The Advanced School of Alcohol and Drug Studies

June 2 - 7, 1991

The Center of Alcohol Studies
About the Center of Alcohol Studies

The Center of Alcohol Studies is known nationally and internationally as a leader in alcohol research, education and training, and publication and documentation of the alcohol literature. The Center evolved in the late 1930s and 1940s at the Yale University Laboratory of Applied Physiology and Biodynamics, directed by Howard W. Haggard. Haggard's interest in the effects of alcohol on the body had broadened into a wide perspective of alcohol problems and he brought to Yale a number of scientists with similar interests, among them E.M. Jellinek, who became head of the new Section on Alcohol Studies. The Quarterly Journal of Studies on Alcohol was also founded by Haggard in 1940.

The Center has been in the forefront of the movement to recognize alcoholism as a major public health problem since its beginnings. The Yale Plan Clinics, the first outpatient facilities for the treatment of alcoholism, began in 1944. The demands for information by the public led to the formation of the Summer School of Studies on Alcohol in 1943. Center faculty have served as experts on the Mooreland Commission, the Cooperative Commission on the Study of Alcoholism, National Council on Alcoholism Blue Ribbon Panels, and helped to develop the federal legislation which created the National Alcohol Research Centers.

In 1962 the Center of Alcohol Studies moved to Rutgers University. It is located on Busch Campus, in its own building, Smithers Hall. Smithers Hall provides offices, conference space, a research library containing one of the largest collections of literature relevant to the alcohol field, and laboratories for biological and psychological research. The faculty and professional staff include persons trained in biochemistry, economics, physiology, psychology, psychiatry, sociology, political science, public health, education, statistics, and information science.
The Education and Training Division

For over four decades the Center of Alcohol Studies has provided the leadership in the education and training of professionals and policy makers. The keystone of the summer programs is the Summer School of Alcohol Studies, an intensive two-week program of classes, general lectures and special interest seminars. The 49th annual session of this internationally famous school will be held in 1991. Companion summer programs are:

The Advanced School of Alcohol and Drug Studies, an annual one-week program, will be held in June, 1991. This school offers advanced-level, specialized courses to professionals.

The New Jersey Summer School of Alcohol and Drug Studies, an annual one-week program in July, is cosponsored by the New Jersey Department of Alcoholism and Drug Abuse. NJSSADS offers basic knowledge and training courses, as well as advanced courses, for lay persons and professionals whose work brings them into contact with alcohol and drug problems.

Complementing the summer programs is the Continuing Education Seminars in Alcohol and Drug Studies, a series of one-day workshops for professionals held during the fall, winter and spring months.

All programs receive Continuing Education Units from Rutgers University and are eligible for contact hours toward alcoholism and drug addiction counselor certification/recertification in most states.

For information and catalogs contact the Division offices.

About the School

The Advanced School of Alcohol and Drug Studies evolved from the Alumni Institutes of the Summer School of Alcohol Studies. The school offers advanced level courses to professionals in the alcohol and drug studies' fields. The Advanced School is a part of the Education and Training Division of the Center of Alcohol Studies and is directed by Gail Gleason Milgram, Ed.D.

The emphasis in the Advanced School's curriculum is upon specialized courses, instructed by highly competent and experienced faculty. The school also features a strong program of general lectures and special interest seminars to support and supplement the course work. In addition, students have access to the outstanding resources of the Center of Alcohol Studies' Library, located in Smithers Hall.

Courses

Students are expected to register for two courses. The courses should be in the student's special areas of interest and qualification. Each course will meet formally for two hours per day for a total of ten hours.

8:00-10:00 a.m. (#1 - #18)

1 The Neurochemical Basis of Addiction: Update, Literature Support, and Weaknesses
Instructor: Carlton K. Erickson, Ph.D.

This course will provide a current review of the neurochemical pathology underlying addiction, studies which support and refute the pathology, and adequate opportunity to discuss how well the scientific literature supports the biomedical hypotheses of addiction.

2 The Sociology of a Social Problem: Alcohol Abuse in American Society
Instructor: Gerald Globetti, Ph.D.

This course will examine alcohol abuse as deviant behavior, and as a social problem, with special emphasis on sociocultural theories, correlates of addictive behavior, and societal response, and consequences of control and intervention. The nature of social problems—definitions, perspectives, analyses—will be reviewed. The dimensions of alcohol abuse as a social problem will be explored covering the incidence of alcohol abuse, the correlates of addiction, addiction as deviant behavior, and sociological theories of addiction as deviant behavior. Finally, the course will analyze how society has attempted to manage the problem of alcohol abuse, including models of prevention, intervention and treatment, and the models' assumptions, characteristics and consequences.

3A The Cocaine/Alcoholism Connection (Section A)
Instructor: Gerald D. Shulman, MA, F.A.C.A.T.A.

Material will be presented about cocaine in all of its forms including crack; the history of its use; different routes of administration; current incidence and prevalence data; its short- and long-term effects, and the problems that result from its use in general, and as related to its route of administration.

Differences between cocaine and alcohol, between cocaine users and alcohol users, and between cocaine dependence and alcoholism will be discussed as will the treatment implications that arise from those differences. Included in these differences will be those related to speed of progression, denial and identification, issues of powerlessness, family dynamics, self-image, interactions with treatment staff, compulsiveness, use of other drugs, earliest appearing problems, ACOA issues, drug hunger, “specialness,” relapse, and utilization of twelve-step groups.

Information will be provided about diagnosis, detoxification, determination of appropriate level of care, use of amino acids and antidepressive drugs, aftercare, and design of relapse prevention strategies specific to cocaine addiction. Special attention will be paid to those character-
6 The Group Process As a Therapeutic Tool for the Professional Working with the Chemically Dependent
Instructor: Thomas C. Desmond, Ed.D., C.A.C., C.E.A.P.

This course is designed as a didactic and experiential process, which utilizes Gestalt techniques and the Twelve Steps of Alcoholics Anonymous in a group process. It will help the participants to identify their own belief systems, how these beliefs impact their personal lives and influence their professional counseling. It will help them explore how they create obstacles to change and how to effect change itself.

7 Integrating Psychodynamics in Counseling Clients with Alcohol and Other Drug Problems
Instructor: Eileen Isaacson, M.S.W., Ed.D., C.A.C.

This course will develop a framework for integrating psychodynamics in counseling the individual and family characterized by alcohol and other drug problems. Topics will include: (1) Compatibility of the psychodynamic and biopsychosocial models of addiction; (2) Assessment of developmental issues, defense mechanisms, and transference and countertransference as related to addiction; and (3) Intervention in promoting recovery using psychodynamics. The course will include lectures and small group discussions. Participants are encouraged to bring case material for small group work.

8 The Milan Systemic Model of Family Therapy and the Treatment of Alcoholism
Instructor: Josephine Mazzoli, Ed.D.

When family systems theory is being discussed, a question often asked is, "How useful is the Milan Model of Family Therapy in treating families with alcoholism?" This course is designed to assist participants in developing their own answers to this question.

We will begin the course by discussing the three major tenets of the Milan Model: hypothesizing, circularity, and neutrality. Next, we will examine clinical applications of those principles to the treatment of families when alcoholism is present. In this process, we will consider such issues as denial, inverted hierarchies, and control.

Through the use of video tapes, case studies, role plays, and discussion, participants will gain a theoretical understanding of the Milan Model. In addition, they will learn how to conduct a Milan-style interview including the use of circular questions.

9 Intervention Skills for the Helping Professional
Instructor: John O'Neill, C.A.D.A.C.

This course is designed to improve the intervention skills of health professionals, school counselors, and others in a position to intervene with chemically dependent and co-dependent clients. Crisis-based, one-on-one, and group interventions will be reviewed, and techniques presented will include dealing with objections, avoiding antagonistic responses and creating "win-win" dynamics. Skills will be demonstrated and practiced with psychodrama, role play and other participation exercises.

10 Treatment of Intimacy Dysfunctions in Recovery
Instructor: Bruce Garruth, Ph.D., C.S.A.C.

This course will explore the dynamics and treatment of intimacy dysfunction in families recovering from chemical dependency illnesses, will examine five specific characterological patterns that limit opportunities for emotional contact, and will identify and practice skills in addressing intimacy blocks with clients in early, middle and ongoing stages of recovery.

The skills presented in the course are drawn from a variety of theoretical sources, including the cognitive therapies, Gestalt Therapy, Ericksonian Hypnosis and Psychosynthesis. Emphasis in the course is on learning to apply these techniques in the context of the participants' own conceptual framework for counseling and in a way that meets the needs of the specific groups of clients with whom we work.

11 The Treatment of Shame: Advanced Material
Instructor: Ronald T. Potter-Efron, Ph.D.

Shame has become an important and popular issue in the field of alcoholism and drug treatment. Many books and articles have been published recently on this theme. The nature of shame has been well described but not necessarily understood.

This course will discuss two important theoretical models that attempt to explain the shame experience: the self psychology approach of Heinz Kohut, and Sylvan Tomkins' affect theory (as presented by Gershon Kaufman). Additionally, we will consider several approaches to treatment of the alcoholic or member of an alcoholic family who is deeply shamed. These will include cognitive therapy, hypnotherapy, and experiential/creative techniques.
12 Theory and Technique to Challenge Resistance

Instructor: Michael J. Taleff, Ph.D., C.A.C.

This course is considered a challenge to the chronic problem of resistance in chemical dependency, not an assault on it as some traditional views would have it. The first phase of the course will cover the various theories of resistance, including a section on family resistance. The middle phase of the course will be spent on techniques and interventions to best treat resistance. The final section of the course will be spent on dealing with counselor and program resistance; that is, addressing resistance in treatment that often grows out of the frustration and baffled thinking of the professional.

13 Creative Therapy in Recovery Counseling

Instructor: Patricia S. Potter-Elfron, M.S., C.A.D.C. III

This workshop focuses on creative counseling techniques for work with recovering individuals, family members, and adolescent and adult children of substance abusers. Techniques discussed are designed for individual, family and group use in an everyday setting. They include work with nature-based metaphor, use of therapeutic objects, drawing, practical claywork, simple storytelling, and imaginative play and exploration. Each technique is carefully described with variations; consideration to when and how it is helpful in recovery counseling, when it is or is not appropriate, and special uses with clients who are resistant. These methods stimulate an awareness and understanding of self which can become a pleasurable part of a client’s coping in daily life.

14 Relapse: Prevention, Intervention and Treatment

Instructor: Don L. Mayer, L.I.C.S.W., C.R.P.S.

This course will present the major schools of thought that are defining the disease, recovery and relapse phenomena. Special emphasis will be placed on the biopsychosocial model of Terence T. Gorski. Participants will learn to assess sobriety-based symptoms of chemical dependency, define early relapse warning signs, and practice intervention and prevention skills. The course will also address treatment of the affected family system, and ways of viewing the chemically dependent person in the context of his or her family system.

15 Adult Children of Alcoholics

Instructor: Madeline Carren, M.S.W.

Note: Students taking this course may not register for "23, Children of Alcoholics.

The effects of parental alcoholism last long after the "child" has grown up and moved out of the family. This course will address the common and unique characteristics of adult children, the interpersonal and psychological difficulties they confront and the role that childhood neglect and abuse play in creating co-dependency.

There will be an emphasis on clinical considerations in working with ACOA’s, including transference and counter-transference issues, resistance, denial, etc.

16 Core Issues in Recovery from Co-dependence and the Adult Child Syndrome

Instructor: Charles L. Whitfield, M.D.

This course will describe the recognition and management of several of the major core recovery issues for co-depenscents and adult children.

An issue is any conflict, concern or potential problem, whether conscious or unconscious, that is incomplete or that needs action or change. A core issue is one that comes up repeatedly for many of us. There are at least 15 core issues including, for example: fear of abandonment, control, all-or-none thinking and behaving, difficulty trusting, dependence, and high tolerance for inappropriate behavior.

We will also describe the interaction among the various core issues and explore healthy ways to heal each of them.

17 Community Prevention Approaches: Research Update

Instructor: Fred Streit, Ed.D.

Substance abuse has been linked to the spread of AIDS, crime and violence, destruction of the family and mental illness. Thus, the ability to prevent substance abuse is related to the ability to prevent these concomitant problems. This course will present research based on demonstration projects covering: AIDS prevention among intravenous drug users; prevention of murder and other violent crimes and relationship to substance abuse; family destruction and cocaine use; and the evaluation of prevention programs in a community.

18 Advanced Executive Management


This course enables the executive to analyze, understand and compete in a rapidly changing competitive drug and alcohol treatment environment. Focus on the internal environment emphasizes selecting the right people, team building, motivation, and building a positive corporate environment. These internal skills are combined with advanced financial analysis and planning to position an organization for the future. Focus on the external environment will enable the executive to gather and analyze data in the community, make decisions regarding programs and implement programs on a timely basis. Methods include case studies, lectures, group discussions and assigned readings.
The Advanced School

Courses 10:15 a.m. -12:15 p.m. (#3A-#34)

3B The Cocaine/Alcoholism Connection (Section B)
Instructor: Gerald D. Shuman, M.A., F.A.C.A.T.A.

The course description is listed at 3A, 8:00 a.m. (p. 3).

19 Behavioral Pharmacology
Instructor: George C. Wagner, Ph.D.

An overview of psychoactive drugs, drug classification, neurochemical action and analysis through behavioral techniques. Drug self-administration paradigms will also be discussed with an emphasis on bridging the gap between laboratory research and human addiction.

20 Some Significant Contributions to Human Welfare Made by the Alcohol and Drug Studies Field
Instructor: Daniel J. Anderson, Ph.D.

The recent trend in public policy to re-criminalize and re-stigmatize alcoholics and other drug dependent persons as well as to restrict their access to treatment tends to obscure many of the contributions the alcohol and drug field has made to the public welfare.

The focus of this discussion will include but not be limited to the impact the field has had on our understanding of: inter-disciplinary studies, the addictions, treatment and treatment, self-help and mutual help, chronic illness, spirituality, public and special education, public policy, and the search for community.

21 The "Causes" of Alcoholism
Instructor: Helene R. White, Ph.D.

This course will provide an overview of biochemical, psychological, and sociological theories of alcoholism. Covering the latest research findings, genetic and environmental explanations for the family transmission of alcoholism will also be examined. The implications of these theories for treatment and prevention will be discussed. The format includes didactic presentations and class discussion.

22 Advanced Case Management for Hispanic Clients
Instructor: John Fuentes, J.D.

The focus of this course will be on the sociocultural and economic factors important in providing therapy to the Hispanic client. The significance of assimilation and the development of an assimilation curve to make an appropriate intervention will be discussed in detail. Other factors such as how to take advantage of social, familial, religious and personal cultural roles of Hispanics during treatment will be reviewed and examined.

23 Children of Alcoholics
Instructor: Madeline Curen, M.S.W.

Note: Students taking this course may not register for #15, Adult Children of Alcoholics.

This course, using Erikson's developmental stage theory, will focus on the impact of parental alcoholism on the infant, child and adolescent. It will identify the personality characteristics of COAs, the roles they play in the family, and the strategies they develop in their struggle to cope with the damaged parent-child relationship. The role of the child therapist, as a clinician and as an advocate, and the special needs of the child in the treatment setting will be explored. Lecture, guided imagery and art work will be used.

24 Counseling the Chemically Dependent in Employee Assistance Programs
Instructor: Thomas C. Desmond, Ed.D., C.A.C., C.E.A.P.

For professionals working in or with employee assistance programs, this course will review the nature and dynamics of alcoholism and drug addiction and the processes of intervention, diagnosis, referral, counseling and follow-up. It will explore the paradigm of the addict's belief system and Alcoholics and Narcotics Anonymous as both community resources and recovery processes. It will also discuss the integration of other therapies into the recovery process.

25 Enhancing Family Therapy Skills
Instructor: Nellie Villegas-Schobtich, M.S.W.

This course is designed for practitioners already treating families. It will pay close attention to methods of gathering relevant information, creating a systemic hypothesis, genograms, framing and choice and strategies for intervention. Format will include didactic interventions, videotaped demonstrations, case simulations and assigned reading.

26 Alone and Together: Treating Recovering Couples and Families
Instructors: Ronald T. Potter-Efron, Ph.D.; Patricia S. Potter-Efron, M.S., C.A.D.C. III

Alcoholism and other addictions place great strain on family relationships. But so does the process of recovery. Partnerships which have held together for years of addiction can promptly disintegrate when one or both members achieve abstinence. Couples and families struggle with the rearrangement of relationships, changes in power and balance in the system, and the feelings of shame and guilt that appear when denial first disappears. Emotional and physical intimacy are particularly difficult concerns for recovering couples.

We will present models and techniques to guide couples and families in early and later recovery. One central theme will be helping individuals in "recovering" relationships learn to strike a healthy balance between their needs for privacy and autonomy (alone) vs their need for companionship and intimacy (together).

