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Presidential Reflections March 2020



Well I think this version of my column is actually the third or fourth version I've written in the last week. I'm hoping that many of you are taking the necessary precautions to stay well; in my opinion one of the most socially interested acts we can take right now is to stay home so we don't contribute to a worse situation for our hospitals and other health organizations. As a private practice therapist, I have pondered the pros and cons of continuing to offer in-office sessions when we have the

technological capability to offer HIPAA compliant services virtually. Anyone else wondering the same thing?

As Adlerians, we have the knowledge to draw on regarding social interest and there are many ways we can demonstrate it in our communities without being out in public. So I put this forward as a call to activate our Adlerian knowledge by:

1. Donating food and money to organizations that will be supporting students now at home with no school sponsored breakfast or lunch. One local agency here in Cherokee County, GA is accepting Amazon shipments of canned goods, etc. to help those in desperate need being out of work and/or school

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NASAP Newsletter

March, 2020

Candace R. Sneed, Editor

Next submission due date is May 1, 2020.

Please send submissions, questions, and/or comments to NASAPnews@gmail.com

2. Making cards and writing notes that can be sent to local assisted living and nursing home centers that are on complete lockdown to visitors.
3. Generously tipping a restaurant from which you order take-out. Think about the servers who rely on tips and who may lose significant income by people staying home.

These are just a couple of things and it would be great to share ideas on the NASAP Facebook page also! We are a creative and resourceful group so I look forward to seeing some of the things that members will be doing to help over these next couple of months.

Finally, many of you may be wondering about the upcoming NASAP conference in May. I will be meeting with the hotel contact in the next week to discuss various things including COVID-19. So much can change and change rapidly that I do not want to act hastily or foolishly so for the moment, the conference will go forward as planned. If you are able to purchase travel insurance then that would be a wise move, but make sure that situations like this are covered in the policy. Many airlines right now are waiving change fees, etc. The NASAP Board of Directors will be discussing options, including holding our conference virtually, but if we reach the point that we need to cancel the conference, we will be sure to get the word out as quickly as we can.

If you feel the need to email me questions, thoughts, or concerns, please do so at susanbelangee.nasap@gmail.com. There will be an upcoming vote for Vice President, Secretary, and Treasurer so please do your part and VOTE when that link comes to your email. Also, a special shout-out to Jim Little for completing the requirements for the NASAP Diplomat. Jim is the President of the Adler Graduate Professional School in Toronto. Let's hope we can celebrate his achievement in person at the conference! In the meantime, stay well and be socially interested!

Truly,
Susan Belangee

Affiliates Corner

Hello Everyone,

Spring is almost here! In two weeks – Thursday, March 19th. I am looking forward to it; what about you? Just a few things ...

One of our Affiliates (What's the Story) is looking for assistance in

creating a website for their organization. If you are interested, contact Les White (see the membership directory for contact information). Due to recent unforeseen events, ASIIP, the UK Adlerian Society, is currently looking for someone to edit their Yearbook. They are keen to maintain circulation of this long-standing and well-respected publication that offers a space for the exploration and dissemination of current research and thought in the field of Individual Psychology. If this role is something you are interested in leading on, you are encouraged to contact the ASIIP Chair, Magnus Irvine (magnusirvine@gmx.com), to discuss the next steps.

We have received several Affiliates Adlerian Speakers' Bureau Forms with some great presentation topics. Thank you to the individual who have taken the time out of their busy schedule to complete and submit a form. We really appreciate it. We would love to get more submissions; therefore, the deadline has been extended to Tuesday, March 31, 2020.

Upcoming Affiliates Meetings

Wednesday, April 15, 2020 from 7:00PM to 8:00PM

Friday, May 8, 2020 from 10:00AM to 11:00AM

All Affiliates are encouraged to submit articles for each newsletter.

Warmest Regards,

Charmaine McIntosh, Psy.D.

Affiliate Liaison to the NASAP Board

INVITATION TO AUTHORS TO SELL BOOKS AT NASAP's 2020 CONFERENCE

You are invited to sell your Self-Published Adlerian books and materials at the NASAP table in the conference bookstore. This is a great opportunity for you to make your Adlerian publications available to others and, in turn, for conference participants to have many resources at their fingertips. No merchandise may be sold in the presentation rooms. To take advantage of this opportunity, you must adhere to the following procedures:

1. Either hand-carry or send your merchandise (addressed to yourself) to the conference site. (See sending instructions below.)
2. If you hand-carry your merchandise, take it to the bookstore location and check in your materials on Thursday or as soon as you arrive if after Thursday.
3. If you send your materials in advance please note that you will be responsible for the receiving and holding fee that the hotel charges. You will want to call

the hotel to get specifics. Upon your arrival, pick up your materials and take them to the bookstore (in conjunction with the bookstore hours). The hotel phone number is (404) 766-7900.

4. When you initially take your materials to the bookstore, make arrangements to pick up remaining materials at the close of the book sales (making sure to find out the closing time) since all unclaimed materials will be donated to the local group. If you are not attending the conference, you will need to make arrangements for a friend to be responsible for your materials since the local group will not be sending back any materials.

5. Please note that 20% of the proceeds will be donated to NASAP for providing this service.

6. Please note that you may be asked to claim merchandise for sale on your customs forms when crossing borders and when sending merchandise.

7. Mark each individual book, tape, etc. with the selling price.

8. Enclose a packing list enumerating each title, number of each and price.

9. Because storage at the conference site is very limited, make arrangements with a shipper to have your materials arrive no sooner than 3 days prior to the conference. Again, note that you may be charged a holding fee per day that your materials arrive before you do.

10. Address packages as follow:

**Atlanta Airport Marriott
4711 Best Road
Atlanta, GA 30337**

Attention: Guest for the NASAP May 28-31 Conference, (and then include your name).

11. If you have any questions, please don't hesitate to contact Marina Bluvshstein, Conference Planner at

marina.adleracademy@gmail.com.

Charitable Giving to NASAP through Amazon Shopping - Amy Wold

Amazon Smile is a subset of Amazon and a way our members can support NASAP through charitable giving. AmazonSmile is a program that donates 0.5% of all your eligible purchases on Amazon to a charity of your choice, and NASAP is an eligible non-profit recipient. Though 0.5% is not a large donation and it is not necessarily intended to replace your regular charitable activities, **AmazonSmile** is still a

great way to take advantage of a service you're already using and help this organization thrive.

To add NASAP as an AmazonSmile Charitable Organization:

Sign in to: AmazonSmile on your desktop or mobile phone browser. Go to "Your Account" from the navigation at the top of any page, and then select the option to "Choose your Charity. "

Select NASAP as the charitable organization to support.

For more information, click on the link below or reach out to me or a member of NASAP's Council of Representatives for assistance.

AmyWoldLP@gmail.com<https://amp.businessinsider.com/how-does-amazon-smile-charity-donation-work-2018-5>

NASAP Nominations for Leadership 2020 Elections

Vice President:

- Joe Cici
- Hallie Williams

Treasurer:

- LeAnn Heimer
- Erin Schuyler
- Bob Saxner

Secretary:

- Elaine Carey
- Robert Rebecca

Vice President: Joseph A. Cice

I am a professor of psychology at Lackawanna College, an adjunct professor of counseling at Gwynedd Mercy University. My specialization and focus is on technology and its relationship with



development, socialization, and connection. My primary research focus is on how these technologies are affecting behavior, mental health, and education. I also spend time researching the Crucial Cs and have developed a quantitative assessment tool to further this research. Throughout my work are the concepts of Adlerian psychology and the

relevance they provide in these topics.

