimization events. The strengthening of Social interest in the community can act as a protective factor against mafia-induced victimization events caused by the mafia presence in the territory.

Sribna Iryna, MD, child psychiatrist, psychotherapist practicing Individual psychotherapy by A. Adler, child and youth psychotherapy, Sandplay therapist, co-coach of the section of child and youth psychotherapy of the Ukrainian Union of Psychotherapists, city of Ternopil, Ukraine

Sandplay – a world in a sandbox. How does it work?

“Often the hands will solve a mystery that the intellect has struggled with in vain.”

C.G. Jung

Sand is a mysterious material. It has the ability to allure a person with its pliability, the ability to take any form: to be dry, light or moist, dense and plastic. Sandplay captivates both adults and children. Sand therapy is a unique opportunity to explore your inner world with a number of small figures, a tray of sand, some water, and a sense of freedom and security of self-expression that arises in communication with a psychologist.

Sand therapy is an opportunity to express what is difficult to express with words, to face what is difficult to address directly, to discover in yourself something that usually comes from conscious perception. The main principle underlying Dora Kalff's work is “creating a free and secure space” in which the patient – child or adult – can express and explore his or her world, turning all the experiences and rueful feelings, often incomprehensible or disturbing, into visible and tangible images.

“The sand picture (...) can be understood as a three-dimensional representation of some aspect of his psychic situation. An unconscious problem is played out in the sandbox, just like a drama; the conflict is transposed from the inner world to the outer world and made visible” (Dora Kalff, “Sandplay”, 1980).

At the same time, while creating symbolic pictures, the connection between consciousness and the deep unconscious layers of mentality, which carry the potential for growth, change, and healing, between the Ego and the Self, intensifies. A. Adler considered man as a single whole, as a unity between the conscious and the unconscious, unity in thinking, feelings, actions, in every manifestation of personality. The sandbox is the same place where all these become possible.

Noziglia Carlotta, *psychologist and psychotherapy resident in S.A.I.G.A Torino*

The role of video games in developing and enhancing skills, multitasking abilities and creativity

This paper aims to emphasise and explore the positive value of the use of video games by young adults and adults.

Special attention was focused on risks related to excessive use of video games and on possible links with pathological consequences.

However, in light of the increasing use of online gaming platforms and additional platforms used for shared viewing of gaming moments, a careful observation allows the opening of an attention window to precise skills that are necessary for active participation at high level in certain types of online games.

In particular, reference is made to all those peculiar abilities that seems to increase and develop added to those already in possession concerning simultaneous participation in: game strategy, sharing directives with partners, peripheral focus analysis, manual oculus coordination (referred to different gestures) and reading analysis of messages from outside viewers, leading to sudden diversification of moments of communications.

Dr. **Edit Szélesné Ferencz**, *PhD, Clinician children psychologist, psychotherapist, Associate professor, Hungary*
Associate professor at University of Pannonia
President of Hungarian Association of Individual Psychology (MIPE)

The legacy of Dr. Marosi Máday István

We commemorate the 150th anniversary of Alfred Adler's birth in this year. We introduce the work of István Marosi Máday who was Adler's Hungarian colleague. They left the Vienna Psychoanalytic Association in 1911.

Dr. István Marosi Máday was a broad minded representative of the individual psychology movement, a high-profile Hungarian distributor, and the establisher president of the Hungarian Individual Psychological Association.

His multidisciplinary activities have covered the fields of healing, education, educational guidance, career and spiritual health. He was a tireless organizer, an editor, a performer, a healer, and a selfless mediator of the theory and practice of individual psychology.

A significant number of his publications (130 studies and articles over 18 years) prove his vocation.

His works cover the topics that are still relevant today: related issues to the implementation of educational reforms, educational issues, parent-school relationship and communication, the situation of women.... Some of these issues are controversial nevertheless many of these are still relevant today.

The aim of the lecture is to give a cross-section of the legacy, presenting writings and case studies that represent well the rich oeuvre as well.

Lucia Tseng, Ph.D., *Graduate Institute of Counseling Psychology and Rehabilitation Counseling, National Kaohsiung Normal University, Taiwan*

Aaron Chang, Ph. D., *Dept. of Guidance and Counseling, National Chi Nan University, Taiwan*

Lucia Tseng

Assistant Professor, Dept. of Education, National Kaohsiung Normal University

Board of Directors, Taiwan Society of Adlerian Psychology (2019-2021)

Aaron Chang

*Counseling Psychologist, Ming Yang Juvenility Correctional School
Board of Directors, Taiwan Society of Adlerian Psychology (2021-)*

Adlerian Based Adventure Group Counseling with Interracial Students: Social Emotional Learning, Career Adapability, and Community Feeling

This aim of this program is to present to the audience the results of a nation wide needs assessment (N= 12, 126) and the accountability study of the effectiveness of the “Adlerian Based Adventure Group Counseling” project with the indigenous and interracial students during 2018-2020 (N=403).

The program was consisted of 4 structural units, which included Adlerian adventure-based counseling, Career construction interview, Social skills training, and multiculturalism. The Framework was founded on the premise that children and adolescents learn by experiencing life, a bridge is built between the activity and a counselee’s interaction, in process of developing social and emotional regulation skills. Meanwhile, teaching Youth to think and act responsibly through peer-helping approach. Three instruments were employed: Social Emotional Learning Competence Scale, Career Adaptability Scale, and Perception of Social Living Scale.

Results of the needs assessment showed a pattern that the interracial students had the lowest scores in all three measurements when compared to indigenous group and participants outside of these two groups. Nevertheless, the accountability study results indicated that the indigenous and interracial students showed great improvements in all three areas after the group intervention. When compared to the results of the needs assessment results, the in-between group gaps were significantly reduced. Although still scored

lower than the other two groups in the post group measurements, the interracial students made great improvements.