27 Healing the Wounds of Addiction: Treating Characterological Patterns of Adults in Recovery from Chemical Dependency Illnesses
Instructor: Bruce Carruth, Ph.D., C.S.A.C.

Long-term growth in recovery from chemical dependency illnesses often means confronting characterological patterns that were developed in childhood and exacerbated by addiction. In this course, we will examine five such patterns: feeling repression, loneliness and invisibility; boundary confusion, needlessness and impulsivity, and obstinacy and stubbornness.

We will explore how each pattern develops and manifests itself, the dilemmas each presents in living and in therapy, specific treatment strategies and how struggles with the therapist will emerge. This course will also examine how each of these patterns emerges in couples, family, and group therapy, and how each of these treatment modalities can be part of the healing process.

The skills presented in the workshop are drawn from a variety of theoretical sources, including the cognitive thera-
pies, Gestalt, Ericksonian Hypnosis and Psychosynthesis. Emphasis will be on integrating these techniques into the context of the participant's own conceptual framework, and in a way that meets the needs of the specific groups of clients with whom we work.

28 Teaching Clients How to Change
Instructor: Dana Finnegan, Ph.D., C.A.C.

This course will provide helping professionals with a systematic way of teaching clients how to change their patterns of thinking, feeling and behaving — according to what clients wish to achieve for themselves. It will deal with such topics as the nature of change, client (and counselor) resistances and ways to manage them, a systematic process of change, clear and distorted patterns of interpersonal interaction and communication, and techniques of change. Didactic instruction, experiential exercises and discussion will be utilized as education methods. Participants will engage in direct experiences of their own change and will have the opportunity to practice change techniques.

29 Spirituality and Transpersonal Psychology as a Treatment Aid During Recovery
Instructors: Charles L. Whitfield, M.D.; Raymond P. Dreitlein, M.A., C.A.C.

Among both lay and professionals in the recovery field, the term spirituality has remained vague and difficult to understand and to use in a practical way with clients and patients. This course begins to clarify many of these difficulties, and offers possibilities and understandings that will assist helping professionals in their work and in their own lives.

The spirituality described will be an approach that is synthesized from many sources, including self-help groups, ancient and modern religious systems — Western and Eastern, esoteric or mystical traditions — and from humanistic and transpersonal psychology. Experiential exercises such as guided imagery will be used.

While this is especially helpful during recovery from alcoholism, other chemical dependence and co-dependence, it will be helpful for all illnesses. It defines and describes spirituality in recovery and how spirituality in recovery relates to psychology and to organized religion.

30 Self-Awareness Training: Approaches to Relapse Prevention
Instructor: Albert McNamara, C.A.C.

The early symptoms of relapse often go unrecognized or misdiagnosed because of the inability of clients or counselors to bring them to a conscious level. Behavioral indicators are seen as difficulties in adjusting to abstinence instead of symptom re-emergence.

This highly experiential workshop is designed to illustrate techniques for expanding self-awareness, particularly within the framework of relapse precipitators. Participants will engage in structured exercises to develop the skills necessary to assist clients in expanding their awareness of the triggers and manifestations of craving and the onset of the relapse cycle.

31 Food Addiction and the Alcoholism and Drug Abuse Field: Issues for Counselors, Administrators and Health Educators
Instructor: Katie Regan, M.S.W., C.E.A.P.

This course will provide a basic overview of food addiction, the illness of the 1990s. Participants will have the opportunity to incorporate the concepts of eating disorders into their ongoing work in the alcoholism and drug abuse field. Specific issues and current research in food addiction will be explored and reviewed. Opportunities to perform individual and group projects with relevance to the special needs of the participants will be available.

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32 Employee Assistance Programming

An advanced course for persons with some experience in the occupational counseling field. Participants will re-visit core Employee Assistance Program Technology, review current models of service, discuss regulatory issues (e.g., DOT, FAA, DOD), relationships between EAP and wellness programs, EAP and Managed Health Care. The course will also explore new issues in confidentiality and liability and the recent research on the cost effectiveness of EAPs.

33 The Strategic Approach to Marketing Services
Instructor: Ann Crowley

This course has been designed to examine the strategic planning process as it relates to implementing effective and innovative programs for human service organizations.

A working knowledge of the application of strategic planning has become increasingly important for the efficient delivery of quality clinical services. In the changing health care environment, managers as well as clinicians have had to learn the business and marketing aspects of providing clinical services.

The course will examine the techniques of strategic planning for human service organizations. It will cover such topics as the strategic planning process, marketing as it applies to human services, elements of an effective plan, ethics in marketing services, utilization forecasting, the role of advertising and community relations in marketing plans, and the role of marketing in quality assurance.

This course will assist students in applying strategic planning to both the treatment and EAP fields. Students will work in small groups on case studies representative of their own work organization.

34 The Clinician as Manager: Is This Really a Promotion?

This course will provide participants with an opportunity to examine the similarities and differences between their training as clinicians and responsibilities as managers.

Participants will explore how to translate clinical skills to management skills, and how to define supervisory roles and responsibilities. Additionally, methods to assist managers in defining management and administrative tasks to enhance program and staff functioning will be discussed. The course will assist participants in changing their focus from that of the individual client to one of the organization as a whole. Areas receiving attention will be staff recruitment and retention, development and implementation of organizational policies and procedures, responding to the continuing demands of U.R. and managed care companies.

The course is designed for individuals who were trained and worked as clinicians and have been promoted to management positions without formalized training. It will consist of lectures, discussions, problem solving and program development tasks, and role playing situations.
Daily Time Schedule
Monday — Friday
8:00 - 10:00 a.m. Course
10:15 - 12:15 p.m. Course
Lunch
2:00 - 3:15 p.m. General Lecture
3:30 - 5:00 p.m. Special Interest Seminar
Dinner
7:30 - 9:00 p.m. General Lecture
9:00 p.m. Facilities are available for group meetings as students request, for example, the fellowships of AA and Al-Anon.

Please note: Friday classes are scheduled as on Monday–Thursday; certificates will be awarded immediately following class.

Rooms
Students are housed in university dormitories with linen, towels, and maid service provided. Two types of housing accommodations are available: (1) single-occupancy non-air-conditioned rooms, or (2) double-occupancy air-conditioned rooms. However, air-conditioned rooms are limited in number and cannot be guaranteed. University housing is not available for unregistered individuals.

Other Facilities
The lecture auditorium, classrooms, libraries, the main lounge, and the student center are, however, air-conditioned, as is the food service area where meals are served.

Certificates
A certificate of attendance will be awarded to all persons who successfully complete the school. Rutgers has granted 3.5 Continuing Education Units for this event; the 3.5 CEUs are equivalent to 35 hours toward certification/recertification in most states.

June 2–7, 1991

Admissions
Applicants will be expected to meet the following minimum criteria for admission: (1) have professional qualifications such as those of physician, nurse, social worker, certified alcoholism counselor, clergymen, educator, or public health worker; (2) be employed in some alcohol/drug problems area at the time of application; or (3) be an alumnus of the Rutgers Summer School of Alcohol Studies or have attended a similar in-depth educational program. For those who do not qualify under above criteria, admission may be possible on an individual basis, pending review of the application and letters of recommendation submitted to the Admissions Committee.

Application
The application deadline is May 1, 1991; however, early application is advised because enrollment is limited. A non-refundable deposit of $100.00 must accompany the application form. Application is to be made on the official application form which is found on the back inside cover of this brochure. It should be sent to:

Linda Simun, Program Assistant
Advanced School of Alcohol and Drug Studies
Center of Alcohol Studies
Rutgers, The State University of New Jersey
New Brunswick, New Jersey 08903
Telephone: 908/932-4317

Costs and Accommodations
The cost for the Advanced School will be as follows:

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<th>Description</th>
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<tr>
<td>Tuition</td>
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Master Charge and VISA are accepted for school costs. Commuting students may purchase individual meal tickets.
Advanced Summer School of Alcohol and Drug Studies

Administration
Executive Director: Gail Gleason Milgram, Ed.D.
Associate Director: John Brick, Ph.D.
Administrative Assistant: Linda J. Allen
Education Coordinator: Judy Battle, M.A.
Business Administrator: Lucille M. Hynda
Program Assistant: Linda Simon
Librarian: Penny B. Page, M.L.S.

Instructors*
Daniel J. Anderson, Ph.D., President Emeritus, Hazelden, Center City, Minnesota (#20)
Bruce Carruth, Ph.D., C.S.A.C., Private Practice, Arkansas Counseling Associates, Little Rock, Arkansas (#10, *27)
Ann Crowley, Vice President of Marketing and Development, Adcare Hospital of Worcester, Worcester, Massachusetts (#35)
Madeline Curren, M.S.W., Consultant, Private Practice, Brooklyn, New York (#15, *23)
Raymond P. Dreitlein, M.A., C.A.C., Private Practice, Berkeley Heights, New Jersey (#29)
Carlton K. Erickson, Ph.D., Professor and Head, Division of Pharmacology and Toxicology, and Head, Alcohol and Drug Abuse Research Program, College of Pharmacy, University of Texas at Austin, Texas (#1)
Richard Esterly, M.S.W., M.H.S., F.A.C.A.T.A., Chief Executive Officer, The Caron Foundation, Wernersville, Pennsylvania (#18)
Dana Finnegan, Ph.D., C.A.C., Co-Director, Discovery Counseling Center, Millburn, New Jersey/New York, New York; Board Member, National Association of Lesbian and Gay Alcoholism Professionals, New York, New York (#28)
John Fuentes, J.D., Executive Director, Puerto Rican Action Committee of Cumberland and Salem Counties, Pens Grove, New Jersey (#22)
Gerald Globetti, Ph.D., Professor of Sociology and Director, Center for Alcohol and Drug Education, Department of Sociology, University of Alabama, Tuscaloosa, Alabama (#2)
Ceola Loan, President, Brown and Loan Associates, Washington, D.C. (#4)
Josephine Mazzoli, Ed.D., Family Therapist, Carson Mental Health, Carson City, Nevada; Private Practice, Reno, Nevada (#8)

*The number(s) following each listing refers to the course(s) taught.

Leo McLaughlin, M.A.D., F.A.C.A.T.A., Chief Operating Officer, The Caron Foundation, Wernersville, Pennsylvania (#18)
Albert McNamara, C.A.C., Clinical Coordinator, OPTIONS, Asbury Park, New Jersey (#30)
Gail Gleason Milgram, Ed.D., Professor and Director of Education and Training, Center of Alcohol Studies, Rutgers University, New Brunswick, New Jersey
Don Moyer, L.I.C.S.W., CRPS, Moyer Associates Recovery Services, White Bear Lake, Minnesota; Senior Counselor and Developer, Relapse Treatment Program, St. Mary's Chemical Dependency Services, Minneapolis, Minnesota (#14)
Michael J. Moyle, Esq., Corporate Counsel, The Caron Foundation, Wernersville, Pennsylvania (#18)
William J. O'Donell, M.A., C.A.C., C.E.A.P., Manager, Chemical Dependency Programs, Universal Corporation, Los Angeles, California (#32)
John O'Neill, C.A.D.A.C., Executive Director, The Alcoholism and Drug Research Communications Center, Austin, Texas (#9)
Patricia S. Potter-Efron, M.S., C.A.D.C. III, Director, Professional Growth Services, Personal Growth Services, Eau Claire, Wisconsin (#13, *26)
Ronald T. Potter-Efron, Ph.D., Clinical Psychotherapist, Middelton Clinic, Eau Claire, Wisconsin (#11, *26)
Katie Regan, M.S.W., C.E.A.P., Counselor, Substance Abuse Services, Paul Kimball Hospital, Lakewood, New Jersey (#31)
Gerald D. Shulman, M.A., F.A.C.A.T.A., Senior Vice President, Clinical Programs, Addiction Recovery Corporation (ARC), Rockville, Maryland (#3A, *3B)
Michael J. Taleff, Ph.D., C.A.C., Private Practice and Consultant, Hollidaysburg, PA (#12)
Nellie Villegas-Schonlick, M.S.W., Faculty, AIDS/ARC Project, Ackerman Institute for Family Therapy, New York, New York; Private Practice, New York, New York (#25)
George C. Wagner, Ph.D., Assistant Professor, Department of Psychology, Rutgers University, New Brunswick, New Jersey (#19)
Helene R. White, Ph.D., Associate Professor, Center of Alcohol Studies, Rutgers University, New Brunswick, New Jersey (#21)
Charles L. Whitfield, M.D., Private Practice, Whitfield Associates, Baltimore, Maryland; Clinical Associate Professor of Medicine and Family Medicine/Clinical Assistant Professor of Psychiatry, University of Maryland School of Medicine, Baltimore, Maryland (#16, *29)
APPLICATION FORM

Application Deadline: May 1, 1991
### ADVANCED SCHOOL OF ALCOHOL AND DRUG STUDIES • 1991 GENERAL APPLICATION

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The
Summer
School of
Alcohol Studies

JUNE 16 - JUNE 28, 1991
The 49th Year

RUTGERS Center of Alcohol Studies
Cosponsored by the American Society of Addiction Medicine
The Center of Alcohol Studies is known nationally and internationally as a leader in alcohol research, education and training, and publication and documentation of the alcohol literature. The Center evolved in the late 1930s and 1940s at the Yale University Laboratory of Applied Physiology and Biodynamics, headed by Howard W. Haggard. Haggard’s interest in the effects of alcohol on the body had broadened into a wide perspective of alcohol problems and he brought to Yale a number of scientists with similar interests, among them E.M. Jellinek, who became head of the new Section on Alcohol Studies. The Quarterly Journal of Studies on Alcohol was also founded by Haggard in 1940.

The Center has been in the forefront of the movement to recognize alcoholism as a major public health problem and to focus attention on other health problems. The Yale Plan Clinics, the first outpatient facilities for the treatment of alcoholism, began in 1944. The demands for information by the public led to the formation of the Summer School of Studies on Alcohol in 1943. Center faculty have served as experts on the Mooreland Commission, the Cooperative Commission on the Study of Alcoholism, National Council on Alcoholism Blue Ribbon Panels, and helped develop legislation which created the National Alcohol Research Centers.

In 1962 the Center of Alcohol Studies moved to Rutgers University. It is located on Busch Campus, in its own building, Smithers Hall. Smithers Hall provides offices, conference space, a research library containing one of the largest collections of literature relevant to the alcohol field, and laboratories for biological and psychological research. The faculty and professional staff include persons trained in biochemistry, economics, physiology, psychology, psychiatry, sociology, political science, public health, education, statistics, and information science.
The Summer School of Alcohol Studies was founded at Yale University in 1943 and moved to Rutgers University in 1962. E.M. Jellinek, Sc.D., was the school's first director. Howard W. Haggard wrote that the school was undertaken "as an experiment in social education," to make the findings of scientific research applicable to the actual problems of alcohol in the community. The first school had as its main courses of study physiological aspects, alcohol and traffic, personality and constitution, statistics, social measures, legislative control, prevention of alcoholism and treatment of alcoholism. The first school had 80 students, the second, 147.

The 1991 Summer School of Alcohol Studies will be the forty-ninth annual session. The school is located on the Rutgers College campus, College Avenue, New Brunswick, New Jersey; the executive director of the school is Gail Gleason Milgram, Ed.D.

Over the years, approximately 15,500 students have attended the school. They have come from each of the fifty states, the ten Canadian provinces, and forty other countries. They include men and women who played pioneering roles in the establishment of programs of treatment, education, and research: Marty Mann, a student in 1944, founded with the sponsorship of the Center of Alcohol Studies the National Committee for Education on Alcoholism; this organization later became the National Council on Alcoholism. The Rev. David Works, Ernest Shepherd, and Wayne Womer, with the help of Esther Henderson, founded the North Conway Institute in 1951. Summer School faculty helped to establish what is now the Education Section of the Alcohol and Drug Problems Association. More recent groups to operate at SSAS are the National Black Alchoholism Council, Inc., and the National Association of Lesbian and Gay Alcoholism Professionals, Inc. Today, the alumni are found in large numbers on the staffs of most government and voluntary agencies concerned with alcohol problems.

The student body continues to be characterized by a broad geographic distribution and a wide range of backgrounds, experience, and interests. This diversity makes the informal interaction among the members of each year's student body a unique and valued experience.

The emphasis in the school's present curriculum is on specialized courses, led by highly competent and experienced instructors. The school also features a strong program of general lectures and special interest seminars to support and supplement the course work. In addition, students have access to the outstanding resources of the Center of Alcohol Studies Library located in Smithers Hall.

Students register for two courses. The courses should be in the student's special areas of interest and qualifications. The requirements for the courses and methods of evaluation are determined by the instructors; please check the course listings for specifics.

Each course will meet formally for 2 hours each morning for a total of twenty hours; a minimum of two and one-half hours per course is also required for class projects, group work, etc. Class times are 8:00 a.m. to 10:00 a.m. and 10:15 a.m. to 12:15 p.m.; the times of the courses are listed in the descriptions.