I began my Master's program in Counseling in 2009 under the supervision of Susan Belangee and Betty Lou Bettner. It was there that I was first introduced to Adler and the theories of Individual Psychology. After my first year I attended my first ICASSI. It was during this experience that I really became enthralled with these ideas and began furthering my education. I then took my work back with me to my program and became affiliated with NASAP. I conducted a pilot study on social medias effects on mental health and presented, for the first time, at NASAP in Atlanta. Attending and presenting at my first NASAP I connected with many more Adlerian from all over North America and the world. It was at this time that I knew I wanted to get more involved with this great organization. Within NASAP I became and Emerging Leader and am currently the co-chair of the Family Education Section.

I believe that my time with NASAP and work outside spreading the ideas of Adlerian Psychology makes me qualified to assume the position of vice president. I have been working on the COR for the past few years and believe in the plan that is moving towards positive change in the organization. I would like to continue my work within the organization to support this plan, as well as provide new ways for the organization to grow into these new technologically advanced times while maintaining the traditions that have made NASAP great! If elected, my vision would be to strengthen the organization by connecting to younger members, including students, and to help bring NASAP into this iGeneration. I would support the president and COR with my experience, knowledge, and skills to improve an already great organization.

Vice President: Hallie M. Williams



I am Hallie M. Williams Sr; a psychotherapist, a presenter, and a community builder. I am a board member of the Adler Academy of MN. I am a graduate of Adler Graduate School in Minnetonka, MN. I am also a current doctoral student at Liberty University pursuing my degree in Community Care & Counseling: Traumatology cognate. I am also a veteran of the US Army.

My community work includes presentations regarding organizational, educational

and social psychology. My main clinical focus (and my passion) is on trauma and mental illness in at-risk youth and their families, and the trauma in US veterans. I am also interested in the identity dissonance experienced by young people from racially mixed families.

I have previously held many leadership and management positions including Director of Operations, SuperSale.com (a software company), and Vice-President of Unlimited Mortgage Company.

I have been involved with many non-profits. I have served as Executive Director of Squared Away Youth, a non-profit designed to use sports as a cohesive agent, while facilitating the delivery of services to young people that will allow them to be more successful in life. I have also served as the primary facilitator of the Juvenile Detention Alternative Initiative, a program in MN designed to be an alternative to juvenile detention.

I have been published in the Journal of Individual Psychology, (vol. 1, no. 3, 2008, pp. 503-509, "The Internet and Religion,").

I am an invited presenter speaking about Alfred Adler and Social Issues of Today at the 3rd Annual Adlerian Summit at Adler University on March 20, 2020. See more information about my presentation at adler.edu/CAPS2020

Some of my past presentations and workshops include:

- Special Interest Presentation—“Social Justice and the Clinical Practice,” International Committee of Adlerian Summer Schools

and Institutes; Bonn, Germany (2018).

Presentation addressed the obligations that clinicians have above and beyond the treatment of clinical pathologies.

- Special Interest Presentation—“The Circles of Life,” International Committee of Adlerian Summer Schools and Institutes; Bonn, Germany (2019).

Presentation addressed the connection of all humanity to each other and the respect warranted by that union.

- Presentation “Adler and Social Justice,” South Carolina Society of Adlerian Psychology, Myrtle Beach, SC. (2015).

- Workshop “Gangs and Social Interest,” Western Kentucky University. (2016).

My vision for NASAP is to work toward increased membership, more diversity and better participation from current members.

I am originally from Savannah, GA. but I currently lives in St. Paul, MN. My free time is spent on family, fitness and friends.

Treasurer: LeAnn Heimer



I am LeAnn Heimer, member of NASAP, one time presenter, current Council of Representatives member and currently running for treasurer. No one can compare to the last treasurer; nor shall they. I want to run for treasurer to assist in the growth within NASAP. My membership is

very meaningful to me. The participation and social interest I receive within this organization is what I want to aid in increasing. As the new treasurer, I will continue to hold up the standards with my orderly sense and what I say is my methodical thinking.

Treasurer: Erin Schuyler, PsyD

I am excited to be nominated



for Treasurer and look forward to the opportunity to serve NASAP in new and adaptive ways. I have been a member of NASAP for last four years and have truly appreciated the opportunity to join with Adlerian colleagues in various professional efforts and activities, and now hopefully as Treasurer. I have been

impressed with the numerous accomplishments within NASAP and am particularly motivated to work on supporting our efforts regarding funding and budgeting (to include events, student scholarships, etc.); I have a great number of valuable qualities I would bring to the position of Treasurer. I have found great meaning in my work toward strengthening my specialty in grant writing and support fundraising, as well as having published several articles in professional journals and provided over 10 national and international Adlerian conference presentations. In addition, I have over 15 years of experience regarding event coordinating/budgeting, to include, grant writing for non-profit organizations in Chicagoland area, Tennessee and Alaska. Currently, as a staff psychologist with Veterans Affairs (coordinator for events and planning) as well as maintaining my own private practice in Columbia/Blythewood, SC area, I was also previously the program coordinator in IL and AK). I was intimately involved in these organization's budgeting, coordinating and time management for large groups of individuals of 400 plus. In younger years, I was Treasurer in numerous organizations, from high school to college. The opportunity to be more involved in NASAP as Treasurer, following the lead of previous Treasurers, who have built and maintained a strong solid budget, would be my privilege.

These experiences give me a springboard from which my serving as Treasurer would start. I would be honored for your consideration of next Treasurer of NASAP. Please do not hesitate to contact me if you have any questions or comments about my candidacy for this position, (818)-731-3866 or via email at Dr.Schuyler@thestonehouse.org

Bob Saxner, MA

I am currently a clinician at an outpatient clinic outside of Boston. I am a graduate



of Adler Graduate School in Minnetonka, MN. I am also a fourth-year doctoral student at the Massachusetts School of Professional Psychology/William James College pursuing a degree in clinical psychology. My concentration is in Children and Families of Adversity and Resilience. My doctoral project, a qualitative study, asks, "What is the relationship between caregivers' early memories and expectations for their children with autism?" I have

an interest in working with individuals with developmental challenges and their families. Living outside of Boston, I have had the good fortune of being able to study the Crucial Cs and early recollections with Amy Lew. I have been published in the Journal of Individual Psychology, have presented at NASAP since 2015 and presented at IAIP in 2017.

Previously, I served in a leadership position for a non-profit company in New York for over six years. Responsibilities included preparing annual budgets and strategic planning. I also kept the books and wrote checks for the company. My leadership responsibilities align with those of treasurer of NASAP and can make me an excellent fit for this position.

Thank you for your consideration.

Secretary: Elaine L. Carey

Elaine is finishing her doctoral degree in clinical psychology at Adler University, Chicago and has been a student representative on NASAP COR since late 2018. She was previously a special education teacher in Florida and Indiana (2007-2015) and completed her clinical master



degree in mental health counseling from Indiana University-Purdue University-Indianapolis in 2015. She has presented at NASAP 2018 in Toronto and values the dedication to social interest that is unique to Adlerian-based conferences and training opportunities. Elaine is specifically passionate about expanding awareness of Adlerian principles in the

greater community, younger generations of helping professionals, and educational spaces to promote Gemeinschaftsgefühl. It would be an honor to serve as secretary of the board to support the mission of NASAP, increase membership, and expand member involvement.

Secretary: Robert Rebecca



I recently moved to Seattle and took a position at Downtown Emergency Service Center in the Crisis Solution Center, a low-barrier residential program for folks experiencing a mental health and/or substance related crisis. The purpose of the center is to prevent

unnecessary involvement in the criminal justice and emergency medical systems. I've always worked with those in the most need from a harm reduction perspective; constantly lowering barriers to access while improving care and helping them live socially interested lives. Previously, I re-vamped a Permanent Supportive Housing program that provided holistic care to those who were dually diagnosed and previously homeless, developed and managed a Medication Assisted Treatment program, and designed a Screening, Brief Intervention, and Referral to Treatment program with Heartland Alliance in Chicago. When I'm not at work, I'm with my dog, Stella, on my bike exploring my new city, or getting as far into nature as I can.