The results reveal that the Adlerian-based adventure group counseling has positive influence on interracial students social emotional learning competencies, career adaptability, and community feeling. Note that the program has a positive effect especially on subjects' career adaptability. Based on the encouraging findings, both Adlerian based the counseling modality and the outcome research model can be regarded as best practices and replicated in the future.

Lo, Yi-Ru, Ph.D., National Kaohsiung Normal University
Counseling Director, Zhongyi Elementary school
President, Taiwan Society of Adlerian Psychology, Taiwan

Training the Trainers: A Five-Year Outcome Evaluation Study of the TSAP Parent-Teacher Certification Program

Traditionally and culturally, parenting and teaching in Taiwan are of authoritarian or permissive style. Methods of discipline often bring frustrating results for both the adults and children at home and in schools. Taiwan Society of Adlerian Psychology established a 48-hour parent-teacher consultation certification program with the hope to train Adlerian based consultants or coaches who in term would practice Adlerian parenting or student guidance at their own work settings or communities.

This training program is consisted of 4 phases, 12 hours each. The first phase pertains to basic theoretical principles as well demonstrations that engage the participants in becoming aware of their own upbringing. The second phase is about skill development using such techniques as birth order, sibling and family constellation, early recollection, encouragement, identification of goals of misbehaviors, etc. During the phase, trainees are asked to read “Children the Challenge” and answer questions provided by the trainer, develop a topical outline for their “practical training”, a parent or teacher group they will reach out to community to establish and lead or 4-6 sessions in Phase 4.

This presentation details the outcome evaluation results with a total of 420 group participants of 62 consultation groups from 2014-2018. Overall, the participants held high regards of the group experience and reported many positive changes in their relationships with the children. Examples include better self understanding, acceptance of their children, listening, mutual understanding, more democratic family or classroom atmosphere, and that the children could take more responsibilities. In summary, the Adlerian parent-teacher consultation group experiences were effective promoting the parenting and class management efficacy.

Hui Sen Huang, Ph.D., *Graduate Institute of Counseling Psychology and Rehabilitation Counseling; National Kaohsiung Normal University, Kaohsiung, Taiwan, R.O.C.*

National Accredited Counseling Psychologist

Certified Counseling Supervisor

Director of Counseling Office, National Chaochou Senior High School, Pingtung, Taiwan, R.O.C.

Board of Directors, Taiwan Society of Adlerian Psychology (TSAP), 2021-

Facilitating Courage and Action for Change: The Use of 4 Crucial C's and Socratic Questioning with Multicultural Families

Along with the increases of international workers and marriages, there are more and more new immigrants and multicultural families in Taiwan society. This demographic trend initiates different kind of problems and needs for helping professionals. Individual Psychology provides the best theoretical and practical framework for the school counselors serving these families with the main goal of increasing their community feeling.

The presentation details the background, design, implementation and outcome of the “CARE for Our Multicultural Families” project that took place in a Southern Taiwan community. In this project, the presenter, who is a nationally licensed counseling psychologist, conducted individual interviews with children from multiracial families (4 sessions per child) as well as a community based parenting group with multiracial participants (8 sessions). The main goals were to facilitate courage and action with the children and parents for embracing change via the parent-child interaction, communication, cooperation, and contribution both in their families first and ultimately enhance the social/cultural adjustment they are faced with.

In this presentation, the presenter will highlight the theoretical concepts of change process and utilization of skills such as Socratic questioning, early recollection, and family constellation analysis as well as the strategies of applying 4 Crucial C's (i.e. connecton, capability, counts, and courage) and Socratic questioning utilized in this project. In conclusion, all of the participants recognize and value the experience of social interest in this project and then facilitate more courage and action for change.

Les White, Psy.D. (Doctor of Psychology)
Licensed Clinical Psychology (State of Illinois, USA, No. 071-006536)
North American Society of Adlerian Psychology (NASAP), member
What's the Story: Life Style Narratives Study Group (affiliate of NASAP), president
American Psychological Association (APA), member
Retired tenured, Associate Professor, Harold Washington College, Chicago (City Colleges of Chicago), USA

**Stability of Personality:
Revisiting “Life Style Variables of Holocaust Survivors”**

Many of Whom were Galiciano Jews
[Lviv was the capital of Galicia]

At IAIP's 22nd International Congress, in Munich, 2002, I gave the “Special Lecture” (“Sonderveranstaltung”), Life Styles Variables of Successful Holocaust Survivors. It was based on my study conducting structured Life Style interviews (Family Constellations and Early Recollections) with Holocaust survivors who had achieved what Western cultures would deem very successful careers – despite the odds against them (their families were murdered, their schooling was interrupted, most were teenagers at the start of the Nazi occupation). Did their Life Styles reflect any qualities that could explain how they survived and thrived, and/or support the theories of Adler and his once-protégé (and Holocaust survivor) Viktor Frankl (Man's Search for Meaning; Frankl had given the keynote address at the 1926 International Congress)? All of the subjects were from Eastern Europe, many from the Galicia region of eastern Poland/western Ukraine, of which Lviv, then part of Poland, was the principal city. Twenty years after collecting the data, I tracked down some of the original subjects (now in their 90s) and, again, conducted Life Style interviews with them. How have their personalities and/or Life Styles changed? What does this longitudinal study show regarding the stability of personality and the validity of conducting formal Life Styles? One of my subjects was my “Galiciano” father; today, the history teachers in his hometown, near the Polish/Ukrainian border, exemplify the meaning of Social Interest with regard to how they have commemorated the Jews who were killed.

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