1. **Medical Aspects of Alcoholism**
   - 8:00 a.m.
   - (For medical students and physicians.
   - Cosponsored by the American Society of Addiction Medicine. **Instructors:** John Sable, M.D., Anne Geller, M.D., Michael R. Liepmann, M.D., and John M. Serrinhaus, M.D.)

   This is an introductory course for physicians and medical students interested in clinical work with patients who have alcohol dependence. Topics considered include: the etiology of alcoholism; its clinical course, topology and diagnosis; detoxification procedures; cognitive difficulties caused by alcoholism; concurrent psychiatric issues; the fetal-alcohol syndrome, current approaches to treatment and rehabilitation, family and social aspects of treatment, and the provision of services to impaired professionals. Selected aspects of basic and clinical research will be reviewed. This course does not explore medical complications other than drug withdrawal.

   The course includes a clinical experience as an observer with an addictions consultation service at a nearby hospital and practice interviewing a new patient.

   (The American Society of Addiction Medicine is accredited by the Accreditation Council for Continuing Medical Education to sponsor continuing medical education for physicians.)

2. **Societal Aspects of Alcohol Use and Alcoholism**
   - 10:15 a.m.
   - (For persons interested in an overview of alcohol use and alcoholism. **Instructor:** Florence Kellner Andrews, Ph.D.)

   An overview of social aspects of alcohol use and alcoholism. This course provides a survey of drinking practices and problems. Specifically, it reviews the physical and psychological effects of alcohol on the individual as well as the social effects on the family, employment, and society in general. In addition, it grapples with definitions of alcoholism (as well as key concepts such as loss of control and progression). Physiological, psychological, and sociological theories of the etiology of alcoholism are reviewed. The course also examines the prevalence of alcohol use and problems in society in general (epidemiology) and among special target populations such as women, teenagers, and the elderly. Finally, the course also includes an overview of attempts to cope with alcohol problems through prevention, education, and treatment.)

The ASAM designates this CME activity for 50 credit hours in Category 1 of the Physician's Recognition Award of the American Medical Association.)
Prevention for a New Century: Schools and Communities, A Collaborative Effort — 10:15 a.m.
(For participants who are active in developing alcohol/drug prevention and intervention strategies within the schools and communities and anyone working in a school setting [preschool through college] and in community work [volunteer or professional]. Instructor: Carolyn Hodge, M.A., C.A.C.)

This class will examine the course of prevention programming, particularly as it has developed through school-based substance abuse service, foremost of which is the student assistance initiative. As the data comes in from this type of programming it has become evident that the efforts need to be complemented by a community component.

This collaborative effort of school and community will be explored and analyzed both generically and in relation to specific areas of the country. Relevant research and effective initiatives will be presented. The course will cover school-community program design, implementation and evaluation. The planned change process for both schools and communities will be discussed. Particular emphasis will be placed on special populations. Participants will be expected to develop a proposal for their specific communities.

This course is designed for participants who are active in developing alcohol/drug prevention and intervention strategies within the schools and communities. It assumes knowledge of addiction theory, student assistance programming and the public health model of prevention.

Promising Prevention Strategies for Youth and Their Families — 8:00 a.m.
(For elementary and secondary teachers and administrators, school counselors, clergy and lay religious educators, and youth-serving agency staff. Instructors: Thomas Griffin, M.S.W. and Roger Svendsen, M.S.)

This course will review promising strategies currently in use in school- and community-based prevention programs. Parent communication approaches, social influences model curricula, peer leadership training for adolescents, community alliances, worksite parent education efforts and youth education programs in religious organizations will be presented and discussed. Common themes and elements of successful efforts will be identified. Theoretical and practical considerations will be discussed by participants.

Alcohol And Other Drugs on the College Campus — 8:00 a.m.
(For those interested in how alcohol and other drug issues are addressed among students, faculty, and staff. Instructor: Bruce E. Donovan, Ph.D.)

This course will review all of the components necessary in a campus-wide program to address alcohol and other drug issues. Participants will be encouraged to explore their personal views of these matters and to consider topics with special reference to the unique character of their own campuses.

We will begin by considering America's attitudes toward alcohol and other drugs and their use in college. Social and disciplinary policies, early identification of problems, special academic arrangements for recovering addicts and the role of faculty will be reviewed. Particular emphasis will be placed on counseling (including peer counseling) and the use of A.A., N.A., self-help groups for children of addicts, institutional support groups, and outreach to special populations, such as freshmen, fraternities, athletes, students of color, gays and lesbians, parents and alumni. Although the focus throughout will primarily be on undergraduates, the role of an Employee Assistance Program for faculty and staff will be discussed.

College-specific materials, programs and evaluation will be reviewed, as will the literature of collegiate prevention, education and treatment. The course will consist of lecture and discussion in workshop format.

Oppression and Alcoholism: Working with the African American and Hispanic American People — 10:15 a.m.
(For persons interested in working with these populations. Instructors: Cheryl Davenport Dozier, M.S.W., C.S.W. and Ronaldo L. Figueroa, M.A., C.A.C.)

This course will examine the special needs of acculturating and culturally oppressed people, exploring similarities between the addicted family system and the oppressed family system. A socio-historical perspective will be provided as a foundation to understand the correlation between alcoholism and oppression, the impact of racism, and key cultural factors. Issues in cross-cultural treatment, specific modalities and culturally appropriate techniques, effective communication, and the role of indigenous helping systems in recovery will be discussed. Particular attention will be given to exploring spirituality and healing in the African American and Hispanic American communities as they pertain to recovery from alcoholism.

Alcohol and Blacks — 8:00 a.m.
(For counselors and program managers who work with a significant number of black clients and others interested in treatment and program development for this group. Instructor: John Bland, M.S.W.)

An analysis of the role of alcohol in the underdevelopment of black communities in American society. What are and what have been the sociocultural, economic, political, legal, and psychological effects of alcohol in the black community? Within the context of this analysis, the course will explore parameters of treatment which will facilitate recovery for the black alcoholic in non-traditional as well as traditional treatment terms and examine elements for program development.

Family Treatment of Minorities with Alcohol and Drug Usage and/or AIDS — 10:15 a.m.
(For experienced therapists, and other mental health care professionals. Instructor: Nellie Villegas Schonick, M.S.W.)

This course will focus on the effects of alcoholism, drugs and AIDS in families, couples and individuals. In particular, we will concentrate on these conditions as they exist in these constellations using a family systems perspective. We will pay attention to the nature of alcoholism and drug use in general, patterns of family disorganization, disintegration of individual and familial boundaries, and multi-generational transmisions of acquired solutions to problems in the alcoholics and drug using family systems.

When working with AIDS patients, families, and significant others, we will specifically focus on issues involving guilt, betrayal, isolation, fear of contamination, homophobia, and death. Throughout the course, various systemic interventions, strategies, and clinical interviewing, intervening and diagnostic skills will be covered. Teaching methods will include video tapes, lectures, role play, assigned readings and discussions.

Women, Alcoholism, and Recovery — 10:15 a.m.
(For those interested in developing programs for and providing treatment and services to women. Instructor: Janet Smeltz, M.Ed., C.A.C.)

Before a woman becomes an alcoholic and drug abuser, she is first a woman, and this affects both her illness and her recovery. This course will provide a cultural and clinical context for considering assessment, intervention and treatment strategies for alcoholic women. From a feminist perspective, we will examine the effects of sexism, homophobia and patriarchal values on women alcoholics. We will examine the major issues in the lives of alcoholic women, special treatment issues such as physical and sexual abuse, the centrality
of relationships and relapse prevention. Ultimately, we will look at the role each of us can play in enhancing women's treatment. Participation in the course will require self-reflection, personal involvement, and actively contributing to the class learning environment.

Alcohol Problems and Homelessness — 10:15 a.m. (For counselors and program managers who work in or are interested in developing community or private agencies which provide direct or indirect recovery services to the homeless population. Also for others interested in expanding their knowledge in this area. Instructor: Michael E. Newell)

This course will examine the special needs and treatment implications of homeless people in recovery programs. A historical perspective of the correlation between alcohol and homelessness will be provided to better understand the changing dynamics of this subculture. Attention will be directed to the differences in treatment approaches when working with this type of population. Topics of interest will include identifying primary needs of homeless substance abusers; resolving obstacles to recovery specific to homeless people; problems agencies encounter in working with this population; community responses to the issue; and potential funding sources for programs of this nature.

Participation in the course will require personal evaluation of perceptions of this population and group involvement contributing to the conceptual development of a program which understands the needs, goals, and lifestyles of homeless individuals in today's world.

Screening and Assessment in Alcohol-Drug Counseling — 8:00 a.m.
(For practitioners, direct service providers, agency administrators and interested others. Instructor: John Schibiti, M.A., M.S., C.A.C.)

This course will distinguish between screening, assessment, and diagnosis of alcohol and drug problems by reviewing a number of screening tests, such as the M.A.S.T., C.A.G.E., Significant Others Screening Questionnaire, and a selection of experimental and standard assessment tools, e.g., the Comprehensive Drinker Profile, Alcohol Use Inventory, Addiction Severity Index, Client Satisfaction Interview, Social Readjustment Scale, and others. Participants will also review a seven step diagnostic interview process of the Diagnostic Statistical Manual (DSM III R).

Intervention in Alcoholic Family Systems — 8:00 a.m.
(For clinicians who have a basic working knowledge of alcoholism and family systems. Instructor: Patricia A. Burke, M.S.W., L.C.S.W.)

This course will provide a working knowledge of Family Intervention Training as a model of intervening in alcoholic/chemically dependent family systems where the chemically dependent family member is still active in his/her addiction.

The focus of the course will be on integrating a family systems approach to addiction and the Johnson Institute Model of Intervention, to make structural changes in the family system that will enable the family and the chemically dependent individual to break through the pattern of denial and unhealthy behavior, which are hallmarks of alcoholic family systems.

Topics of discussion will include: family systems theory; assessment of the family; basic elements and the dynamics of intervention; getting the alcoholic into treatment; intervention with special populations.

The course objectives are to develop skills in assessing the family system and opening windows in the family's dynamic pattern of denial and over-responsible behavior and to learn the techniques required for conducting structured interventions with alcoholic and chemically dependent families.

Methodology will include lecture, discussion, case material, role play and daily assigned readings.

Children of Alcoholics: Issues and Techniques in Prevention, and Therapeutic Programming — 10:15 a.m.
(For professionals working with children of alcoholics in a variety of settings. Instructors: Betty LaPorte, M.S.W., C.S.W. and Gloria Merritt, R.N., M.S.N., C.A.C.)

This course will focus on the special issues and specific techniques in working with children of alcoholics ranging in age from four through eighteen. The alcoholic family system, its impact on young children and common mental health problems of children of alcoholics will be explored.

Prevention/education programming, family therapy, and individual and group treatment with this population will each be examined in detail. Program planning, and the use of therapeutic techniques will be an integral part of this course.

This is a skill-building course designed to provide professionals with concrete tools to enhance their work with COA's.

Counseling in Alcoholism — 8:00 a.m.
(For professionals, counselors, mental health workers, and interested others who have some responsibility in counseling alcoholics whether in alcoholism agencies, other social service agencies, or private practice. Instructor: Albert McNamara, C.A.C.)

This course will focus fundamentally on principles and methods used in counseling and case work. Topics will include understanding alcoholics, the requirements for effective counseling, and specialized counseling techniques for individuals, partners and their families. Skill-building techniques will include participation in counseling experiences, role-playing, and video playback. Neuro-linguistic programming (NLP) techniques will be highlighted.

The Comprehensive or Minnesota Model of Treatment — 8:00 a.m. and 10:15 a.m.
(For those professionals and practitioners who have or will have responsibility for treating alcoholic and chemically dependent individuals in case management, one-on-one counseling, group therapy, family treatment, and multidisciplinary team settings. Instructor: Nicola Irish Moyer, C.C.D.C./R., C.R.P.S.)

The course focuses on the disease concept of chemical dependency; assessment; treatment planning; coping with managed care; relapse prevention; counseling approaches. Special issues which will be examined include the nature of the addiction process, spirituality, denial, shame and guilt, relapse, and recovery as developmental process. Lecture, video, case presentations, and role playing will be the major instructional vehicles.

Motivational Counseling in Addiction — 8:00 a.m. and 10:15 a.m.
(For persons who have, or will have, some responsibility for assessing, counseling and referring chemically dependent clients. Instructor: Bette Ann Weinstein, L.C.S.W.)

This course is designed to present both theoretical material in a practical, useful way, and to afford an opportunity for skill building in confronting and motivating chemically dependent clients.

Topics include: psychological and physiological aspects of addiction; etiological factors; assessment strategies;
The Summer School

17 Applications of Gestalt/Experiential Therapies in Treating Chemical Dependency and Codependency — 8:00 a.m. and 10:15 a.m.
(For persons with experience and training in counseling and who work with chemically dependent individuals and families. Instructor: Bruce Carruth, Ph.D., C.S.A.C.)

This course builds skills derived from Gestalt and other experiential and humanistic therapies useful in working with chemically dependent families in recovery. The primary learning method is experientially based group process. Some of the issues we will address are: resistance to change, contact and boundary work, developing sensory awareness, therapy with shame-based beliefs, grief work, working with disowned and disassociated parts of self, and building nurturing support systems. Work with characterological patterns that limit intimate contact will be an ongoing issue in the course.

18 Using A Family Systems Perspective for Group Treatment of Addiction — 8:00 a.m.
(For addiction counselors and other mental health professionals who have a basic understanding of addiction and some experience leading or co-leading groups. Instructor: R. Jeff Lupient, M.Div. and Brom Johnson, M.S.W., C.C.D.P.)

This course integrates group treatment and family systems theory and skills. Students will learn to facilitate group sessions more effectively by assessing each client’s family system dynamics (e.g., birth order, awareness preferences, and social style). Students will learn to evaluate group dynamics using family systems theory and stages of group development. Models for understanding stages of individual change in treatment will be explored. Through lectures and extensive group role play, students will learn to facilitate change by integrating group theory and “first-step” procedures. Primary emphasis will be given to establishing group cohesion by responding to individual “styles” of awareness and family patterns. Techniques for activating “here and now” process in group work will be demonstrated.

19 Couples Communications and Counseling — 10:15 a.m.
(For alcoholism and family counselors and others interested in couples communication education. Instructor: R. Jeff Lupient, M.Div.)

This course is designed to train students to present communications skills to couples in treatment or aftercare and to acquaint them with resources for couples counseling. Students will be exposed to several relationship assessment tools, issues in couples aftercare and resources for relationship development. Classroom experience will involve learning the communications skills personally and practicing teaching the skills. Students will design a couples enrichment workshop which could theoretically be offered in their own setting.

20 Co-Dependency — Treatment Issues — 8:00 a.m. and 10:15 a.m.
(For counselors and therapists who have, or will have, responsibility for working with alcoholics and co-dependents. Instructor: Warner Mendinthal, Ph.D.)

This course is designed to prepare counselors and therapists to work with co-dependents. A ten-point treatment protocol is presented which includes the major areas of co-dependency recovery.

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21 Assessment and Treatment of Adult Children of Alcoholics — 8:00 a.m.
(For people to gain information about themselves and for professional counselors working with adult children of alcoholics. Instructor: Patricia Potter-Efron, M.S., C.A.D.C. III)

This workshop focuses on clear assessment of adult children and their issues for treatment planning, and on verbal and experiential strategies useful in obtaining progress in treatment with adult children of alcoholics. Participants will learn assessment of clients' current co-dependency issues, assessment of abuse issues, and assessment of compulsive responses to pain, shame, and trauma. Prioritization of issues will be discussed and specific guidelines and treatment strategies offered for dealing with the areas of denial, shame and guilt, fear and control, anger, rigidity, impaired identity development and confusion. Active individual, group and family techniques for treatment of adult children will be presented, and some will be demonstrated or explored experientially within the classroom setting.

22 Counseling Adult Children of Alcoholics — 10:15 a.m.
Prerequisite for Course: Minimum of Master’s Degree (For mental health workers and alcoholism counselors. Instructor: Janet G. Woititz, Ed.D.)

This is an advanced course for clinicians which will, through lecture, demonstration, and laboratory experience, demonstrate the effects of growing up in a chemically dependent family system. Appropriate techniques for counseling this population will be discussed. A model for self-help and therapy groups will be developed as well. The focus will be on the “here and now” implications in the life of the adult child and ways to break the cycle in both this and future generations.

23 Introduction to Drugs Other Than Alcohol — 10:15 a.m.
(For alcohol counselors who desire to expand their understanding of the drug dependent patient. Instructor: John E. Davis, Ph.D.)