I am a graduate of Adler University, have earned a second master's degree in nonprofit leadership from University of Illinois at Chicago, and also a certification in integrated wellness from University of

Massachusetts Medical School. I currently sit on NASAP's Counsel of Representatives as the Co-Chair of the Adlerian Counseling and Therapy Division. I've greatly enjoyed my time with you all and am looking to further support NASAP by joining the board as Secretary.

My goals as secretary will be to bring stability to NASAP, drive our mission of sharing Adler's teachings, and championing diversity, inclusion, and equity along the way. As a volunteer-led society, we struggle with stability. However, we can find this stability and position ourselves for steady growth with the utilization of a few strategic techniques. I will continue our mission to share Adler's teachings, as well as all the great work our members are doing in their communities. Lastly, it's crucial we include those who have historically not been represented at NASAP by actively seeking to engage others and to provide a space that is welcoming of them, their unique perspectives and ideas, and including them in our future.

GEMEINSCHAFTSGEFÜHL: BUILDING COMMUNITY IN THE WORKPLACE



The building of a community around purpose in the workplace is a difficult and rare feat. Sadly, our society still values individuality and authority over community. When a community does form, though, it touches deep into your soul. You are able to be more authentic and be

transformed. When individuals are working at their best for the common good, everyone benefits. I have been lucky to experience this sense of community a couple of times in my life.

When I worked for the archery industry, I was on several teams that built a great working community, allowing different views and encouraging some risk. While studying Individual Psychology, I spent time with another amazing team, pushing each other to become better as people and as Adlerian practitioners. Just recently, though, I watched a community being built right in front of my eyes, through an elite program called the National Conservation Leadership Institute (NCLI), where I served as a peer coach this year. I revel in the feeling of community nearly a month later. The program is difficult to describe in full. I hope this breakdown will give you some clues as to how you can build community too.

WHAT IS THIS FEELING?

As I reflect on this recent NCLI experience, I realized what I was feeling is what Alfred Adler called *Gemeinschaftsgefühl*, which when translated means Community Feeling (also referred to as social interest). For those of you unfamiliar with Alfred Adler, he is considered the father of Individual Psychology and his concepts are used in the Positive Psychology movement.

Social interest, as opposed to self-interest, is what Adler considered the sign of a normally adapting human. He said, “It is the individual who is not interested in his fellow men who has the greatest difficulties in life and provides the greatest injury to others. It is from among such individuals that all human failures spring.” We fail a lot because we are more focused on self than we are the greater community of beings.

As we prepared to enter back into the old “system”, after two weeks, I realized the NCLI is designed to create *Gemeinschaftsgefühl* and teach us how to create it in our workplaces. So, how does the program build this feeling of community?

CREATING THE HOLDING ENVIRONMENT

In adaptive leadership, the holding environment is a place where eustress; the good stress that pushes us to do better, doesn't turn to distress; where people are less able to function. In the program, this is called the Zone of Productive Disequilibrium. The creation of this zone begins well before opening day of residency. Faculty Jill Hufnagel and Hugh O'Doherty, both senior associates at Cambridge Leadership Associates, practice what they preach at every moment – they are fiercely compassionate about leadership. I experienced this on the first day of the coach's training when I was challenged around issues of validation. Thankfully, I was given the opportunity to overcome the issue throughout the residency.

All of the coaches were pushed and actively encouraged to challenge Hufnagel and O'Dougherty so they could grow too. We were actually assigned sections on the agenda where it was our job to challenge – to demonstrate taking risks to the fellows and make it safe to do so. We didn't actually need the assignments as we all found our ways to intervene. Sometimes our input was helpful and other times it was not. During early morning and afternoon check-ins, we provided feedback to each other and discussed the effectiveness of our interventions. We did so with the intent to help each other stretch our capacity for leadership. With our own “container”, or our coach/faculty “*Gemeinschaftsgefühl*” in place, it was easier to create the holding environment for fellows.

OPENING AND CLOSING

How you open a meeting is usually how it goes. Our introductions helped set the stage for the experience because they included answers to the questions; what do you want people to know about you AND what don't you want people to know. Answers to these questions provided clues to each person but more importantly showed themes around inferiority and vulnerability. We had the opportunity to demonstrate our common humanity at the outset. I said I was worried that topics around the human-nature connection that I am passionate about might be seen as "fluffy" and I'd be rejected as a result. Thankfully, several people asked me about my work later, not seeing it as "fluffy" at all.

At the end of the residency, we celebrated the community through a final dinner, slide show, and individual speeches. We heard words of kindness, gratitude, passion, and commitment to the community that had just been created. Mixed in was a little ribbing; my favorite, a new term PSHD or Post-Traumatic Hugh Disorder. For those who've experienced Hugh, who's been with the program for all fourteen years of its existence, PTHD is simply a term to express his influence in personal and group transformation. Hugh is a master of Gemeinschaftsgefühl.

GROWTH OPPORTUNITIES

Throughout the twelve days of residency, fellows were given plenty of opportunities to stretch. The agenda was flexible enough so when group issues arose, they could be discussed without losing the lessons. And, a session on the final day provided space to review several interventions which had taken place. One was an attempted intervention by me around leadership versus authority. Unpacking the gap between intent and impact is a great aid in learning.

The cohort was split into six peer groups so that learning and challenge could continue in a smaller, more intimate environment. My group decided early that our purpose was to be challenging, trusting and supporting. We checked-in occasionally to assess how we were doing. I am grateful they identified growth work I needed to do and I got to see how group members showed up differently in the larger setting.

Finally, the agenda included time for reflection through journaling, a session on storytelling that wrapped up in actual stories around the campfire and plenty of evening networking and relaxing. I felt the community coming together during these times and it reminded me of my own residency more than ten years prior.

GEMEINSCHAFTSGEFÜHL FOR THE FUTURE

Over the next nine months, our small group will continue sessions via

phone and video. Then, we'll all meet together again in June for the final residency, where our stretching will continue. At that time the entire group will become Alumni of this amazing program and join over 450 other graduating members. I've attended several alumni events over the years. Because the experience unites us, there is always an aura of community, even with people from other cohorts whom I've never met. This Community Feeling is a precious gift and I intend to continue spreading it in any way I can.

What steps are you taking in your workplace to create community?

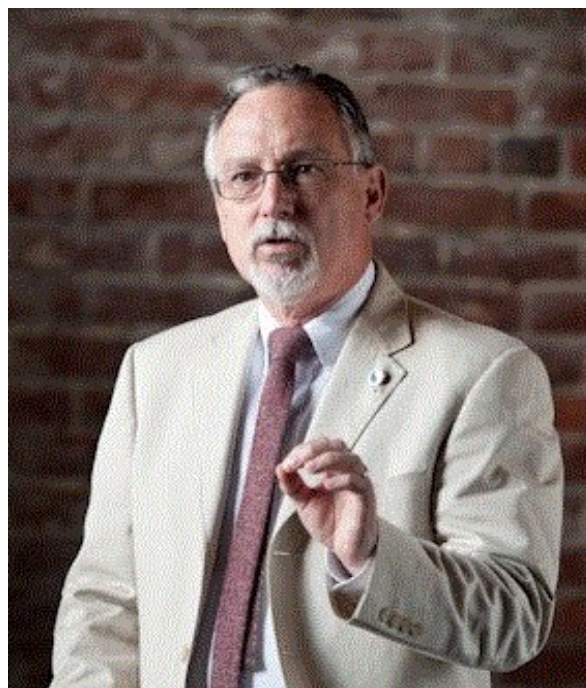
Have you evaluated your team's sense of community and risk-taking?

Feel free to contact me if you would like some input on assessing Gemeinschaftsgefühl /Community Feeling on your team.

“This sense of belonging that cannot be denied anyone, against which there are no arguments, can only be won by being involved, by cooperating, and experiencing, and by being useful to others. Out of this emerges a lasting, genuine feeling of worthiness.” Alfred Adler

Michelle Doerr
President, Anavah Consulting LLC
612.209.1484
michelle@anavahconsulting.com

LITERATURE REVIEW: ANOTHER CLASSIC- Rocky Garrison, PhD



Reference: Birnbaum, F. (1935). Development of character. *International Journal of Individual Psychology*, 1 (1), 67-75.