An introductory clinically oriented course for alcoholism counselors in the pharmacology of drugs, and the detoxification of drug-using patients. Increasingly patients using poly drugs are presenting themselves to alcoholism treatment programs. Counselors trained in treating alcoholics often feel poorly prepared to handle other drug problems with confidence. There are differences between drug-dependent patients and those who are dependent only on alcohol. This course will offer current drug information describing the action of drugs, while focusing on clinical issues of detoxification, and rehabilitation of the drug dependent patient. Issues of age, class and sociocultural factors in dependence will also be addressed. The course is designed to augment counseling skills of the alcoholism clinician, and is appropriate for counselors, social workers, nurses, EAP workers, and program administrators who wish to expand their understanding of the drug dependent patient.
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24 An Experiential Course in the Practice of Group Therapy With Chemically Dependent Persons — 8:00 a.m. (For alcoholism counselors and other health professionals who need a practical group therapy approach to chemical dependence. Instructor: John E. Davis, Ph.D.)

This is an introductory course to the practice of group therapy with chemically dependent clients designed for the clinician who is already experienced in the treatment of alcoholism and other drug dependence. The training group format, information presented will be demonstrated experientially in small groups, role plays, and participant exercises. A major focus of the course is to analyze group process and to organize and lead an ongoing therapy group. The course will systematically explore the group process through all stages in group growth from organization to termination. The student learns by actually experiencing in a safe way the essential components of group therapy. The course is ideal for persons who run groups or want to run groups, but who feel that they lack an overall framework or understanding of the group process. Involvement in eight one-hour sessions in a small work group outside of classroom time is a course requirement. This small group work has been viewed by previous classes as one of the most beneficial experiences of the summer school.

25 Practical Group Techniques and Approaches for Counseling Alcoholics — 8:00 a.m. (For persons with some group counseling or group facilitation experience and knowledge of alcoholism. Instructor: Dana G. Finnegan, Ph.D., C.A.C.)

Using an interactional approach as the basic philosophical perspective, this experiential and didactic course will integrate group process, group development, and interactional therapeutic techniques and approaches to alcoholism in the group context. The teaching approach will include didactic presentation of material, readings, structured exercises, small groups, unstructured group time, and processing the dynamics of the class itself. The class format will be: experiencing a group activity, sharing observations and feelings, processing the dynamics that emerge, generalizing to extract learnings, and applying the learnings to alcoholism counseling. The focus will be on the student’s experiences of the group process.

26 The Group Process as a Therapeutic Tool for the Alcoholic and the Addict — 10:15 a.m. (For counselors who wish to expand their skills in group therapy with persons with problems with alcohol and other drugs. Instructor: Thomas C. Desmond, Ed.D., C.A.C., C.E.A.P.)

This course is designed as a didactic and experiential process, which utilizes Gestalt and the Steps of Alcoholics Anonymous in a group process. It will help the participants to identify their own belief systems, how these beliefs impact their personal lives and influence their professional counseling. It will help them explore how they create obstacles to change and how to effect change itself.

June 16 - June 28, 1991

27 Counseling the Chemically Dependent in Employee Assistance Programs — 8:00 a.m. (For professionals and non-professionals who have responsibility in counseling alcoholics and drug-dependent employees in or from a business environment. Instructor: Thomas C. Desmond, Ed.D., C.A.C., C.E.A.P.)

This course includes the nature and dynamics of alcoholism and drug addiction and the processes of intervention, diagnosis, referral, counseling and follow-up. It will explore the paradigm of the addict’s belief system, Alcoholics Anonymous and Narcotics Anonymous as both community resources and recovery processes. It will also discuss the integration of other therapies into the recovery process, the counseling of family members in the addicted family system and counseling beyond sobriety.

28 Treatment of Shame and Guilt in an Alcoholism Counseling Setting — 10:15 a.m. (For substance abuse counselors, those who work in school and community settings and interested others. Instructors: Patricia Potter-Efron, M.S., C.A.D.C. III and Ronald Potter-Efron, Ph.D.)

Shame and guilt are central issues with many active and recovering alcoholics and their families. For instance, an alcoholic may try to hide deep feelings of shame by drinking, only to have them increase because of it. Family members may find that they have “borrowed” some guilt and shame from the alcoholic, and alcoholics in early recovery may be swamped with guilt feelings they had previously ignored.

We will describe the nature of shame and guilt experiences, five sources of those feelings, and therapeutic intervention possibilities to use with alcoholics, co-dependents, and adult children of alcoholics.

29 The Sequence of Recovery — 10:15 a.m. (For counselors and health care professionals. Instructor: Albert McNamara, C.A.C.)

This course is designed to allow counselors and health care professionals involved with counseling the alcoholic/drug dependent patient at the entry, intermediate care, or the aftercare levels to view addiction as an ongoing entity and to explore its sequential aspects. Clients’ development of defense structures to support addiction prior to treatment, the manifestations of those defenses in treatment, and relapse patterns as a consequence of sustaining those defenses will be examined.

30 Prevention and Treatment of Relapse — 8:00 a.m. and 10:15 a.m. (For professionals who want to understand and work with people who are in danger of returning to chemical use or have already done so. Instructor: Don Mayer, M.S.W., C.R.P.S.)

Current research indicates one-half to two-thirds of persons treated for chemical dependency in the United States return to chemical use. This course will present the major schools of thought which are redefining the disease, recovery, and the relapse phenomenon. It will focus especially on the biopsychosocial model developed by Terence T. Gorski.

Participants will learn to assess sobriety-based symptoms of chemical dependency, define early relapse warning signs, and practice intervention and prevention skills. The course will also address treating the affected family system, and examine ways of viewing the chemically dependent person in the context of his/her family system. Teaching methods will include participatory lecture, videotape, case presentation, dyadic and small group skill development, group discussions, assigned readings, and role plays.
31 Treatment of the Alcoholic Family — 10:15 a.m.
(For interested students: advanced degree not required. Instructor: Emily D. Schroeder, M.A., C.A.C.)

Traditionally, in the field of alcoholism, the focus of treatment has been on the alcoholic member of the family. This course will address the alcoholism/chemical dependency from a family systems point of view. The instructor will examine the multigenerational aspect of the disease and the predictable patterns of interaction that are handed down through the family culture. Looking at the family life cycle, the impact of alcoholism on each of the stages will be discussed. Special attention will be given to the dynamics of families with chemically dependent adolescents and young adults and some of the variables in working with each of these populations.

In addition to the focus on family, strategies for intervening in the system will be discussed. Special attention will be given to ways to assess the family situation. The course will include interviewing, scripting, and looking at one's own family through the use of the genogram.

32 Food Addiction: Crisis in Our Culture, Implications for the Alcohol and Drug Abuse Field — 8:00 a.m.
(For health and human development professionals in all settings, counselors, teachers, trainers, administrators, clergy, law enforcement, etc. Instructor: Katie Regan, M.S.W., C.E.A.F.)

A problem has reached crisis proportions when over 60% of Americans are overweight, the incidence of bulimia and anorexia is on the rise and so much time, money, and energies are devoted to unsuccessful plans and diet schemes. This course will explore the pervasive acceptance and societal norm of abnormal eating.

Participants will learn that food addiction is an illness; that food addiction is treatable; that treatment programs are available and that programs of recovery are available. Emphasis will be given to the relationship with other addictions and the implications for counselors, educators, and administrators who work in these programs.

33 Anger, Aggression and Alcoholism — 8:00 a.m.
(For substance abuse and other counselors and people who work in school and community settings with angry and aggressive people. Instructor: Ronald Potter-Efron, Ph.D.)

Anger and aggression are linked in many complex ways with alcohol and drug use. For example, some drugs, including alcohol, are known to increase the risk of violence, while others might reduce aggression. Some people use alcohol to lessen their anger while others drink in order to get “permission” to become violent.

Recovery from alcoholism raises many relevant questions: “Now that I can’t drink what do I do with my anger?” “Why am I suddenly becoming angry when I never was before I quit?” “How come I’m still so mad? I thought quitting drinking would help.”

We will also discuss ten problems people have with their anger, such as anger avoidance, explosive anger, and resentment. We will relate these themes to alcoholism. Experiential exercises will help participants explore their own anger styles.

34 Rebuilding Families — 8:00 a.m.
(For anyone interested in addressing their own family issues as well as clinicians working in the addictions field. Instructor: Gloria Merritt, R.N., M.S.N., C.A.C.)

This is an experiential course on families, designed around the principles of family systems theory. As family therapy is “action” oriented therapy—so too is this course.

35 Spirituality and Transpersonal Psychology as a Treatment Aid During Recovery — 10:15 a.m.
(For anyone who works in the field of alcoholism, other drug problems, or other chronic illness. Instructor: Raymond Dreitlein, Ph.D., C.A.C.)

Among both lay and professionals in the recovery field, the term spirituality has remained vague and difficult to understand and to use in a practical way with clients and patients. This course begins to clarify many of these difficulties, and offers possibilities and understandings that will assist helping professionals in their work and in their own lives.

The spirituality described will be an approach that is synthesized from many sources, including self-help groups, ancient and modern religious systems — Western and Eastern, esoteric or mystical traditions — and from humanistic and transpersonal psychology. Experiential exercises such as guided imagery will be used.

While this is especially helpful during recovery from alcoholism, other chemical dependence and co-dependence, it will be helpful for all illnesses. It defines and describes spirituality in recovery and how spirituality in recovery relates to psychology and to organized religion.

36 A Spiritual Life after Alcohol Abuse, Substance Abuse, and Other Addictions — 8:00 a.m.
(For persons interested in exploring a way of life that offers physical, intellectual, emotional, social, and spiritual health. Instructor: Stephen Athon, D.Min.)

This course presents a whole new way of bringing spirituality to everyday life to persons recovering from alcohol or substance abuse or other addictions. It will explore what it means to be creatively alive in areas such as self-fulfillment, relationships, family, health, growth, work, play, and even pain. The class will focus on answering two basic spirituality questions: 1) How can I make this into a terrific experience? and 2) What can I say, think, feel, or do that will bring about learning, fulfillment and spiritual health for me?

37 Ministering to the Alcoholic, Addict and Afflicted Family — 10:15 a.m.
(For parishioners or pastors who are called to respond to alcohol problems or chemical dependency within the congregation. Instructor: Stephen Athon, D.Min.)

Estimates indicate that 1 in 8 adults is alcoholic, and that 1 in 3 families in the United States is infected by the sickness of chemical dependency. However, the church is at a loss to deal with the problem. Most ministers are not trained to respond to the alcoholic household and most church members are loath to do so. This course changes that. It offers a comprehensive profile of the alcoholic/addict and the afflicted family. It suggests a practical, effective approach to helping them, even when they don’t want help. Finally, it outlines a congregational assistance program to prevent problems before they begin.
Alcoholism Counseling and Sexual Identity Issues — 10:15 a.m.
(For persons of any discipline who wish to increase their skill and sensitivity in addressing sexual identity issues and in working with gay/lesbian alcoholics. Instructor: Dana G. Finnegan, Ph.D., C.A.C.)

Alcoholic men and women who are involved in alternate lifestyles and those who are confused about their sexual identity often receive inadequate treatment. This occurs because helping professionals may not be trained in the dynamics of sexual identity issues. This course will employ both didactic and experiential methods (small group work, role plays, case presentation) to help participants examine their attitudes and sharpen their clinical skills. Some of the topics included in the course are: homophobia, sexual identity confusion, developing a positive gay/lesbian identity, and setting up referral and resource networks.

Sexuality, Alcohol and Family Intimacy — 8:00 a.m.
(For persons interested in developing their personal and professional awareness in these areas and in increasing their comfort level in dealing with sexuality issues in counseling. Instructor: Phyllis Reilly, M.A., C.A.C.)

This course will provide a framework for exploring the interrelationship of sexuality, intimacy, and alcohol use. Topics include: counselor and client attitudes toward sexuality and intimacy; sexual stereotypes; sexual dysfunctions; assessment techniques; and individual, couples, and family treatment approaches. The major emphasis will be to increase the participant's comfort level and sensitivity in addressing these issues with clients. This will be achieved through didactic and experiential formats, daily journals, audio-visual aids and external small group processing.

Sexual Abuse in Substance Abusing Families: Treatment of Adult Survivors — 10:15 a.m.
(For clinicians from all disciplines who wish to learn how to identify and treat their clients who have been sexually abused as children. Instructor: Patricia A. Burke, M.S.W., L.C.S.W.)

This course will provide a working knowledge of the interplay between alcoholism and the occurrence of incest in families. This information will be used as a framework for understanding the assessment and treatment needs of adult survivors of childhood sexual abuse within the context of addictions treatment settings.

Topics of discussion will include: healthy and dysfunctional family systems, ways abuse can occur, boundary violations, the role of alcohol and other addictive behaviors in sexually abusive families, identification, assessment, and treatment of adult survivors, and special treatment issues of recovering individuals who are also sexual abuse survivors.

The course objectives are: 1) to become familiar with basics systems theory as it pertains to incest and the role of addictive behaviors in dysfunctional families; 2) to develop skills in the identification and assessment of adult survivors of sexual abuse; and 3) to learn techniques for treating adult survivors who are also recovering from alcoholism and other addictions.

Methodology will include lecture, discussion, sculpting, role play and case material.

Alcohol and the Criminal Justice System — 8:00 a.m.
(For counselors, policy makers, and criminal justice professionals who deal with alcoholic offenders. Instructor: William Kane, J.D., C.A.C.)

This course will include the following topics: the nature and extent of alcohol-related crime, intoxication and alcoholism as defenses to crimes, blackouts, the insanity defense, public intoxication, drunk driving, domestic violence, juvenile justice, evaluation of alcoholic offenders, and a model treatment system. We will also look at how the following interact with alcoholic offenders: the police, attorneys, courts, pretrial diversion, probation, prisons, parole, and treatment agencies.

Legal Aspects of Alcoholism Counseling and Program Administration — 10:15 a.m.
(For counselors, program administrators, and others interested in a fundamental background in the profession. Instructor: William Kane, J.D., C.A.C.)

The course will explore the legal aspects of treating alcoholics. Topics will include: malpractice, confidentiality (as amended in 1987), family law, criminal law, drunk driving, study of a criminal commitment and guardianship, negligence, the legal aspects of employee assistance programs, health insurance, alcoholism as a disability, and how to testify in court. The legal rights of alcoholics will also be discussed.

The course will involve actual case studies, lecture, and role play.

Preventing Substance Abuse — 8:00 a.m.
(For persons of any discipline whose concern is the primary prevention of alcohol and substance abuse. Instructor: Fred Streit, Ed.D.)

This course provides a research-based orientation to designing, implementing and evaluating preventive programs. The focus is on changing behaviors of adolescents, parents, teachers and others toward preventing alcohol and other drug abuse.

Topics such as expectations, standards, communications, persuasion strategies, perceptions and dissonance theory are used to make prevention a viable strategy.

Community-Based Prevention: A Common Message from Many Messengers — 10:15 a.m.
(For prevention specialists, outreach staff, educators, parents, elected officials, youth service agency staff, and clergy and lay religious leaders. Instructors: Thomas Griffin, M.S.W. and Roger Swendsen, M.S.)

Some of the more promising prevention programs today are community-based efforts that rely on cooperation and consistency among various components of a community.

This course will examine strategies to improve cooperation and collaboration between and among agencies and organizations within a community. The focus of the course will include community education about alcohol and other drug use problems and community-based prevention efforts. The course will begin by examining how comprehensive community-based prevention effort will provide an opportunity to identify strengths and weaknesses of community-wide strategies. Teamwork, decision-making in groups, coalition building and communication of innovation will be discussed in this course. Participants will be invited to develop a plan of action for improving cooperative efforts in their communities.
pharmacological, and treatment perspective. It is designed to provide participants with an opportunity to obtain some basic knowledge and develop skills in the diagnosis, treatment, and rehabilitation of patients with chemical dependency disorders. The multifactorial disease model of chemical dependency will provide a framework within which the biological, physiological, psychological and behavioral components of addiction will be examined. Specific treatment approaches will be reviewed including medical treatments (detoxification, chemotherapy), psychological treatments (behavior modification, assertiveness training, relaxation and stress management techniques, psychodrama), social treatments (marital, family, halfway house programs), and role modeling (twelve step programs, spiritual counseling).

46 Alcoholism Counselor Renewal — 8:00 a.m.
(For experienced counselors with three or more years in the field as direct service providers. Instructor: Raymond Dreitlein, Ph.D., C.A.C.)
A course for experienced alcoholism counselors who feel that they are exhausted by the field and sense a need to work on a restoration to freshness and vigor. To re-establish oneself in the helping mode, the course will focus on the following areas: uniqueness of working in the alcoholism field, A.A. model of human development, effective helper issues, two-bitter issues, processing as a change model, perspective on counselor burnout, overview of non-traditional therapies, guided imagery, spirituality and growth, the relaxation response, etc. The course will aid each participant to evaluate current status in the profession, to share with others who are also in a discovery mode and to provide the basis of a self-renewing program of professional and personal growth that goes beyond agency issues.

SSAS Daily Time Schedule

SSAS Day
Monday—Friday

8:00 – 10:00 a.m. — Class*
10:15 – 12:15 p.m. — Class*
2:00 – 3:15 p.m. — General Lecture
3:30 – 5:00 p.m. — Special Interest Seminars
2:00 – 3:15 p.m. — Lunch
3:30 – 5:00 p.m. — Dinner
7:30 – 9:00 p.m. — General Lecture
9:00 p.m. — Facilities are available for group meetings as students request, for example, the fellowships of A.A. and Al-Anon.

Saturday
9:30 – 11:30 a.m. — General Lecture

Sunday is a free day.

* A minimum of two and one-half (2.5) hours per course is required for class projects, group work, etc.
The Summer School has no scholarship funds of its own. However, it does assist in the administration of the Alumni, Peter Sweisgood and DISCUS Scholarships. These scholarships cover tuition, room, and meals, but not travel. Applicants are requested to apply for only one type of support. A deposit is not required when applying for scholarships.

Application is to be made to the school by March 1, 1991, for all scholarships. Each applicant must send the following information: (1) a completed SSAS general application; (2) a letter from the candidate stating which scholarship he or she is applying for and describing his or her background and work in the field; and (3) a letter of recommendation. (Applications for Alumni Scholarships must be accompanied by a letter from an alumnus of the Summer School of Alcohol Studies or a colleague in the alcohol/drug field which speaks to the candidate’s attributes and role in the field.)

Alumni Scholarships
(All four requirements listed must be fulfilled.)
Candidates must be:
• Involved full-time in the alcohol field.
• A certified alcoholism-drug abuse counselor or in the process of attaining state certification. The individual working toward certification should identify his or her effort and activities in the process to date.
• Working with family and children of an alcoholic; patients who are misusing alcohol and/or other drugs; gay/lesbian patients; and/or the handicapped.
• Involved with community groups, local industry, school systems, and/or other volunteer programs.

Peter Sweisgood Scholarship
The Peter Sweisgood (Fisher of Men) Scholarship will be awarded in memory of Father Peter Sweisgood, O.S.B., Executive Director of the Long Island Council on Alcoholism, Inc. This scholarship will cover tuition, room and meals but not travel cost.

Non-denominational clergy, who would use the education to benefit his or her parish and community but who would be unable to attend the Summer School without financial assistance, are eligible to apply. A letter of application indicating the need for a scholarship must accompany a completed Summer School of Alcohol Studies application form. The deadline for receipt of this material is March 1, 1991.

DISCUS Scholarship
The Distilled Spirits Council of the United States scholarship is in memory of Charles W. Bryant.

Candidates must be individuals in the alcohol field or related fields who wish to increase their knowledge or add an alcohol-specific component to their background.

Other sources of financial aid not administered by SSAS are state and provincial alcoholism programs and/or the agency, hospital, department, or company of one’s own employment. Some local affiliates of the National Council on Alcoholism also provide assistance. Prospective students seeking financial aid should contact these additional sources directly.
Certification and Academic Credit

Each student attending the school and completing the program will receive a Certificate of Attendance.

Academic credit can be arranged for approved courses for students in the graduate schools and the professional schools at Rutgers. Rutgers University students can receive 1-1/2 credits per approved course upon successful completion of the session, providing they have received prior approval from their graduate deans for one or both of the courses which compose the morning program. In the case of all other SSAS students, Rutgers neither grants credit nor issues transcripts for SSAS work. Instead, the credit must be granted by the college or university in which the student is or will be enrolled.

Prospective students interested in academic credit are advised to obtain the special “Academic Approval-Certification Form” from the SSAS office and to approach the department in the university in which they are enrolled to obtain official approval of credit for the SSAS work. The approval is best arranged in advance of their coming to the school. After the school, the SSAS will issue certification of attendance and grade to the college or university which has approved such credit.

Rutgers University has granted 8 Continuing Education Units (CEU) for this event. The 8 CEU's (equivalent to 80 hours) can be applied toward certification/recertification in most states.

Admission

Enrollment will be limited to 500. Applicants will be expected to meet the following minimum criteria for admission: (1) have professional qualifications such as those of physician, nurse, social worker, certified alcoholism/substance abuse counselor, clergyman, educator, or public health worker; (2) be employed in some alcohol/drug problems area at the time of application; or (3) have attended a regional, state, or provincial school of alcohol/drug studies in the previous calendar year. For those who do not qualify under above criteria, admission may be possible on an individual basis, pending review of the application and letters of recommendation submitted to the Admissions Committee.

The application deadline is May 15, 1991; however, early application is advised. Application is to be made on the official application form which is found on the back inside cover of this brochure. It should be sent to:

Program Assistant
Summer School of Alcohol Studies
The Center of Alcohol Studies
Rutgers, The State University of New Jersey
New Brunswick, New Jersey 08903
Telephone: 908/932-4317
The costs for the two-week program will be as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>TUITION AND UNIVERSITY FEES</td>
<td>$710.00</td>
</tr>
<tr>
<td>ROOM</td>
<td>290.00</td>
</tr>
<tr>
<td>MEALS</td>
<td>295.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$1,295.00</td>
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</tbody>
</table>

A non-refundable deposit of $100.00 must accompany the application. This deposit will be applied toward the tuition fee upon acceptance in the school. Master Card and Visa are accepted for the balance only on day of registration.

**Rooms:** Students are housed in university dormitories with linen, towels, and maid service provided. Two types of housing accommodations are available: (1) single-occupancy non-air-conditioned rooms, or (2) double-occupancy air-conditioned rooms. However, the air-conditioned rooms are limited in number and cannot be guaranteed. University housing is not available for unregistered individuals.

**Dining and Other Facilities:** The food service area, the lecture auditorium, classrooms, libraries, the main lounge, and the Student Center are all air-conditioned. The meal plan includes meals during the interim weekend of the school.

*The number(s) following each listing refers to the course(s) taught.*
The Summer School

Ronald L. Figueroa, M.A., C.A.C., Executive Director, Rockland Council on Alcoholism, Nyack, New York (#6)

Dana G. Finnegan, Ph.D., C.A.C., Co-Director, Discovery Counseling Center, Millburn, New Jersey/New York, New York; Board Member, National Association of Lesbian and Gay Alcoholism Professionals, New York, New York (#25 & #38)

Ann Geller, M.D., Chief, Smithers Center, St. Luke’s/Roosevelt Hospital, New York, New York (#1)

Thomas Griffin, M.S.W., Division Director, Health Promotion Resources, Minnesota Institute of Public Health, St. Paul, Minnesota (#4 & #44)

Carolyn Hadge, M.A., C.A.C., Coordinator, Alcohol and Substance Abuse Program, Toms River Schools, Toms River, New Jersey (#3)

Brom Johnson, M.S.W., C.C.D.P., Director, Chemical Dependency Family Treatment Program, College of St. Catherine at St. Mary’s Campus, Minneapolis; Private Practice, Minneapolis, Minnesota (#18)

William Kane, J.D., C.A.C., Director, The Alcon Project/NCA, North Jersey, Newark, New Jersey; Consultant, NCA, North Jersey Area, Montclair, New Jersey (#41 & #42)

Betty LaPorte, M.S.W., C.S.W., Director, Children at Risk/Parent Support Project, Spring Valley, New York (#13)

Michael Liepman, M.D., Medical Director, Substance Abuse Program, Human Services Division, Hubbard Regional Hospital, Webster, Massachusetts (#1)

R. Jeff Lupient, M.Div., Associate Professor, Chemical Dependency Treatment Training Program, College of St. Catherine, St. Mary’s Campus, Minneapolis; Private Practice, Minneapolis, Minnesota (#18 & #19)

Albert McNamara, C.A.C., Clinical Coordinator, OPTIONS, Asbury Park, New Jersey (#14 & #29)

Warner Mendenhall, Ph.D., Professor, University of Akron; President, Education and Counseling Services, Akron, Ohio (#20)

Gloria Merritt, R.N., M.S.N., C.A.C., Private Practice, Stamford, Connecticut (#13 & #34)

Gail Gleason Milgram, Ed.D., Professor and Director of Education and Training, Rutgers Center of Alcohol Studies

Don Moyer, M.S.W., C.R.P.S., Moyer Associates Recovery Services, White Bear Lake, Minnesota; Senior Counselor and Developer, Relapse Treatment Program, St. Mary’s Chemical Dependency Services, Minneapolis, Minnesota (#30)

June 16 - June 28, 1991


Michael Newell, Director, Vietnam Veterans of San Diego, The Landing Zone, San Diego, California (#10)

Patricia Potter-Efron, M.S., C.A.D.C. II, Director, Professional Growth Services, Personal Growth Services, Eau Claire, Wisconsin (#21 & 28)

Ronald Potter-Efron, Ph.D., Clinical Psychotherapist, Middletown Clinic, Eau Claire, Wisconsin (#28 & #33)

Katie Regan, M.S.W., C.E.A.P., Counselor, Paul Kimbal Medical Center, Substance Abuse Service, Lakewood, New Jersey (#32)

Phyllis Reilly, M.A., C.A.C., Director, Center for Industrial Human Resources, UMDNJ-Community Mental Health Center of Rutgers Medical School, Piscataway, New Jersey (#39)

John Schibik, M.A., M.S., C.A.C., Director, Chemical Dependency Treatment Program, Genesis Counseling Center, Collingswood, New Jersey (#11)

Emily D. Schroeder, M.A., Executive Director, Family Systems Network, Summit, New Jersey (#31)

John M. Severinghaus, M.D., Director, Alcoholism Rehabilitation Program, VA Hospital, White River Junction, Vermont; Assistant Professor, Psychiatry and Medicine, Dartmouth Medical School, Hanover, New Hampshire (#1)

John Slade, M.D., Assistant Professor of Clinical Medicine, Department of Medicine, St. Peter’s Medical Center, UMDNJ-Rutgers Medical School, New Brunswick, New Jersey (#11)

Janet Smeltz, M.Ed., C.A.C., Director of Consultation and Training, The Women’s Alcoholism Program of CASPAR, Cambridge, Massachusetts (#9)

Fred Streit, Ed.D., Deputy Director of Research, Narcotics Drug Research, New York, New York (#43)

Roger Svendsen, M.S., Training and Program Development Specialist, Health Promotion Resources, Minnesota Institute of Public Health, St. Paul, Minnesota (#44 & #44)

Nellie Villegas-Scholnick, M.S.W., Faculty, AIDS/ARC Project, Ackerman Institute for Family Therapy, New York, New York; Private Practice, New York, New York (#8)

Mark C. Wallen, M.D., Director of Clinical Services, Livengrin Foundation, Bensalem, Pennsylvania (#45)
For over four decades the Center of Alcohol Studies has provided the leadership in the education and training of professionals and policy makers. The keystone of the summer programs is the Summer School of Alcohol Studies, an intensive two-week program of classes, general lectures and special interest seminars. The 49th annual session of this internationally famous school will be held in 1991. Companion summer programs are:

The Advanced School of Alcohol and Drug Studies, an annual one-week program, will be held in June, 1991. This school offers advanced-level, specialized courses to professionals.

The New Jersey Summer School of Alcohol and Drug Studies, an annual one-week program in July, is cosponsored by the New Jersey Department of Alcoholism and Drug Abuse. NJSSADS offers basic knowledge and training courses, as well as advanced courses, for lay persons and professionals whose work brings them into contact with alcohol and drug problems.

Complementing the summer programs is the Continuing Education Seminars in Alcohol and Drug Studies, a series of one-day workshops for professionals held during the fall, winter and spring months.

All programs receive Continuing Education Units from Rutgers University and are eligible for contact hours toward alcoholism and drug addiction counselor certification/recertification in most states.

For information and catalogs contact the Division offices.
APPLICATION FORM

Application Deadline: May 15, 1991
# Application for 1991 Summer School of Alcohol Studies

**Last Name**  
**First**  
**Middle**

**Home Address**  
**City**  
**State**  
**Zip**

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>Home Phone</td>
<td>Business Phone</td>
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</tbody>
</table>

**Work hours:**

**Certification (Alcohol/Substance Abuse Counselor):**  
**Yes ☐ No ☐**  
**If yes, which state:**

<table>
<thead>
<tr>
<th>Years of College</th>
<th>Highest Degree Awarded</th>
<th>College Attended</th>
<th>Dates</th>
</tr>
</thead>
</table>

**Name of Employer (Note: This address will be listed on roster):**  
**Your Position:**  
**Beginning Date:**

**Business Address**  
**City**  
**State**  
**Zip**

**Describe Your Present Duties (continue on other side if needed):**

**Previous Employment:**

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
<th>Title</th>
<th>Organization</th>
</tr>
</thead>
</table>

**Previous attendance at a School, Institute or Conference on Alcoholism or Alcohol Problems:**  
**Name of School(s):**  
**Year(s) of Attendance:**

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**Courses in which you wish to register (considerations of eligibility, class size, and scheduling conflicts make it important to list 3 choices for 8:00 A.M. and 3 choices for 10:15 A.M., in order of preference):**

**8:00 A.M. - 10:00 A.M.**

1. # ☐ Title ____________________________
2. # ☐ Title ____________________________
3. # ☐ Title ____________________________

**10:15 A.M. - 12:15 P.M.**

1. # ☐ Title ____________________________
2. # ☐ Title ____________________________
3. # ☐ Title ____________________________

---

**Please enclose your deposit in the amount of $100.00, payable to: Rutgers, The State University of New Jersey.**

**Signature:** ____________________________  
**Date:** ____________________________

**For Office Use Only**

**Instructor:** ____________________________

**Course Number:** ____________________________

**Grade:** ____________________________

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under the orders of the Father of our Country. 

And yet, the New Jersey flag became blue 

with Washington's colors. For the New Jersey 

flag's blue color, the memorandum also states 

that the New Jersey flag should have a round to be 

the flag of the state. The round should have a blue 

circle, blue field with white stars. It was decided that 

the flag be blue. 

Although the New Jersey flag was adopted in 1896, the flag of the State of New Jersey is of blue color. 

This brochure reflects the color of the flag of the State. 

New Jersey Summer School of 

Drug Studies 

Rutgers University of New Jersey 

The Division of Alcohol and Drug Studies, 

New Jersey State Department of Health. 

Co-sponsored by the 

Division of Alcoholism and Drug Abuse.
first directed by Dr. E.M. Jellinek. The 49th annual session of this internationally famous school will be held in 1991. Companion summer programs are:

The Advanced School of Alcohol and Drug Studies, an annual one-week program, will be held in June 1991. This school offers advanced-level, specialized courses to professionals currently working in the field.

The New Jersey Summer School of Alcohol and Drug Studies, an annual one-week program in July, is cosponsored by the New Jersey Department of Health, Division of Alcoholism and Drug Abuse. NJSSADS offers basic knowledge and training courses, as well as advanced courses, for lay persons and professionals whose work brings them into contact with alcohol and drug problems.

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About the School

The 1991 New Jersey Summer School of Alcohol and Drug Studies will be the sixteenth annual session of the school. The director is Gail Gleason Milgram, Ed.D. The New Jersey School is conducted by the Education and Training Division of the Rutgers Center of Alcohol Studies; it is cosponsored by the Division of Alcoholism and Drug Abuse of the New Jersey State Department of Health.

Basic knowledge and training courses, as well as advanced courses, are provided for lay persons and professionals whose work brings them into contact with problems of alcohol and drug misuse. The emphasis in the school's curriculum is on specialized courses, led by highly competent and experienced instructors. The school also features a strong program of general lectures and special interest seminars to support and supplement the course work. In addition, students have access to the outstanding resources of the Center of Alcohol Studies library located at Smithers Hall.

Admissions

The New Jersey Summer School of Alcohol and Drug Studies is open to anyone with a personal or professional interest in these areas. Some courses, however, have requirements that limit them to a particular profession or level of experience. Please check the course listings for specifics.

Courses

Students are expected to register for two courses. The courses should be in the student's special areas of interest and qualification. Each course will meet formally for two hours per day, except Alcoholism: A Comprehensive Program for Nurses (Course No. 3), which meets for four hours per day (nurses accepted in this course take one course only).

Courses 8:00 a.m. - 10:00 a.m. (*1-26)

1. The Diagnosis and Treatment of Chemical Dependency Disorders

For medical students and physicians only, who are interested in an introductory course pertaining to the diagnosis and treatment of chemical dependency disorders.

Instructor: Mark C. Wallen, M.D.

General Overview: This course will provide participants with an opportunity to obtain some basic knowledge and develop skills in the diagnosis, treatment, and rehabilitation of patients with chemical dependency disorders. The initial part of the course will focus on defining chemical dependency with a review of diagnostic evaluation procedures and treatment components. Videotaped case histories will then be utilized to exemplify these issues. The last part of the course will focus on physician intervention techniques along with a review of physician and medical student impairment as a result of chemical dependency disorders.