Author Information: Ferdinand Birnbaum (1892 – 1947) was trained as a secondary school teacher. He met Adler in 1920 and became active in Viennese Individual Psychology. From 1924 to 1934 he participated in the Individual Psychology

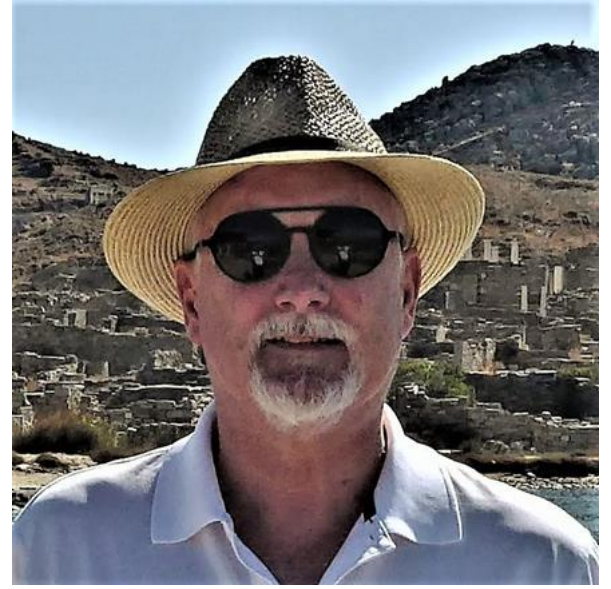
Experimental School with Oskar Spiel and Franz Scharmer. During World War II he belonged to an illegal individual psychological working group, and after the war tried to revive the Association for Individual Psychology in Vienna.

The focus of this article is on techniques for character development, which Birnbaum (1935) defines as increasing the likelihood that a person will strive for recognition within the “comprehensive community of mankind” and not within a “seeming community” or in “comparative isolation” (p. 68). As the inevitable obstacles to this striving arise, each person creates compensations that “... come under the control of his [or her] guiding phantom – his [or her] ‘fictive projection’ (his [or her] goal)” (p. 68). This striving toward a fictional goal, and not the specific faults, misbehaviors, or symptoms, is the focus of Individual Psychology character development (IPCD), and goal disclosure and goal correction are the essence of the IPCD techniques. The article is aimed at educators, but I believe the techniques are relevant to counseling and psychotherapy as well. Birnbaum (1935) begins by pointing out the importance of a productive relationship in the disclosure and correction process, avoiding a “commanding style” or counting on “personal attraction,” while representing the “comprehensive community” and being “... forever learning and growing” (p. 70). The healthy style of living is open to continual correction and adjustment based on experience. The second IPCD technique, “rendering the invested power fluid,” focuses on the energy it takes to maintain the mistaken line of movement and the availability of a more constructive line of movement. The third IPCD technique reminds us to work with specific, concrete situations and not the general attitude while continuing to keep the mistaken movement in mind and to clarify the understanding of this mistaken movement by “assembling conclusions from the greatest number of traits in the individual” (p. 73). The fourth technique, “perhaps you have believed ...” proposes this stem as one way to open a discussion of the mistaken interpretation of the situation under discussion. Birnbaum (1935) suggests following this comment with, “Many children believe just as you. It’s nothing special –not important – only an error. Certainly we- have to correct this error” (p. 74). The article concludes with a reminder that character development involves both destruction of the mistaken lines of movement and enabling the construction of a positive attitude toward the community.

What's Your Classic - Rocky Garrison

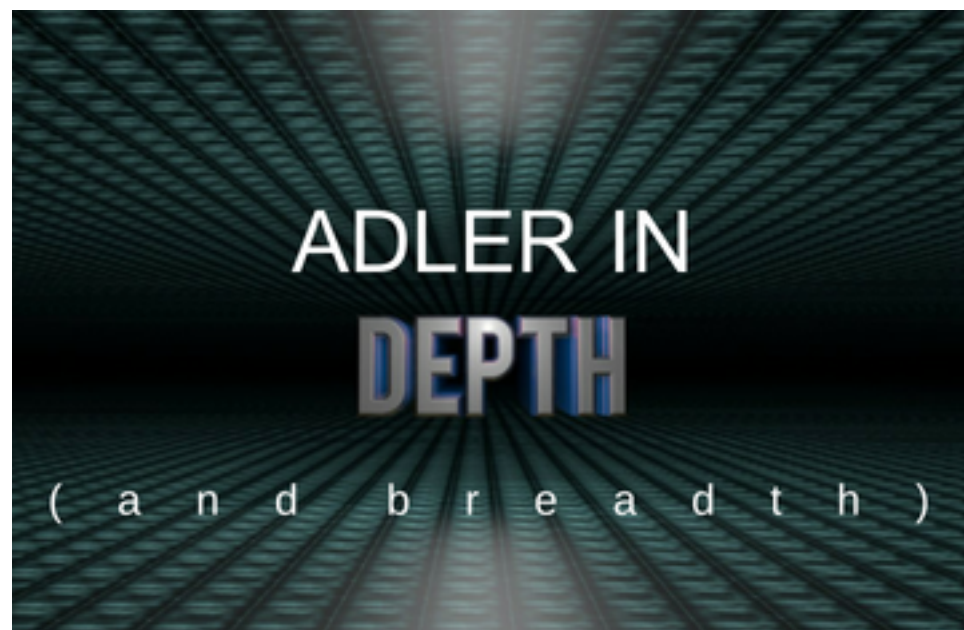
For the past few months I

have been sharing some of the articles that I feel are “classics” in Individual Psychology (IP), articles that I have found to be foundational in my understanding of IP. Now I’d like to hear from you – what readings have been most influential in your understanding of IP? If a friend or colleague asks about IP, what article do you recommend they read? What article do you find yourself referring to as you think about IP or as you are writing about IP?



Rocky Garrison, Ph.D.
rockygarrison@gmail.com

Adler In Depth and Breadth - Erik Mansager, PhD



Active Encouragement

The stuff of Classical Adlerian Depth Psychotherapy (CADP) is never a fixed formula applied to clients. This goes for therapeutic encouragement as well. While there are general guidelines about the process, the specific application must be re-invented for each of our clients. Their personal effort needs to be inspired to grow and then to

be compared with their old activities. Seeing their current development compared to where they have been in the recent past offers encouragement to sustain their growth in the new direction.

So, how does therapeutic encouragement happen? Is it a technique or an art? Is encouragement found in a rich list of memorized sayings that are at the ready and strategically applied? Does a permanent smile on a counselor's face or readiness to offer a pat on the back encourage personal and interpersonal growth? Adler suggests the origin of encouragement is more elusive. It originates in authentically caring interactions between the therapist and client. If our clients can begin to feel our care as a sense of equality, they can extend it to the new tasks in front of them.

Adler came down on the side of art and creativity; he guided therapists to look at their clients' level of social interest and to invent ways of increasing this from the first meeting forward. He identified encouragement as the heart of therapy. The Ansbachers (1956, p. 341) said his view of the therapeutic atmosphere was one that decreased the client's feeling of inferiority while simultaneously stimulated their remnant of social interest into adequate development. How does that work?

Our aim is to nurture an increasingly cooperative interaction with our clients which they will eventually be able to activate with others. Cooperation might first take the form of arriving on time and sharing the talking-time of the therapeutic hour. Later it includes the client's acceptance of slowing down their patterns of talk and behavior and considering the therapists comments.

So often clients report with frustration what is going on in their lives. We sense their impatience and hear their demands for immediate success. Adlerian depth therapists work to highlight whatever progress has actually been made – especially that which clients do not consciously register. For this we need a clear view of clients as they present themselves, as they compare to others in similar situations, and as to what they are avoiding.