General Goals: To provide participants with the basic concepts necessary to develop an understanding of the diagnosis, treatment, and rehabilitation of individuals infected with chemical dependency disorders. Participants will also gain an awareness of the impact of these disorders on physicians and medical students themselves.

2. Alcoholism Services — Policy to Program

For alcoholism services delivery personnel and other human service personnel. Instructor: Nancy L. Fiorentino, M.S.W.

General Overview: This course will review state and federal legislation on alcohol abuse and alcoholism. The implementation of the new provisions of these laws will be traced from the interest groups who generated them to the local programs designed to meet the new mandates. Participants will have an opportunity to design and plan for the genesis and passage of a new policy, including
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4. Psychological Basis of Dependency
For treatment agency staff and those generally interested.
Instructor: Ronald Gaetano, R.Ph.

General Goals: To develop a framework for developing and implementing effective school and community-based prevention programs aimed at alcohol/drug abuse and related problems.

6. Working with the Alcohol- and Drug-Affected Family
For counselors working with alcohol- and drug-affected families who desire a foundation in the basic theories and practice of six representative schools of family therapy.
Instructor: John Schibik, M.A., M.S., C.A.C.

General Overview: Professionals acknowledge the abuse of alcohol and drugs as a critical family concern. Various schools of family therapy can help us address dysfunctional family patterns and processes connected with the complex process of chemical dependency and recovery. In this course participants will conceptualize the nature of family dependency and recovery and its effect on individual and family living. We will examine family dependency from the perspective of six schools of family therapy, namely: structural, strategic, behavioral, psychodynamic, systems, and experiential. After forming a model of "normal" family functioning, we will explore the merits and deficits of each school of therapy for understanding and treating what is happening in a family affected by alcohol and drug use.

General Goals: To appreciate the dynamics of dependency and codependency in family living according to six schools of family therapy, and to appreciate the strengths and limits of the treatment approach of each school of practice.

7A. Alcoholism Counseling: Strategies and Tactics (Section A) (This course also meets at 10:15)
For those working in counseling or treatment of the alcoholic.
Instructor: Albert McNamara, C.A.C.

General Overview: This course is designed to examine alcoholism counseling as a process in which different skills, knowledge and attitudes are applicable to different stages of intervention and recovery. Alcoholism treatment involves setting up goals for each stage in the process and developing a flexible set of responses useful in the continuum of treatment. Areas to be covered include goal setting, support building, interventions, confrontation and supportive techniques. Critical issues in each stage will be explored. The class will use small group work, lecture and discussion.

General Goals: The major goal of this course is to provide participants with a framework for understanding alcoholism recovery as a process in which certain specific skills are applicable at each stage. Participants should be able to identify the most appropriate skills, knowledge and attitudes to be used in each stage of recovery.

8. Counseling in Alcoholism and Other Drug Abuse
For counselors working in rehabilitation or social service agencies with clients and family members of individuals with alcohol- and other drug-related problems.
Instructor: Eileen B. Isaacs, M.S.W., Ed.D., C.A.C.

General Overview: This course is intended to provide a framework for developing a multi-faceted approach to
Counseling is focused on an experiential learning environment. Specific skills are developed in the areas of relating empathically, identifying values and attitudes, exploring problems, and facilitating solutions. Strong emphasis is placed upon the application of these skills to establish and maintain more effective helping relationships with problem clients.

General Goals: To help the counselor become aware of the dynamics of the helping relationship and of his or her responsibility and influence in this context; to increase counselor understanding of the affective, cognitive, and behavioral processes of the client; and to facilitate counselor awareness of the necessity to respond to the client as a whole person, with drug-related problems being symptomatic or incidental to other concerns.

11. Alcohol and Other Drug Counseling: A Cultural Perspective
For all service providers: counselors, educators, program planners and project directors.
Instructor: Colita Loan

General Overview: This course is designed to address cultural issues that relate to effective treatment of different ethnic and racial groups, with a focus on African Americans. Topics to be included: a brief historical overview of alcohol use among African Americans; treatment issues with women, youth and families; motivation; and the influence of race and culture in treatment. This course includes lectures, class exercises and discussion groups.

General Goals: To increase the awareness and effectiveness of service providers who work with African Americans.

12. Active Techniques in Alcoholism Counseling
For substance abuse counselors and other counselors interested in working creatively with their clients.
Instructor: Patricia S. Potter-Efron, M.S., C.A.D.C. III

General Overview: Substance abuse clients and family members often are subject to numbness, difficulties in cognition, and reactive and compulsive patterns of behavior. These clients benefit from special attention to feelings, to being in good contact with their physical surroundings, and to activities which heighten the affective and interactional atmosphere. This workshop focuses on the use of active techniques in group, individual, and family counseling. Techniques will be defined, guidelines for use established, and examples of techniques demonstrated. Self-dialogue, use of games, temporary restructuring of a group, interactive uses of projection, using therapeutic objects with one or more people at a time, methods of exaggeration and spontaneous experiment will all be included. The subjects addressed through active techniques will include the addictive self, self-disclosure, group building, the addictive relationship, denial, desensitization, shame and grounding recovery in specific behavioral objectives.

General Goals: 1) To gain a general awareness of when creative techniques are particularly appropriate to use; 2) to gain an understanding of the creative process as it can be applied within a substance abuse treatment setting; and, 3) to learn specific creative therapy tools and techniques.

13. Relapse Prevention: Principles and Practice
For all persons who wish to understand and work with clients who are in danger of returning to chemical use or who have already done so.
Instructor: Don L. Moyer, L.I.C.S.W., C.P.R.S.

General Overview: This course will present the major schools of thought that are defining the chemical treatment and relapse phenomenon. Special emphasis will be placed on the bio-psycho-social model of Terence T. Gorski. Participants will learn to assess sobriety-based symptoms of chemical dependency, define early relapse warning signs, and practice intervention and prevention skills. The course will also address treatment of the affected family system, and ways of viewing the chemically dependent person in the context of his or her family system.

Teaching methods will include participatory lecture, videotape, case presentation, discussion, and small group skill development, group discussions, assigned readings, and role play.

General Goals: To acquaint helpers with the relapse process and to provide them with educational and therapeutic tools for intervention and prevention of future relapse.

14. Angry All the Time: the Addiction/Anger Connection
For substance abuse professionals as well as those who work with angry clients. Also for those who are interested in looking at how habitual anger or anger avoidance may be affecting their lives.
Instructor: Ronald T. Potter-Efron, Ph.D.

General Overview: Alcoholics, addicts, and affected family members from chemically dependent families all score highly on standardized measures of anger. But what are the actual connections between alcohol intoxication, addiction, anger and aggression? Why do some recovering per-
16. Recovering Relationships
For counselors, supervisors and therapists who treat chemically dependent couples.
Instructors: Thomas Brinson, A.C.S.W., C.A.C.; Sara Brinson, R.N., C.A.C.
General Overview: Many experts in the alcoholism and drug abuse fields define full recovery as the ability to establish, maintain and sustain healthy, successful, fulfilling relationships. Drawing on the works of John Bradshaw, Ernie Larson, Bob Earl, Robert Subby, Harvill Hendricks, Wayne Kritsberg and others, this course will examine the blocks and constraints to successful communication in chemically dependent and co-dependent relationships and focus on exercises and techniques to develop effective pathways of enhanced intimacy.
General Goals: To increase participants’ awareness, knowledge and understanding of the importance of healthy relationships in the recovery process, and to enhance their skills in working effectively with recovering relationships.

17. Legal Aspects of Counseling and Program Administration
For counselors, administrators, and policy makers.
Instructor: William Kane, J.D., C.A.C.
General Overview: This course will examine the laws that directly affect counselors and program administrators. Topics include: malpractice, confidentiality, civil rights of substance abusers, criminal law, testifying in court, family law, the legal aspects of employee assistance programs, and driving while intoxicated.
General Goals: To make treatment providers aware of their legal rights and responsibilities and those of their patients.

18. Children of Substance Abusers
For health care professionals, human service providers, counselors, educators and those interested in prevention techniques.
General Overview: This course will review the effects of maternal drug dependency on the fetus and newborn. The material presented will focus on the relational difficulties between chemically dependent mothers and their babies and inter-generational drug use. The developmental patterns of the exposed newborn and short- and long-term effects of drug exposure will be explored. Current information on maternal alcohol and drug use and pediatric AIDS will be discussed. Learning methods will include lecture, discussion and audiovisual aids.
General Goals: To increase participants’ awareness of the impact of maternal drug abuse and its implications for the development of preventive services. To assist in the identification of the problems and needs of children (newborn through adolescence) of substance abusers and provide a framework for developing strategies to address their needs.

19. Providing Affective/Effective Services for Youth At Risk
For school personnel who want to increase their effectiveness, maximize their resources, and enhance intervention strategies for youth at risk for drug and alcohol abuse.
Instructors: Fran Miceli, M.Ed.; Connie Greene, M.A.
General Overview: Intervening with youth at risk in a school setting has become a complex task. This course is designed to provide participants with “skill-enhancement techniques.” Specific emphasis will be on how to be a “catalyst” within the school, home and community in order to provide the optimum intervention. The sessions will include lecture, role play, audio-visual aids and experiential lab work.
General Goals: To increase and enhance participants’ skills in identifying strategies and intervening with youth at risk.

20. Counseling the Chemically Dependent Adolescent
For counselors, educators, and interested individuals working with adolescents and their families.
Instructor: Paul Henry, M.Div.
General Overview: Major aspects of adolescent development will be explored, particularly as those dynamics relate to the potential for drug and alcohol abuse. Emphasis will be placed upon understanding aspects of experimentation, abuse and addiction; motivation for abuse patterns; relationship to family dynamics; intervention techniques and development of strategies to work with abusing youth and their families. Learning methods will include lecture, discussion, clinical case consultation, role play, and assigned reading.
General Goals: The course will provide the specific knowledge and skills in working with adolescent abusers necessary for practitioners in alcohol and drug abuse and related fields.

21. Women, Chemical Dependency, and Recovery
For educators, counselors and those interested in providing treatment and services to women.
Instructor: Mary Anne Ruane, A.C.S.W., C.A.C.
General Overview: This course will provide a cultural and clinical context for considering what happens to women during their chemical dependency and their recovery. From a feminist perspective, the course will examine some of the ef-
fecteds of such cultural forces as sexism, sex-role stereotypes, homophobia, and patriarchal values on chemically dependent women. Some of these effects are physical and sexual abuse, shame-based identity, co-dependency, vocational problems, depression, and confusion about sexual identity. The course will also address some of the special treatment issues of chemically dependent women. Participation in the course will require self-reflection, personal involvement, and active contribution to the class learning process.

**General Goals:** To help participants develop a better awareness and understanding of chemically dependent women's special needs and issues and how these affect treatment, and to help participants identify their own attitudes relative to these needs and issues.

22. Sexuality and Chemical Dependence

For counselors, educators and other interested individuals.

**Instructor:** Gerald Shurman, M.A., F.A.C.A.T.A.

**General Overview:** This course will review cultural information and attitudes about sex, sexuality, sexual roles, specific sexual behavior, guidelines for determining healthy and unhealthy sexual behavior, and common sexual dysfunctions. The material will then focus on sexuality as specifically related to the chemically dependent person and their significant others, including the roles of alcohol and other psychoactive drugs on sexual performance and sexuality and the type of problems that a clinician would be most likely to encounter before, during and after treatment. The relationship between drug-choice and certain sexual issues will be discussed. A model for developing sexuality programming within a treatment agency will be discussed. Issues of the clinician's own sexuality and its impact on clients will also be discussed.

**General Goals:** The overall goal of the course is to enable the participants to become more comfortable with their own sexuality and therefore to deal with the sexuality of their chemically dependent and significant other patients. This is NOT a course in sex therapy.

23. Human Sexuality for Adult Children of Alcoholics

For counselors and clinicians working with ACOA/SAs.

**Instructor:** Karen E. Herrick, M.S.W., C.S.W., C.A.C.

**General Overview:** To help the treatment professional identify, assess and formulate the most effective treatment program for ACOA/SAs regarding sexuality and intimacy problems. Essential facts regarding sexual anatomy, physiology, attitudes and behaviors will be taught which will sharpen counselor's ability to distinguish facts from myths, beliefs, probabilities and moral judgments.

**General Goals:** To enable counselors to increase their understanding of and tolerance for unusual sexual fantasies and behaviors, to better understand their own values and how these can influence client care and to become aware of common sexual problems and how these are best treated or referred. This acquisition of factual information will improve the counselor's ability to discuss sexual matters with clients frankly, openly and without embarrassment.

24. The Substance Abuse Counselor’s Renewal

For experienced substance abuse counselors/workers with three or more years in the field as direct service providers.

**Instructor:** Raymond P. Dretteil, Ph.D., C.A.C.

**General Overview:** This course will help experienced substance abuse counselors/workers to evaluate their current status in the profession, to share with others who are also in a self-discovery mode and to provide the basis of a self-renewing process of professional and personal growth that goes beyond agency issues.

**General Goals:** A course of study designed for experienced substance abuse counselors/workers who feel that they are "exhausted" by the field and sense a need to work on a restoration to "freshness and vigor" in order to re-establish themselves in the "Helping Mode." The following will be reviewed: the dynamics of being an effective helper, empathy training, process of affirmation, human change and personal growth, professional burnout and growth, relaxation response, training in guided imagery, feeling and discovery processing, non-traditional therapies in the field of substance abuse, etc. This course will provide the basis for a self-renewing program of professional and personal growth that goes beyond agency issues.

25. Supervisory Management: Principles and Concepts

For personnel who have the responsibility of supervising the performances of people to achieve the objectives of the unit or the organization.

**Instructor:** Charles A. Currie, M.A.

**General Overview:** Supervision is the act of directing people to achieve the goals of the organization. To be effective, the supervisor must possess specific conceptual, functional and "people" skills and use them intentionally, situationally and with a sense of accountability. This course will focus on these skills. As time allows, topics will include planning, monitoring and evaluating performance (including performance appraisal), managing the small group, conducting effective work team meetings, coaching, motivating and leading effectively. The course does not focus on clinical supervision per se but will provide skills that can be used in a variety of settings, including the clinical environment.

**General Goals:** To increase the participants' knowledge and understanding of management processes and practices, and to enhance their skill in applying them intentionally in the back-home situation.

26. Issues in Employee Assistance Programming

For staff working in or in conjunction with Employee Assistance Programming in both the public and private sectors including program administrators, counselors, managers, etc.

**Instructor:** Joan A. Tracey, C.E.A.P.

**General Overview:** This course will examine the elements necessary for a quality Employee Assistance Program, focusing on the addicted employee population in the public and private sectors. Some areas to be covered are: (1) designing and developing a program; (2) reaching the troubled employee who suffers from chemical dependency (alcohol, prescription medication, or illicit drugs); and (3) examining the role of a counselor and the necessary skills for assessment of problems including drug and alcohol addiction. Some additional topics for discussion will focus on confidentiality, legal implications of drug abuse (prescription and illicit drugs), health care coverage, community resources, and the use of data collection and evaluation of EAPs. Methods will include lecture, films, group discussion, problem-solving exercises, and guest speakers.

**General Goals:** (1) To provide the student with an understanding of key issues in Employee Assistance Programming; (2) to explore the value of EAPs in reaching the drug addict, alcoholic, and other troubled employees; and (3) to examine the value of an EAP to the employer.
Courses 10:15 a.m. - 12:15 p.m.  

Please note: Both Sessions of course *3, Alcoholism: A Comprehensive Program for Nurses are required.  

3B. Alcoholism and Drug Abuse: A Comprehensive Program for Nurses
The Prevention Services Unit of the New Jersey Division of Alcoholism and Drug Abuse, in its interest to promote the role of the nurse working with alcoholics, drug dependent individuals, and their significant others, has developed a twenty-hour intensive training experience for a professional who is interested in acquiring skills as an alcoholism and drug abuse specialist. Both sessions are required for this course.  

Instructor: Dorothya Harmsen, M.A., R.N.C.D., C.A.C.

General Overview: The course will include two-two-hour sessions each day and make available to nurses a broad base of cognitive and experiential training. The program will involve lectures, group discussion, individual and communication techniques and will develop skills and attitudes relating to the nurse as an agent of change within the health system.  

General Goals: The course will provide the bridge for a nurse to move toward certification as an alcoholism and drug abuse counselor in New Jersey and gain the alcohol and drug specific information and systems-related skills needed by an addiction specialist in the health care system.

7B. Alcoholism Counseling: Strategies and Tactics
For those working in counseling or treatment of the alcoholic.  
Instructor: Albert McNamara, C.A.C.

General Overview: This course is designed to examine alcoholism counseling as a process in which different skills, knowledge and attitudes are applicable to different stages of intervention and recovery. Alcoholism treatment involves setting up goals for each stage in the process and developing a flexible set of responses useful in the continuum of treatment. Areas to be covered include goal setting, support building, interventions, confrontation and support techniques. Critical issues in each stage will be explored. The class will use small group work, lecture and discussion.  