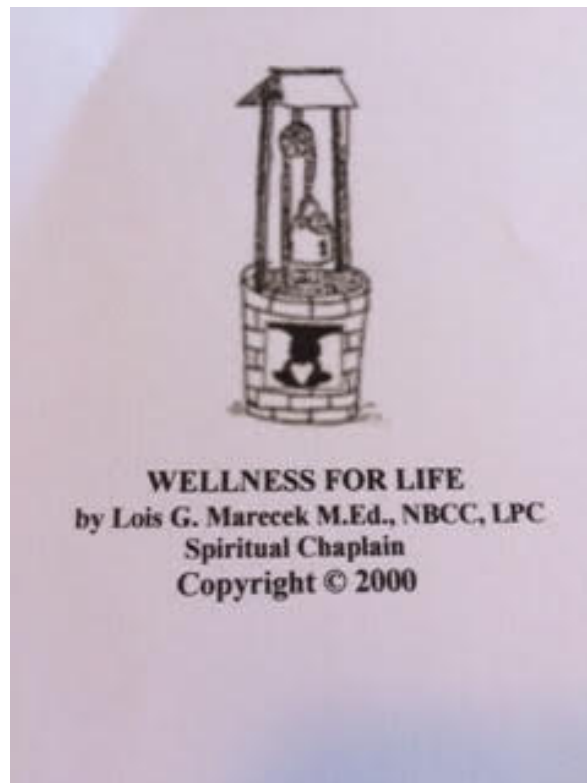
Our job will be to raise our clients' awareness of the good feeling they have when they positively impact another – however slightly. Those good feelings are the conditions under which they persist in their efforts, growing in awareness of their progress.

For example, clients might report -- despite having followed a therapeutic suggestion to "listen differently to a spouse" or deliberately "not having the last word in a conversation" with their child -- that it had little or no effect on the other. The therapist's work

then would guide a discussion about the non-verbal responses of the spouse or child, imagining in their mind's eye what was different. Following up any observations the client recalls by inquiring about their feeling state can surprise clients. They do feel a positive difference – often due to their impact on the other. This feeling has seldom been attended to before. Helping them become aware of the nascent feeling of impacting others positively prepares them to notice it next time and to grow this ability again in similar interactions. They are then far more likely to repeat the behavior that brought about the pleasant reaction. This is how strength builds on strength – the psychological material on which all growth takes place.

So we have an illustration of Adler's method for winning over clients' good will and helping them transfer it to their environment. This is just one micro-step toward positive self-other awareness that grows our social interest: the sole aim of encouragement.

WELLNESS FOR LIFE: LIFE'S GREATEST JOURNEY - Lois Marecek



It could be said that most people function from day to day within the box of life. They rarely, if ever, journey outside the box.

Life is a journey filled with lessons, hardships, heartaches, joys, celebrations and special moments that will ultimately lead us to our destination, our purpose in life. The road will not always be smooth; in fact, throughout our travels, we will encounter many challenges. motivateus.com

A journey can become philosophical, spiritual or possibly a learning experience. Whatever the case may be, let's take a venturing moment outside, gazing inside the box, as we explore journey possibilities.

We can begin at the beginning with the journey of growth from a baby taking first breaths and steps to an adult, inclusive of relationships and schooling.

This leads to a career path of first job to possibly dream job while revealing a sense of independence, interdependence and contribution. This, in turn, can shed light on something that one can excel in, like sports, the academics such as math or science, the enjoyment of working with ones hands as creating or fixing things, or caring for others reflecting the areas of health sciences, law, hospitality and the list goes on.

Then, there are the cultural and spiritual journeys ruminatively notating heritage founded in beliefs such as food and language that are practiced traditions. Keep in mind that when dining in Egypt, do not ask for salt to add seasoning to your food. It sends a negative message that you are repulsed by the taste of your served meal and is insulting to your host. While in Japan, etiquette wise, one does not wear shoes in a person's home. Sometimes culture and spirituality are synonymous as for Native Americans. We believe in honoring and respecting the land, Mother Earth and Father Sky. There is an obligation or commitment to keep harmony and balance of life.

A ritual that is practiced regularly by Native American and other indigenous peoples is the burning of sage. Its traditional significance is a way of cleansing a person or area, and promote healing and wisdom. Another benefit is being in a better or more positive mood.

Things can be a bit trickier spiritually speaking. It can be comprehensive religiously or not. It can simply state that there is more to life than what is concrete or easily explained. It is very subjective individually. You might say, it is a life's journey of discovery - meaning, beyond conscience existence and its mysteries. This leads to the embarkation of a self journey or quest for some people.

Today we hear more and more of people who travel a journey of conquering illness. They instill a sense of 'fighting' while inspiring and encouraging others as they embark on their journeys.

To round out the types of journeys, there is the one that is near and dear to so many of us travelled by our usually, furred animals who become family members. At this time I'd like to reference the "Rainbow Bridge".

Its origin may well have become an out growth of a bridge in Norse Mythology known as the Bifröst Bridge. It is said to be a burning rainbow bridge that reaches between Midgard (Earth) and Asgard, the realm of the gods. Building on this concept is a beautiful meadow with abundant sunshine where a pet's health is revived. Here, the pet can run and play for all eternity with unlimited water and food reunited with its human companion. Together, they cross the Rainbow Bridge

to heaven. This leads to a couple of poems of the “Rainbow Bridge” by Paul C. Dahm, a grief counselor from Oregon and later by Diane and Steve Bodofsky. Also taking into account, the meadow first appeared in a book, “Beautiful Joe’s Paradise” by Margaret Marshall Saunders. Her book brought an awareness of ongoing animal cruelty. medium.com

There are innumerable quotes referring to journeys in life. At this time I’ll share a few.

- * Do the difficult things while they are easy and do the great things while they are small. A journey of a thousand miles must begin with a single step. Lao Tzu
- * Sometimes we make the process more complicated than we need to. We will never make a journey of a thousand miles by fretting about how long it will take or how hard it will be. We make the journey by taking each day step by step and then repeating it again and again until we reach our destination. Joseph B. Wirthlin
- * It's a life's journey of finding ourselves, finding our power, and living for yourself, not for everyone else. Mariska Hargitay
- * Autobiographies are only useful as the lives you read about and analyze may suggest to you something that you may find useful in your own journey through life. Eleanor Roosevelt
- * I love the very exposed, humorous, imperfect, never-trying-to-pretend-to-be-perfect journey that I have been on in my life. Drew Barrymore
- * Transformation is a process, and as life happens there are tons of ups and downs. It's a journey of discovery - there are moments on mountaintops and moments in deep valleys of despair. Rick Warren
- * If all difficulties were known at the outset of a long journey, most of us would never start out at all. Dan Rather
- * Success is a journey, not a destination. The doing is often more important than the outcome. Arthur Ashe
- * The journey is never ending. There’s always gonna be growth, improvement, adversity; you just gotta take it all in and do what’s right, continue to grow, continue to live in the moment. Antonio Brown
- * A journey is a person in itself; no two are alike. And all plans, safeguards, policing, and coercion are fruitless. We find that after

years of struggle that we do not take a trip; a trip takes us. John Steinbeck [brainyquote.com](https://www.brainyquote.com)

** Dance. Smile. Giggle. Marvel. TRUST. HOPE. LOVE. WISH. BELIEVE. Most of all, enjoy every moment of the journey, and appreciate where you are at this moment instead of always focusing on how far you have to go. — Mandy Hale, [The Single Woman: Life, Love, and a Dash of Sass](https://www.goodreads.com) [goodreads.com](https://www.goodreads.com)

For me, my greatest journey of life, will be coming full circle with my hubby and boys at the “Rainbow Bridge,” as we reunite as a family engaging in our next adventure.

What prompts us to take a journey is different for each of us. The main thing is to embark on it!

Until next time, stay well and hydrated.