General Goals: The major goal of this course is to provide participants with a framework for understanding alcoholism recovery as a process in which certain specific skills are applicable at each stage. Participants should be able to identify the most appropriate skills, knowledge and attitudes to be used in each stage of recovery.

27. Substance Abuse Treatment in the 1990s: Meeting the Challenge
For counselors, therapists, nurses and other professionals involved in the field of drug abuse treatment, EAP, SAP, mental health and social services.  
Instructor: Edward J. Higgins, M.A.

General Overview: Cocaine, "crack," heroin, marijuana, LSD, designer drugs and prescription medications — what's next? How does a professional meet the needs of their client population in the midst of this current epidemic of drug abuse? This course will detail the trends and patterns of drug abuse among adolescents and adults. It will detail the use and value of chemotherapeutic agents to deal with specific drugs of abuse. Through proven and successful treatment innovations, the course will demonstrate the integration of treatment and recovery philosophies to improve the engagement and retention of chemically dependent individuals, in appropriate settings, to effect behavioral change. We need to learn how to teach people to "Just Say No!"  

General Goals: To provide practical information on new and innovative technologies to meet the challenge of the current trends of drug abuse. Learning how to apply these techniques to target populations will permit participants to be more effective and fulfilled in meeting personal and professional goals.

28. Drugs and Behavior: Pharmacology for the Non-Scientist
For educators, counselors, and health care professionals.  
Instructor: John Brick, Ph.D.

General Overview: This course will provide an overview of the pharmacology of drug actions, for those with little or no science background. The administration, absorption, distribution, mechanisms of action and termination, and excretion of drugs will be discussed, with special emphasis on the normal operation of the brain and how this is changed by psychoactive drug use.  

General Goals: To learn about central nervous system aspects of behavior and how psychoactive drugs work.

29. Pharmacology of Psychotropic Drugs of Abuse
For educators, counselors, and those generally interested.  
Instructor: Mark Roffman, Ph.D.

General Overview: The emphasis of this course is on the interactions of a chemical substance and the human organism. Participants will develop an understanding as to how these drugs affect the body and how the body detoxifies and eliminates these drugs.  

General Goals: The major goal is to develop an appreciation of the complex interaction that occurs after ingestion of psychotropic drugs. Each of the major categories of psychotropic drugs will be discussed. These include stimulants (amphetamine and cocaine), depressants (alcohol and barbiturates), minor tranquilizers (Librium and Valium), euphorians (marijuana), hallucinogens (LSD and mescaline), antidepressants (Elavil and Tofranil), and antipsychotics (Thorazine and Haldol). Moreover, the mechanism by which these drugs produce their effects will also be discussed.

30. Psychological Aspects of Addiction, Treatment and Recovery
For treatment personnel open to examining new concepts of addictions derived from scientific research, and integrating these findings into their clinical work.  
Instructor: Fred Rotigers, Psy.D.

General Overview: This course focuses on the contribution of psychological factors to the etiology and maintenance of addictive behavior, with special emphasis on alcoholism and drug dependency. Current scientific knowledge about the influence of psychological factors on addictive behavior and as predisposing factors to addiction will be discussed, as well as current knowledge regarding the relationship of personality factors to addiction. A special emphasis will be placed on the role of psychological set and expectancy in the etiology, maintenance and treatment of addictive behavior. Current knowledge regarding treatment effectiveness will be examined, and the role of psychological factors in treatment and relapse prevention will be explored.  

Ideas for matching treatments to patients based on psychological factors will be presented.
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General Goals: (1) To present current research findings in the psychology of addictions in a clear and clinically useful fashion; (2) to encourage critical thinking about current theories of addictions, etiology and treatment; (3) to explain how elements of addictive behavior thought to be biologically based also have psychological components.

31. The Dually Diagnosed Patient: Identification and Treatment

For substance abuse counselors and mental health professionals involved or interested in working with the chemically dependent and psychiatrically impaired patient.

Instructor: Mark C. Wallen, M.D.

General Overview: This course is intended to provide a framework for addressing the specialized treatment needs of the chemically dependent person who also suffers from a clinically significant psychiatric impairment. The various categories of patients included within the so-called “dually diagnosed” patient population will be identified. A major emphasis will be placed on helping the treatment professional develop the skills necessary to accurately assess such patients and then formulate a comprehensive treatment program which will appropriately address all of the patient’s treatment needs.

General Goals: To help the treatment professional identify, assess, and formulate the most effective treatment program for the psychologically impaired chemically dependent patient.

32. Pathophysiology of Addictions

For counselors, mental health service providers and other health and human service providers.

Instructor: Ronald Gaetano, R.Ph.

General Overview: This course is designed to help provide an understanding of the similarities and differences between individuals who choose one class of chemicals as opposed to those who claim to be polyaddicted. The material presented will focus on what physical and emotional variables are to be considered when identifying, treating, and, in aftercare, planning for an “addict” who chooses one particular class of drug or another. Narcotic use and abuse will be compared to alcohol, hypnotics, and anxiety drug use and abuse. Drugs which will be discussed and compared will include marijuana, amphetamines, cocaine, heroin, PCP, LSD, and alcohol. Clinical data indicates that a wide range of theories and approaches are used by counselors in the field. A model for developing a counselor’s own system of evaluating the problem will be presented.

General Goals: To enable participants to clarify their own attitudes about their clients and evaluate how their beliefs toward addiction impact on the treatment approaches they present to the addict and to the addict’s significant others. Another goal will be to help participants understand the importance of having a broad knowledge base of the properties associated with different classes of chemicals and the physical and emotional ramifications that must be considered in counseling and treatment.

33. The Change Process: Substance Abuse and Human Development

For educators, prevention specialists, and substance awareness coordinators interested in understanding the implications of developmental research and alcohol and drug abuse programs.

Instructor: Philip M. Brown, Ph.D.

General Overview: The course is designed to examine the implications of human development theories and research for the addictions field. Particular emphasis will be placed on the adolescent, young adult and mid-life phases of the life-span. How developmental tasks and issues influence substance use patterns will be explored. Case study material and prevention program content will be used to apply and amplify theory. Participants will have the opportunity to explore their own developmental course through experiential exercises.

General Goals: To help counselors and prevention specialists understand the impact of developmental stages and issues in a way that can inform and enhance their practice and program design.

34. Building Self-Image in Adolescents: A Prevention Alternative

For educators, counselors, and those interested in prevention techniques.

Instructor: Thomas Turney, M.A.

General Overview: The introduction and development of skills to promote a positive self-image will be the emphasis of this course. Participants will experience small group activities that focus on developing trust, improving self-awareness, and feeling more positively about oneself. Through lecture, demonstration, and supervised practice, participants will learn effective active listening and "I" message feedback skills necessary to foster a more positive self-image. Through lecture and role playing, the Consistence of Perception and Self-Esteem Theories will be contrasted. Techniques for evaluating improvement of self-image will be examined and the participant's self-esteem will be enhanced.

General Goals: To foster understanding of the importance of self-image in the development of the adolescent, and to develop techniques and skills that can be used with individuals and groups of adolescents.


For educators and counselors in school settings — elementary, junior high, secondary, or college — and individuals responsible for community education and social service programs.

Instructor: H. James Wasser, M.A.

General Overview: This course is designed to provide participants with a basic awareness of the peers-helping-peers concept adapted for school peer counseling and leadership training programs. The sessions will include lecture, skill demonstrations, small and large group discussion, and role play. Emphasis will be placed on participant experiential learning and "Turley" training methodologies.

General Goals: To increase participants' awareness of the potential impact peer counseling can have on alcohol and drug abuse prevention. To provide experiential learning for all participants through specific peer-helping skills, communication exercises, and group facilitation techniques. To equip participants with fundamental knowledge and skills to implement peer counseling programs.

36. Providing Services for Adolescents: A Realistic Approach

For persons considering or beginning clinical work as a drug or alcohol counselor with an adolescent population in any capacity.

Instructors: Carolann Kane-Cavaiailo, M.A.; Alan A. Cavaiailo, Ph.D.

General Overview: Working with adolescents with alcohol and/or drug problems requires a level of skill and personal understanding somewhat different than those utilized with the adult population. This course will focus on the recognition of the "high risk" adolescent and the correlates that accompany adolescent substance abuse. Attention will be given to developing assessment and evaluation skills. We will explore methods of resolving the personal conflicts counselors may discover when working with adolescents and their families.

General Goals: To enable participants to understand the complexities of the...
adolescent in order to realistically plan a course of treatment for alcohol and/or drug abuse, including the appropriate level of care; incorporation of "other" professionals into the treatment plan; and motivational techniques for accepting services and recovery goals.

37. Substance Use and Abuse by College Students: Campus-Based Approaches to Prevention and Treatment

For counselors and clinicians, student health service personnel, educators, college students, college administrators and others interested in the college student. Instructors: Lisa Laitman, M.S.Ed., C.A.C.; Richard Powell, M.P.A.

General Overview: The course is designed to provide participants with a broader understanding of campus-based approaches to substance abuse prevention and treatment. Specific emphasis will be placed in three areas: (1) campus alcohol and drug policy; (2) education, training, and prevention; and (3) clinical intervention. Participants will be exposed to both current approaches to and emerging strategies which are designed to minimize collegiate substance abuse and its consequences. Through lectures, demonstration, interactive discussion, role play, and problem solving, participants will learn new strategies and resources for dealing effectively with the problem of substance abuse on college campuses. Emerging initiatives in the areas of substance-free living arrangements on campus, partial-residential and student assistant approaches to intervention, the collection and dissemination of information about substance abuse prevention and treatment in higher education will be highlighted.

General Goals: To develop for participants a better understanding of issues and approaches for the prevention and treatment of collegiate substance abuse; to enhance skills needed to implement and improve current campus-based efforts; and to foster increased awareness of the resources currently available to those persons working with college student populations.

38. Treating Cocaine and Other Addicts — Similarities and Differences

For direct service providers, particularly counselors. Instructor: Gerald Shulman, M.A., F.A.C.A.T.A.

General Overview: A review of cocaine and other alcohol and drug dependencies including: the cultural and pharmacological aspects of different broad classifications of drug and alcohol use, misuse, abuse and addiction; drug and alcohol interactions; and the problems of cross-addiction from physical and psychological viewpoints. Emphasis will be placed on the special issues of cocaine dependence and on the treatment of alcoholics and cocaine addicts in separate and combined service delivery systems.

General Goals: To develop more effective treatment of the multiple drug addict; insight into treatment strategies for the repetitively unsuccessful addict; ability to develop cocaine and drug programming in existing chemical dependency treatment program and the ability to evaluate different, combined treatment approach systems for appropriate referral.

39. Effective Use of Denial and Resistance in Treatment

For those who provide direct counseling or therapy to alcoholics and substance abusers. This course is recommended for participants with prior counseling experience. Instructor: Gholly Sternman, A.G.S.W., C.A.C.

General Overview: Denial and resistance are perceived within the framework that all behavior is purposeful in the context within which it was originated. In relation to this, rapport skills, outcome framing, paradoxical or double-blind strategies, and future pacing will be presented, demonstrated and practiced. Participants will have the opportunity to experiment with a variety of treatment strategies.

General Goals: To provide the counselor with greater flexibility in his or her counseling or therapy, leading to additional options, which in turn increases the potential for well being.

40. Counseling Issues in Alcoholism and Substance Abuse

For counselors working in rehabilitation or social service agencies with clients and family members of individuals with alcohol and drug-related problems. Instructor: Chris A. Hann, Ed.D.

General Overview: This course is intended to provide a framework for developing a multi-faceted approach to counseling the client and family members of individuals with alcohol and drug-related problems. Topics include: (1) a model for counseling; (2) client assessment; (3) counseling issues and strategies; and (4) agency support systems and planning.

General Goals: To develop a practical framework for counseling the client with alcohol- and drug-related problems; to recognize the systemic relationship of the counselor, agency staff, and community resources in providing effective counseling.

41. Individual Skills for Alcohol and Drug Counseling

For those who desire a foundation in counseling skills for individuals who abuse alcohol and other drugs. Instructor: John Seblik, MA, M.S., C.A.C.

General Overview: Participants will explore and practice eight basic counseling skills which serve as the foundation of individual counseling, namely: attending, paraphrasing, summarizing, probing, interpreting, confrontation, feeling reflection, and self-disclosure. The significance of each skill to alcoholism and drug abuse counseling will be demonstrated by case material. We will examine counselor qualities, assumptions, and beliefs which condition the counseling relationship. The resources of Reality Therapy, Rational-Emotive Therapy, and Client-Centered Therapy will be reviewed with an eye to application in alcoholism and drug abuse counseling.

General Goals: To experience the integration of the eight basic counseling skills, and to explore the theory and practice of reality therapy, rational-emotive therapy, and client-centered therapy in counseling chemically dependent persons.

42. Family Counseling with Alcohol and Drug Abuse Problems

For counselors interested in an introduction to family counseling with a focus on alcohol and other drugs. Instructor: Eileen B. Isaacs, M.S.W., Ed.D., C.A.C.

General Overview: Methods for identification and intervention with families and activities which will be presented; various models of family therapy will be discussed; issues such as confrontation, denial and co-dependency will be explored. Presentation of material will be both didactic and experiential.

General Goals: To provide participants with tools for assessing and working with families and to provide further technical assistance for those already working with families.
43. Assessment and Treatment of Co-Dependency

For substance abuse counselors and other counseling professionals and people working in the community setting interested in recognizing and dealing with co-dependency.

Instructors: Patricia S. Potter-Efron, M.S., C.A.D.C. III; Ronald T. Potter-Efron, Ph.D.

General Overview: Co-dependency has many definitions. Ours is that co-dependency is a specific set of responses to living in a long-term, highly stressful environment. Particular effects occur in eight major areas: impaired identity development, cognitive deficits such as confusion and gullibility, rigid patterns of thinking and acting, denial and minimization of life problems, fear-inspired needs to control events, persistent anger patterns, enduring shame and guilt, and prolonged despair.

Participants will be helped to assess and treat individuals who exhibit these aspects of co-dependency. Discussion will include treating the immediate family of an active user, adult children from highly stressed families, treating the alcoholic who is also co-dependent, and professional co-dependency behaviors.

General Goals: 1) Understand individual and family dynamics involved in co-dependency; 2) understand how co-dependency applies to families of active and recovering alcoholics and chemically dependent persons; to adult children of alcoholics and to others who come from or live in highly stressful situations; 3) learn to assess the significance of each person's co-dependency and to individualize treatment plans based on this assessment; and 4) gain personal understanding of how a counselor's own co-dependency issues might affect counseling relationships.

44. Counseling Adult Children of Alcoholics

Course Prerequisite: Must have minimum of a Master's Degree. An advanced largely experiential course for mental health workers and alcoholism counselors.

Instructor: Janet G. Wollitz, Ed.D.

General Overview: This course will focus on the effects in adulthood of growing up in a chemically dependent family and their clinical implications. Appropriate techniques for counseling this population will be discussed and a model for self-help and therapy groups will be developed. The "here and now" implications in the life of the adult child and ways to break the cycle in both this and future generations will be discussed. Lecture, demonstration and laboratory techniques will be used in the class.

General Goals: To examine the impact of growing up in a chemically dependent family on the adult child and to explore techniques for breaking the cycle.

45. Chemical Dependency Counseling and Sexual Identity Issues

For persons of any discipline who wish to increase their skill and sensitivity in addressing sexual identity issues and in working with gay and lesbian alcoholics and substance abusers.

Instructor: Tricia Larkin, C.S.W., C.A.C.

General Overview: This course will use both didactic and experiential methods to help counselors get in touch with their attitudes toward sexuality, especially bisexuality and homosexuality, and toward sexual identity issues. The course will help counselors examine how their attitudes affect the treatment they provide to alcohol and drug addicted clients who may be bisexual, homosexual, or confused about their sexual identity. Treatment methods and techniques for helping these clients will be taught, including taking a sexual history, counseling of sexual identity issues, and developing referral and resource networks.

General Goals: To instruct about the oppressive, destructive effects of homophobia; to help people become aware of their own attitudes; to increase knowledge about concepts of sexuality and sexual identity, developing a positive sexual identity, and its relationship to alcohol and drug problems, and to help counselors become more effective in working with chemically dependent clients who may be bisexual, gay, lesbian, or confused about their sexual identity.

46. Therapeutic Strategies for Hispanic/Latino Clients

For individuals who are working with Hispanic clients.

Instructor: John Fuentes, J.D.

General Overview: This course will begin with a discussion of the sociologic and economic role Hispanics play in New Jersey. Topics will include: determining the degree of assimilation in order to make an appropriate intervention; measuring the psychological impact of migration; and taking advantage of Hispanic cultural traits during treatment.