Warm Fuzzies

Adler and Shakespeare Introduction - Christopher Eriksson



Alfred Adler (1870 - 1937) was the first therapist of the modern era to apply group intervention methods in school-based community child-guidance centers in front of parents and teachers

from Viennese schools. This developed into open forum family education centers in Vienna and beyond (Sonstegard, 1998, p. 217; Eriksson, 2019, p. 1). Just as the striving from a minus to a perceived plus situation – towards overcoming, success, superiority, or perfection – is the master motive in Adlerian psychology, so social interest/community feeling is the cardinal personality trait, with traits regarded as reflecting “the relationship of an individual to his environment.” The degree of social interest is Adler’s criterion for mental health and the barometer of the child’s normality (Ansbacher, 1968, p. 131). Adlerian therapy is holistic and a psychology of use, and so requires therapists to understand individuals in all their activities: family, workplace, culture, and society. Adler sees human beings who create goals, both immediate and long-term, and which motivate both behavior and development. Behavior is thus understood

at three levels: how the individual is behaving; what purpose the behavior serves for the individual and the goal intended; and thirdly, the motivational or cognitive “why” which is at the root of the behavior in question, and where interventions must focus (Adler, 1979, p. 52; Nicoll, 2015, p. 32). Adler’s psychology was originally called a depth psychology since he was associated with Freud and Jung. However, Adler rejected this, seeing the unconscious as merely that part of an individual’s approach to life which is not understood, and which can be remedied by viewing all processes in the larger context. Adler’s Individual Psychology can be better described as “context” psychology (Adler, 1964, p. 3).

In Adler’s opinion, psychology has for its proper goal the understanding of human nature by every human being (Bottome, 1957, p. 255). Shakespeare’s psychology has been described in a similar way: “Shakespeare was not sectarian, he pleaded nobody’s mission, he stated nobody’s cause, having written with a view to be a mirror of things as they are” (Dawson, Cockbill, 1878). Shaheen, (2009) a modern American Shakespearean scholar and author, echoes this concept: “Shakespeare touches every shore of human experience.”

The modern American scholar Howard Bloom stated that universality is the authentic aspect of only a handful of western writers and that Shakespeare is unequivocally at the top. He was forthright in saying that Shakespeare is the Western Canon of Literature (Bloom, 1994, p.70). George Dawson, a nineteenth century non-conformist preacher and Shakespearean lecturer, amplifies this idea:

“The fact is, Shakespeare was not sectarian, he pleaded nobody’s mission, he stated nobody’s cause. He has written with a view to be a mirror of things as they are; and shows the office of the true poet and literary man, which is to re-create the soul of man as God has created it, and human society as man has made.” (Dawson, Cockbill, 1878)

Bloom sees Shakespeare as “our psychologist,” and not Freud, and sees the modern concept of personality as a Shakespearean invention (Bloom, 1998). This article provides evidence that it is Adler’s individual and subjective psychology with its emphasis on taking an interest in the interests of others, and cultivating a feeling of community that resonates with Shakespeare’s characters and the bard’s depiction of human nature as it is with all its human foibles. Adlerian therapists work to clarify these foibles by making a personal assessment of each individual client’s “style of life” along with their fictive goals. Early on in his career Adler believed that human movement was not determined by the factual data, but rather by the way in which the individual cognitively interpreted it. Understandably,

the brotherhood of humankind has been described by Jahn as Adler's primary overriding belief (Adler, 1979, p. 274). On the matter of brotherhood and community feeling, there is surely no better appeal to situational brotherhood while instilling courage to realize it than in Shakespeare's Henry V.

What's The Story: Recap of Last Meeting, First Anniversary, Upcoming Events, and More!

What's the Story?: Life Style Narratives Study Group (affiliate of the North American Society of Adlerian Psychology [NASAP])

Thank you, all, who came to our **What's the Story?: Life Style Narratives Study Group** meeting, held Sunday, January 26, 2020. (Sorry I'm a little late with this note.)

Before you scroll down for recaps of our January 26 Meeting and/or First Anniversary and (last page) news about an upcoming Chicago "summit" on Adlerian Psychology, please note that "What's the Story" will be the focus of a ...
... TapTalk on Thursday, March 26, 2020 8 – 9 p.m. Central.

What's a TapTalk? It's a NASAP sponsored webinar. So, watch this space for more information regarding how you can "zoom in" with your phone and/or computer and/or tablet and/or wristwatch or other electronic device, and participate! A Continuing Education credit will be available (\$5 for NASAP members and \$10 for non-members). Video Conferencing, yay!

Now, what's "**What's the Story**"?

"What's the Story: Life Style Narratives Study Group" is ...
... a book club with a twist in which we consider a person's Life Style or life narrative (mostly that person's Family Constellation and Early Recollections "material") as if it were a literary text:

The Family Constellation – or descriptions of self and other family members – provides a kind of background or "Cast of Characters"; the Early Recollections, or one's important "guiding" memories, form, when "strung together," a narrative or quasi short story, which we interpret as a group utilizing educational and literary methods, such as those endorsed by The Great Books Foundation that promote better comprehension of a text. Socratic-type questions

to get us started are based on Adlerian concepts, such as movement [e.g., a “character’s” behavior within an individual recollection and across the whole of them]; the main character’s purposes and goals and social influences; and how the characters use their “talents” to resolve or attempt to resolve their challenges. Interpretations, opinions, impressions, ideas, and responses – and we have a lot of ’em! – must be supported by evidence in the “text.” Whatever your original perceptions or interpretations of the “reading” will shift and expand by the end of a meeting! Come! It’s fun!

**

Summary of January 26, 2020 meeting

Our January 2020 meeting featured two “readings”! Yes, two Life Style narratives! But, of a couple (“Linda” and “Bill”): what “fits” between them, what doesn’t? Why are they together? What fun!

Both individuals were the same age, grew up in the same neighborhood, and attended the same high school. (What may that portend?) Outwardly, their families could have been described as “traditional.” Ethnically, both families traced their roots to Bavaria.

Are you guessing this couple grew up in Wisconsin?

But as we emphasize: guesses and opinions must be supported by evidence in the text!

The family influences or atmospheres – reflected in descriptions of parents and siblings – showed that whereas feeling insecure, regarding abilities, was a “value” of Linda’s family, Bill’s family appeared more stable and solution focused.

Perceived birth order, of course, played a significant “role” in the choices each made. Though she had an older sister who had died at birth, Linda noted that, as she got older, she, as an “oldest,” tried to be more in charge (how does that work out?!). Bill, in turn, was a middle child who felt out of sorts from his siblings and depended on his own devices or creativity to entertain himself.

Regarding recollections, Linda’s were very visual and descriptive. She was particularly observant to the world around her, even describing temperatures and smells (how often do people report smells in their ERs?! This certainly jump-started our search for patterns!). The different temperatures and smells correlated or were associated with her perceptions of the different gender roles or, at least, those of mothers and fathers. Whatever got in the way of an idealized, more “pristine” world saw her, in her last recollection, being

trapped (by a “choice” of sorts) but then rescued, and welcomed ...

Bill’s recollections were more or less “snapshots” of how he wanted family life to be (Disney!, Christmas gifts!); they alternated between showing a family that had fun together to what might have been more the case, his having to entertain himself or depend on his own devises.

How did these two Life Styles mesh? Well, you should have been at the meeting!

First Anniversary

We’ve been together for a whole year! Our inaugural meeting (**February 2019**) coincided with what would have been Alfred Adler’s 149 th birthday (good ideas don’t die!). So, whose “story” did we choose to read and interpret for our first meeting? Alfred Adler’s, naturally! The “reading” consisted of two sets of his Early Recollections (ERs): from 1912 (!) and those from a 1939 biography that was published two years after his death. Did his ERs, or the themes reflected in the two sets, change? The concepts that form the basis of his theory are very much in evidence, or manifested, in both sets; however, his ERs are so story tale-like, so fable-like and visual (mini-movie-like!) that they demonstrate his concepts, giving us easily understood examples of them. Have you ever had difficulty explaining “overcompensation” or “inferiority-superiority” or “trust only movement”? Go back to the source! One of his ERs, which on initial reading seemed so different from the others, even “fit into” his basic behavioral and cognitive patterns – but only after careful consideration from the group utilizing methods normally applied to interpreting fiction. Ah, the power of a group! (Decades ago, the author of a published piece on Adler’s recollections, practically ignored this ER, opining simply that Adler liked music! Say, what?)

Though we had planned to meet every few months, interest in how to conduct a Life Style prompted us to hold a meeting one month later, in **March, 2019**, in which we conducted – yes! – a “live” Life Style. Showing participants that collecting and interpreting such material need not be feared, we then re read the material of our “live author” and interpreted it – right there at the meeting! Wow! Talk about the “here and now”!

In **May, 2019**, we read the Family Constellation and Early Recollections of the mysterious Ms S, a published author. Her material was so dense and detailed, each recollection could hav stood on its own as a short story! Would anyone have believed – or summarized on his/her/their own – that, when all is said and done, the rebellious Ms S yearned to live the “normal” life of an “Archie’s” comic strip character?

Wild! (The names of the characters in her narrative were eerily similar to those from the classic comic book!) And to think that some “readers” were so convinced that Ms S had been sexually abused, therefore traumatized, that they immediately labeled her without really reading further regarding how she responded to others.

At the **end of May**, we presented at the NASAP conference in Tucson, Arizona. Our reading was, as it had been for our inaugural meeting, Adler’s recollections. Though interpretations were similar, both groups chose to focus or give weight to different “plot points” (the NASAP conference group focused more on the treatment of female characters in Adler’s ERs). To those who attended both meetings, this expanded or rather, led to a different or deeper understanding of Adler, the man.

Reading – interpreting! – Adler in different locales, with different readers, really emphasized the richness of ERs: how important it is to consider others’ points of views to enrich our own. How easy it is to “hear” only our opinion! (How often have participants said – even about Adler’s ERs, which were attributed to “anonymous” – “I have a client like this!” or “I know this case” and, then, when asked to give evidence supporting their “claims,” not be able to support their opinions with evidence from the text!)

In July, we hosted a 96 year old Holocaust survivor who spoke of his war related experiences – for over two hours! That **September**, we focused on his Life Style or, rather, Life Styles as we read three sets of his ERs that had been collected over a twenty year period. Similar to how we had “read” Adler: had his recollections or themes changed? Not only did many of the same recollections or situations repeat and repeat and repeat, his themes were fairly consistent, reflecting the stability of personality. (If anything, he had become more “mellow.”)

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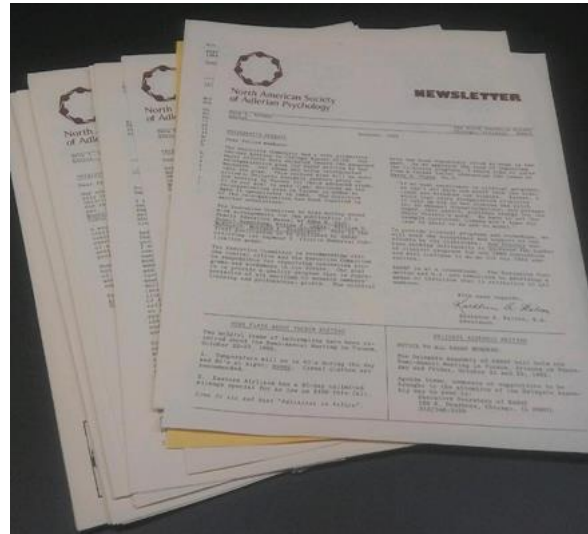
LOOK TO THIS SPACE FOR NEWS OF “WHAT’S THE STORY?: LIFE STORY NARRATIVES STUDY GROUP.”

REMEMBER: TapTalk on Thursday, March 26, 2020 8 – 9 p.m. Central.

Brush up on Adler! Adler University is hosting their Third Annual Adlerian Summit on March 20th, 2020. Online Participation is available. For information click

on <http://www.adler.stg.3whst.com/page/community-engagement/center-for-adlerian-practice-and-scholarship/caps-summit>

FOR A NEWSLETTER ABOUT NEWSLETTER



A window into NASAP History NASAP Newsletters 1981- 1982

Completed by Ken Vick, an
intern with the Center for
Adlerian Practice
and Scholarship, Adler
University, Chicago, IL.

January 1981

President's message – Response to Diane Archer in December's "Letters to the Editor" in which she asks the Society to address itself to the needs of both teachers and parents. An invitation to join the new section for parents and teachers of school aged children. Announced that a copy of "Maintaining Sanity in the Classroom" by Rudolf Dreikurs in an attempt to address critical issues to parents and teachers was sent to The National Center on Child Abuse and Neglect and to a psychiatrist with the National Institute of Education for Children, Washington, D.C.

3rd Annual NASAP Region 3 Conference in Orlando, Florida (Feb. 19-22, 1981) – Flyer

Planning for the 80s has begun! A Delegate Assembly meeting in November 1980 met in an attempt to chart a constructive and energetic course for NASAP as we enter the 1980s. Six major areas of concern were noted and in rank order questions were asked about the goals and future of NASAP.

February/March 1981

President's Message – Election ballots sent out. NASAP member Lynn Lott on the "Today" show. Preparations for the 29 th Annual Convention in Cleveland, OH are underway. Adlerian authors honored at a Luncheon.

April 1981

President's Message – Preventing Mental illness a contemporary topic and Adlerians have 50 years of experience in designing effective preventative programs. Dr. Maxwell Jones introduced the concept of the Therapeutic Community, which serves two primary functions: to reduce the social distance and status structure usually found in hospital settings and to promote pertinent social support and equality. Dr. Jones asserts that in order to prevent mental illness all intervention programs need to teach concepts of democracy and equality. Educators can play a critical role in doing this.

The film “Adlerian Family Counseling” was discussed and contact information on where to get a copy presented. Don Dinkmeyer and Gary McKay have developed the STET (Systematic Training for Effective Teaching).

June 1981

President's Message – The Annual Convention of NASAP in Cleveland, OH is rapidly coming up. The Delegate Assembly at Cleveland will discuss possible projects for an endowment from the Clonick Estate through Sydney Roth.

July/August 1981

The Cleveland Convention was a success! Ad hoc committee for the 80s was formed under the new chair John Symynkywicz. NASAP taking steps to broaden sources of funding.

September 1981

Proposals for Clonick Estate Funding received and include: 1. A documentary film on the life of Rudolf Dreikurs, 2. A proposal for Active Parent Training which is a series of six 35 min video tapes, 3. A book on Adlerian Family Education by Edna Nash, Robert Armstrong, Weltha Logan, William McKelvie, and Manford Sonstegard. 4. Designing, developing, and implementing a network of Family Education Centers throughout Canada and the United States by John Symynkywicz, 5. Producing Educational films by Don Sorenson of Educational Media Corporation. These proposals will be presented to Sydney Roth. Herald Mosak presented about plans for the establishment of a Peace Academy in the United States. The academy would teach conflict resolution based upon an idea by Dr. Dreikurs, which he has advocated for implementing for years. NASAO will co-sponsor in 1982 a conference in Mexico designed for physicians and clinical psychologists. It will be in Puerto Vallarta from Jan. 23-30.

Please aid in the publicizing this event.

October 1981

The 14 th annual Rudolf Dreikurs Summer Institute at St Michael's College in Winooski, Vermont was a unique Adlerian educational experience. There were 2 weeks of classes and workshops offered. 14 countries were represented. The programs were given in two languages, English and German. This is a yearly opportunity to broaden your Adlerian experience. Next year's institute will be held in the mountains of Austria. The New York Times published an article on "The diary of Vaslav Nijinsky" a famous dancer driven from the stage by madness in 1917 at the peak of his fame. The preface by Heinz Ansbacher was presented and is important in that it is a concise presentation of Adler's theory of Schizophrenia. The Semi Annual meeting in Ottawa is rapidly approaching.

November 1981

The executive committee of NASAP recently met in Chicago to decide on projects for the Clonick Estate funding. We are awaiting the final decision.

December 1981

The Semi-Annual meeting in Ottawa went well with approx. 450 people in attendance.

January 1982

Announcing "Adlerians in Action" in Tucson, Arizona from 10/22 24, 1982.

February/March 1982

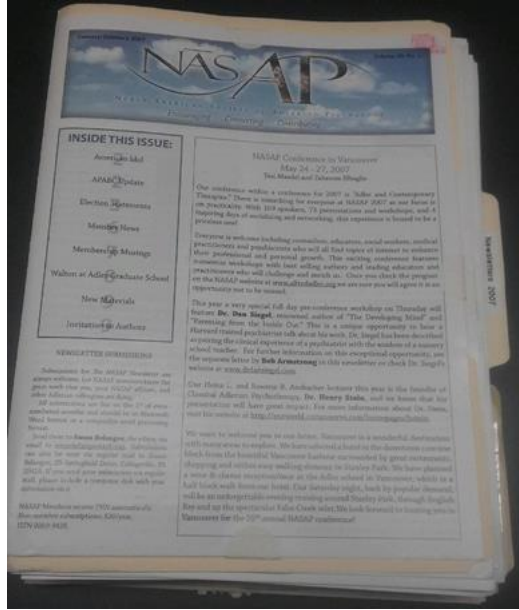
In 1982 the 15 th International Congress of Individual Psychology will be held in Vienna, Austria on 8/2-8/6. A new project to catalog services and materials offered by NASAP. Neva Hefner will collaborate in compiling this list for the newsletter.

April 1982

The 30 th Annual Convention of NASAP in Santa Rosa announced. NASAP will be broadening its base of funding with the aid of Sydney Roth.

May 1982

Changes in dues structure announced. Marion Balla is making plans for a fundraising effort later this year due to a drop in sustaining memberships.



Jess Minckley



Jess Minckley is a graduate student in Counseling & Art Therapy at Antioch University Seattle. Jess holds an MFA from Otis College of Art and Design, Los Angeles, CA.

I've been enrolled at three graduate programs for Counseling Psychology/Art Therapy in the last year and a half.

(Reserve your judgment until the end of the story.)

I wish it had not been so difficult to find a place to belong.

Before pursuing my second master's degree, (you read that right,) I was a college teacher, holding a master's in Fine Art.

As a professor, I really felt that I lacked the ability to help the students who had survived the most adversity within the ethical bounds of my teaching role.

As I became a more mature person, I also became more altruistic. As I recovered in therapy, I was admittedly compelled to spread the good news.

I learned much more about Higher Education from adverse experiences I've had in this discipline [than I ever wanted to know]. More than my first master's and teaching combined. I'm also, perhaps obviously, learning a lot about myself. (In addition to learning how to be a counselor, which is a true thrill and a huge privilege, student loans be damned!)

The good news is Counselor/Art Therapist-Education through a Multicultural lens has now become something I am passionate about researching and writing about.

I have found Diversity & Inclusion initiatives wanting at each school. One recursive question haunts me: If institutions promote "social justice" as a way of being in the world but don't practice it/discourage students from advocating for themselves/institutional change from within, isn't it merely branding to fill seats? Because it's certainly not fueled by *social interest*.

I've gained social justice advocacy skills by being pulverized by discrimination and the punitive aggression of administrators. Here's a piece of my *private logic* on the matter: **Courage is born of necessity.**

Fear is a prerequisite to courage, and it doesn't go away once we do whatever we were afraid of doing.

This always reminds me of a beautiful, evocative quote by the artist, Georgia O'Keeffe:

I've been absolutely terrified every moment of my life - and I've never let it keep me from doing a single thing I wanted to do.

I fell in love with Individual Psychology at the first institution I attended. It seemed like *common sense*. Full disclosure: I joined NASAP on a whim, for a line on my resume.

I had a wonderful professor at that school, who taught both Individual Psychology & Adlerian Parenting through a mindful, embodied lens. The other facilitated *Cows Can Be Purple* by Sadie (Tee) Dreikurs, and she met me for coffee on her own time to comfort and mentor me. I made sure I met Dr. Marina Bluvshstein, who let me do some illustrations for one of her books in the series *Found In Translation*. And I attended a workshop for practitioners, led by Dr. Rocky Garrison, where I felt my voice was supported and celebrated. Their encouragement was an oasis in a desert filled with mirages-dreams that I had that were dissolving before me.

I made the gut-wrenching decision to leave. I was suffering in silence. I had special needs as a disabled student, but instead of being seen, I was intentionally disappeared.

It's a tricky position to be in- wanting to tell my story, but not naming my oppressors. We will be part of the same profession someday.

Inferiority feelings drove me. Any *belongingness* I could find was an electrifying, yet ephemeral blip.

In retrospect, I can see that walking away is still *movement*, even if it isn't linear. Life wasn't looking the way I'd imagined it would and that felt awful.

Biased apperception guided me to make lemonade with all these lemons that had just rained down on me.

I got *creative* and found another institution. I had to act "as if" there were a satisfactory alternative.

As if all my effort hadn't been in vain. As if I was just as worthy of being a counselor as anyone else even though the people in power didn't agree.

Once I settled into a second program, I was honored to get an email from an Adlerian looking to make a referral in my area. She had found me on the NASAP website.

I told her I wasn't yet practicing, but it was comforting to know I was part of a small clan.

I later drove forty miles to a nearby city for a NASAP workshop led by Dr. Susan Belangee.

I came to realize that the woman who had emailed me was one and the same! NASAP's President had emailed *me!*

After the workshop, I kept in touch with Dr. Belangee, and I decided to attend my first NASAP conference in Tucson, Arizona last year.

Admittedly, it was my first conference on anything. Ever. I was so nervous.

Susan's greeted me with a warm embrace as I walked through the hotel doors. Her unique kindness brings tears to my eyes **every** time I think about it.

A question tumbles around in my brain like rocks being made into spheres: "Why is she so nice to me?"

So, one day I just asked her. She told me *I* am the future of NASAP and that it was her responsibility to be my steward into that future.

I was struck. How am I having two such dramatically contrasting experiences in this field?

The answer is- because these people, who practice what they preach- they're Adlerians.

The second school was a similar tune. I got better at not looking over

my shoulder as I walked away.

As I trudge on in fulfilling my work *life task*, I am heartened knowing there's a little place out there for me.

Some people in our clan are silently cheering me on. I am feeling all the social feelings.

It's been a long, strange trip.

I will be presenting a poster on psychedelic-assisted therapies & fulfilling the spiritual Life Task in Atlanta, please come say hello!

Thank you for supporting me as I grow, and learn, and fall on my face. I support you too. Keep doing that good Adlerian work. And see you in Atlanta!

Jess Minckley



Jess Minckley
The Journey to See Through
Other Eyes, 2020
Digital painting

AFFILIATE LINKS

Adler Academy of MN

www.adleracademy.org

Adler Graduate School

<http://alfredadler.edu>

Center for Adlerian Practice and Scholarship (CAPS), Adler University, Chicago/Vancouver/Global

<https://www.adler.edu>

mbluvshstein@adler.edu

Idaho Society of Individual Psychology

<https://www.adleridaho.org>

Mid Atlantic Adlerian Psychology Society (MAPS)

<https://www.mapsadler.org>

Parent Encouragement Program

www.PEPparent.org

Penn-Del Affiliate

innarosenfeld@gmail.com

Positive Discipline Association

<https://www.positivediscipline.org>

Puget Sound Adlerian Society

<https://www.pasadler.org>.

We need an updated list of affiliates and links for our newsletter.

Please send your affiliate links to NASAPnews@gmail.com