General Goals: 1) To sensitize students to the Hispanic cultures; 2) to enable students to identify the degree of assimilation of Hispanic students in order to make a proper intervention; and, 3) to enable students to use cultural and traditional values in facilitating client recovery.

47. AIDS Update: Implications for Alcohol and Drug Treatment Programs

Recommended for substance abuse treatment and correctional personnel who are working with people at risk for AIDS.

Instructor: Robert Baxter, M.Ed., M.P.A.

General Overview: This course is designed to provide participants with an updated picture of AIDS, nationally as well as in New Jersey, in terms of risk population description and distribution. Management and treatment of AIDS patients in community-based agencies and related programmatic implications will be discussed. Special emphasis will be given to the relationship between alcohol and drug use and AIDS.

General Goals: To provide participants with a framework for understanding AIDS.

48. Substance Abuse and the Criminal Justice System

For counselors, administrators, and criminal justice professionals.

Instructor: William Kane, J.D., C.A.C.

General Overview: This course will examine the criminal justice system and how it deals with alcohol and drug-abusing offenders. Topics include: a survey of alcohol and drug laws, Domestic Violence, the Family Court Act, pretrial intervention, driving under the influence, plea bargaining, sentencing, probation, prison, parole, judges, and attorneys.

General Goals: To make treatment providers and criminal justice professionals more aware of how to successfully resolve cases involving substance-abusing defendants.

49. Post-Traumatic Stress Disorder and Chemical Dependency: Treatment Considerations for At-Risk Populations

For counselors, supervisors and therapists who work with chemically dependent persons and their families.

Instructors: Thomas Brinson, A.C.S.W., C.A.C.; Vincent Treanor, M.S., C.A.C.

General Overview: Since 1980, when it was included in DSM-III, clinicians and treatment agencies have increasingly recognized the impact of Post-Traumatic Stress Disorder (PTSD) among various treatment populations. This course will examine the correlation of PTSD and chemical dependency among several at-
risk populations to include combat veterans, spouses of chemically dependent persons, children of alcoholics and adult children of alcoholics.

**General Goals:** Through lectures, video presentations, case studies and discussions, students will be able to assess for PTSD, recognize the potential correlation between the symptomatology of PTSD and chemical dependency among the above populations and provide treatment interventions for at-risk populations who manifest symptoms of PTSD.

**50. Food Addiction: Crisis in our Culture, Implications for the Alcohol and Drug Abuse Field, An Introduction**

*For health and human service professionals in all settings, counselors, teachers, trainers, administrators and members of other professions (clergy, law enforcement, etc.).*

**Instructor:** Katie Regan, M.S.W.

**General Overview:** Participants will receive an introduction to the emerging activities and issues relating to food addiction. Emphasis will be given to food addiction as an illness, the identification of treatment networks and implications for individuals working or training in the alcoholism and drug abuse field.

**General Goals:** To provide for the participants a thorough overview of food addiction and its relationship to alcoholism and drug abuse programs.

**51. Counseling the Chemically Dependent in Employee Assistance Programs**

*For professionals and non-professionals who have responsibility in counseling alcoholics and drug-dependent employees in or from a business environment.*

**Instructor:** Thomas Desmond, Ed.D., C.A.C., C.E.A.P.

**General Overview:** This course includes the nature and dynamics of alcoholism and drug addiction and the processes of intervention, diagnosis, referral, counseling, and follow-up. It will explore the paradigm of the addict’s belief system and Alcoholics Anonymous and Narcotics Anonymous as both community resources and recovery processes. It will also discuss the integration of other therapies into the recovery process.

**General Goals:** This course will provide the participant with the specific knowledge and skills to counsel alcoholic and drug dependent employees and their family members within a corporate structure.

**52. Compulsive Gambling and Alcoholism**

*For counselors, educators, health care providers, and other interested individuals.*

**Instructor:** Arnie Weider, C.C.G.C.

**General Overview:** Approximately 30% of all alcoholics are also compulsive gamblers. Their gambling addiction cannot be ignored; to do so makes recovery from alcoholism very unlikely. This course is designed to increase participants’ knowledge, skills and understanding regarding the theoretical framework and factors underlying the causes of compulsive gambling. Alcoholism as a factor related to compulsive gambling will be discussed. Assessment criteria for evaluation of compulsive gambling, complications (legal, psychosocial, etc.) related to compulsive gambling and treatment and rehabilitation approaches will be reviewed.

**General Goals:** To understand compulsive gambling as an addiction; to recognize the correlation between compulsive gambling and alcoholism; and to identify the compulsive gambler in an alcoholism treatment center and the importance of the identification for recovery.

**53. Organizational Development for Substance Abuse Agencies**

*For project directors, managers, experienced counselors, and persons working with drug and alcohol systems in a consulting capacity.*

**Instructor:** F. Mel Madden, Ed.D.

**General Overview:** This course is designed to offer participants a working knowledge of organizational development and process consulting. Students will examine how the human processes used by drug and alcohol agencies breakdown and thereby hinder service providers from accomplishing their missions. The students will learn the steps of organizational development and process consultation, including organizational diagnoses and third-party intervention.

**General Goals:** To help develop in individuals working with drug and alcohol delivery systems an awareness of the organization as a real entity, to expose them to diagnostic and intervention methods designed to improve productivity; and, to prepare counselors and managers to become more effective change agents.
Daily Time Schedule

Monday — Friday
8:00—10:00 a.m. Course
10:15—12:15 p.m. Course
Lunch
2:00—3:15 p.m. General Lecture
3:30—5:00 p.m. Special Interest Seminars
Dinner
7:30—9:00 p.m. General Lecture
9:00 p.m. Facilities are available for group meetings as students request, for example, the fellowship of A.A. and Al-Anon.

Please Note: Friday classes are scheduled as on Monday-Thursday; certificates will be awarded immediately following the second class.

Rooms

Students are housed in university dormitories with linen, towels, and maid service provided. Two types of accommodations are available: (1) single-occupancy non-air-conditioned rooms, or (2) double-occupancy air-conditioned rooms. However, the air-conditioned rooms are limited in number and cannot be guaranteed. University housing is not available for unregistered individuals.

Dining and Other Facilities

The lecture auditorium, classrooms, libraries, the main lounge, and the student center are all air-conditioned, as is the food service area where meals will be served. The classrooms are within walking distance of the dining hall and dormitories.

July 14-19, 1991

Certificates

A certificate of attendance will be awarded to all persons who successfully complete the school. Rutgers has granted 3.5 Continuing Education Units for this event; the 3.5 CEUs are equivalent to 35 hours toward certification/recertification in most states.

Costs and Accommodations

The cost for the one-week program will be as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Tuition</td>
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<tr>
<td>Room</td>
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<td>Meals*</td>
<td>130.00</td>
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<tr>
<td>Total</td>
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Master Card and VISA are accepted for school costs on the day of registration.
*Commuting students may purchase individual meal tickets.

Financial Support

The New Jersey Summer School of Alcohol and Drug Studies does not administer scholarship funds. Financial support is often provided by a state alcoholism program and/or the agency, hospital, department, or company of one’s own employment. We encourage prospective participants to inquire of the head of their agency or program about available funding as soon as possible, as such monies are usually limited.
Application

The application deadline is June 1, 1991; however, the school may close earlier if maximum enrollment is reached. Early application is advised to assure acceptance and course selection. A $100.00 (non-refundable) deposit in the form of a check or money order made payable to Rutgers University must accompany the application form. The deposit will be applied to the tuition fee. This deposit will be returned only if school enrollment is reached or selected courses are closed.

Application is to be made on the official application form at the back of this brochure, or an application may be obtained from:

Ms. Virginia Moore, Program Assistant
New Jersey Summer School of Alcohol and Drug Studies
Center of Alcohol Studies
Rutgers, The State University of New Jersey
New Brunswick, New Jersey 08903
Telephone: (908) 932-4317

July 14-19, 1991

New Jersey Summer School of Alcohol and Drug Studies

Administration

Executive Director: Gail Gleason Milgram, Ed.D.
Associate Director: John Brick, Ph.D.
Administrative Assistant: Linda J. Allen
Education Coordinator: Judy Battle, M.A.
Business Administrator: Lucille M. Hynda
Program Assistant: Virginia Moore
Librarian: Penny B. Page, M.L.S.

Instructors*

Robert Baxter, M.Ed., M.P.A., Supervising Community Services Officer, New Jersey Department of Health, Division of Alcoholism and Drug Abuse, East Orange, New Jersey (*47)

John Brick, Ph.D., Assistant Research Professor, Chief of Research, Education and Training Division, Rutgers Center of Alcohol Studies, New Brunswick, New Jersey (*28)

Sara Brinson, R.N., C.A.C., Southside Hospital Alcohol Detox, Southside Hospital, Bayshore, New York (*16)

Thomas Brinson, A.C.S.W., C.A.C., Executive Director, Barnett, Brinson and Associates, Lynbrook, New York (*16 & *49)

Philip M. Brown, Ph.D., Manager, Bureau of Student Behavior and Development, N.J. Department of Education, Division of General Academic Education, Trenton, New Jersey (*33)

Alan A. Cavaiola, Ph.D., Associate Professor of Psychology, Glassboro State College, Glassboro, New Jersey (*36)

Charles A. Currie, M.A., Chief of Prevention, N.J. Department of Health, Division of Alcoholism and Drug Abuse, Trenton, New Jersey (*25)


Raymond P. Dreitlein, Ph.D., C.A.C., Consultant, Private Practice, Berkeley Heights, New Jersey (*24)

*The number(s) following each listing refers to the course(s) taught.
The New Jersey School

Nancy L. Fiorentino, M.S.W., Director, Community Intervention and Referral Unit, N.J. Department of Health, Division of Alcoholism and Drug Abuse, Trenton, New Jersey (*2)

Marcia Smith Fieres, C.A.C., Executive Director, Middlesex Council on Alcoholism and Drug Abuse, East Brunswick, New Jersey (*5)

John Fuentes, J.D., Puerto Rican Action Committee, Penns Grove, New Jersey (*46)

Ronald Gaetano, R.Ph., Executive Director, Genesis Drug and Alcohol Program, Union Hospital, Union, New Jersey (*4 & *32)

Connie Greene, M.A., Director, Prevention and Adolescent Services, Jersey Shore Addiction Services, Asbury Park, New Jersey (*19)

Carolyn Hodge, M.A., C.A.C., District Coordinator, Toms River Schools Alcohol and Substance Abuse Program, Toms River Regional School District, Toms River, New Jersey

Chris A. Hanns, Ed.D., Treatment Coordinator, Damon House, New Brunswick, New Jersey (*40)

Dorothea Harmsen, M.A., R.N.C.D., C.A.C., Nursing Education Specialist, Training, Education and Prevention Unit, N.J. Department of Health, Division of Alcoholism and Drug Abuse, Trenton, New Jersey (*3A & *3B)


Karen Herrick, M.S.W., C.S.W., C.A.C., Founder and Executive Director, Center for Children of Alcoholics, Little Silver, New Jersey (*23)

Edward J. Higgins, M.A., President/Executive Director, Jersey Shore Addiction Services, Asbury Park, New Jersey (*27)

Eileen B. Isaacson, M.S.W., Ed.D., C.A.C., Executive Assistant, N.J. Department of Health, Division of Alcoholism and Drug Abuse, Trenton, New Jersey (*8 & *42)

William Kane, J.D., C.A.C., Director and Consultant, The Alcon Project/NCA, North Jersey Area, Montclair, New Jersey (*17 & *48)

Carolann Kane-Cavaiola, M.A., Director, Drug and Alcohol Unit, JFK Medical Center, Woodbridge, New Jersey (*36)

Lisa Laitman, M.S.Ed., C.A.C., Director, Alcohol Assistance Program for Students, Hurtado Health Center, Rutgers University, New Brunswick, New Jersey (*37)

July 14-19, 1991

Tricia Larkin, C.S.W., C.A.C., Discovery Counseling Center, Milburn, New Jersey (*45)

Cecelia Loan, Project Director, Consumers United Group, Washington, D.C. (*11)

F. Mel Madden, Ed.D., Professor, Department of Counselor Education, California University of Pennsylvania, California, Pennsylvania (*10 & *53)

Albert McNamara, C.A.C., Clinical Coordinator, OPTIONS, Asbury Park, New Jersey (*7A & *7B)

Fran Miceli, M.Ed., Central Prevention Coordinator, N.J. Department of Health, Division of Narcotic and Drug Abuse Control, Trenton, New Jersey (*19)

Gail Gleason Milgram, Ed.D., Professor, Director of Education and Training, Rutgers Center of Alcohol Studies, New Brunswick, New Jersey

Don L. Moyer, L.I.C.S.W., C.R.P.S., Moyer Associates Recovery Services, White Bear Lake, Minnesota (*13)

Yvonne Pagan, M.S.W., Program Manager, Monitoring and Evaluation Service Unit, N.J. Department of Health, Division of Alcoholism and Drug Abuse, Trenton, New Jersey (*18)

Patricia S. Potter-Efron, M.S., C.A.D.C. III, Director, Professional Growth Services, Personal Growth Services, Eau Claire, Wisconsin (*12 & *43)

Ronald T. Potter-Efron, Ph.D., Clinical Psychotherapist, Middel-Fort Clinic, Eau Claire, Wisconsin (*14 & *43)

Richard Powell, Training Coordinator, Alcohol and Other Drug Education Program, Rutgers Health Education, Hurtado Health Center, New Brunswick, New Jersey (*37)

Barbara Priestner-Werte, M.S.W., C.A.C., AIDS Program Manager/Site Manager, The Bridge, Caldwell, New Jersey (*15)

Katie Regan, M.S.W., Substance Abuse Services, Paul Kimball Hospital, Lakewood, New Jersey (*50)

Riley Regan, M.S.W., M.H.S., Director, N.J. Department of Health, Division of Alcoholism and Drug Abuse, Trenton, New Jersey

Mark Roffman, Ph.D., President, International Drug Development Corporation, Parsippany, New Jersey (*29)

Fred Rutgers, Psy.D., Staff Clinician, Program for Addictions Consultation and Treatment, Rutgers Center of Alcohol Studies, New Brunswick, New Jersey (*30)
Mary Anne Ruane, A.C.S.W., C.A.C., Director, Addiction Recovery Services, Riverview Medical Center, Red Bank, New Jersey (*21)

Richard J. Russo, M.S.P.H., Assistant Commissioner, N.J. Department of Health, Division of Alcoholism and Drug Abuse, Trenton, New Jersey

John M. Schibik, M.A., M.S., C.A.C., Director, Chemical Dependency Treatment Program, Genesis Counseling Center, Collingswood, New Jersey (*6 & *41)

Gerald Shulman, M.A., F.A.C.A.T.A., Senior Vice President, Clinical Programs, Addiction Recovery Corporation (ARC), Rockville, Maryland (*22 & *38)

Chelly Sternal, A.C.S.W., C.A.C., President, Chelly Sternal Associates, Hightstown, New Jersey (*39)

Joan A. Tracey, C.E.A.P., District Manager, Employee Assistance Program, AT&T, Basking Ridge, New Jersey (*26)

Vincent Treanor, M.S., C.A.C., Staff Development Specialist, New York State Division of Alcoholism and Alcohol Abuse, Albany, New York (*49)

Thomas Turley, M.A., Social Science Supervisor, Roselle Park School District, Roselle Park, New Jersey (*34)

Mark C. Wallen, M.D., Director of Clinical Services, Livengrin Foundation, Bensalem, Pennsylvania (*1 & *31)

H. James Wasser, M.A., Administrative Assistant to the Superintendent, Freehold Regional High School District, Englishtown, New Jersey (*35)


Janet G. Woititz, Ed.D., President, Institute for Counseling and Training, West Caldwell, New Jersey (*44)
# 1991 GENERAL APPLICATION, NJSSADS

## Last Name

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<thead>
<tr>
<th>Home Address</th>
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<th>Middle</th>
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<td>Street</td>
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<td>State</td>
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<td>Zip</td>
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### Male ______  Home Phone  Business Phone  Work hours:

### Female ______

Certification (Alcohol/Substance Abuse Counselor): Yes ☐  No ☐  If yes, which state:

<table>
<thead>
<tr>
<th>Years of College</th>
<th>Highest Degree Awarded</th>
<th>College Attended</th>
<th>Dates</th>
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Name of Employer (Note: This address will be listed on roster)  Your Position  Beginning Date

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<th>Zip</th>
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Describe Your Present Duties (continue on other side if needed):

### Previous Employment:

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<th>Organization</th>
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Previous attendance at a School, Institute or Conference on Alcoholism or Alcohol Problems:

Name of School(s):  Year(s) of Attendance

Courses in which you wish to register (considerations of eligibility, class size, and scheduling conflicts make it important to list 3 choices for 8:00 A.M. and 3 choices for 10:15 A.M., in order of preference):

### 8:00 A.M. - 10:00 A.M.

1. # ______ Title ____________________________  1. # ______ Title ____________________________

2. # ______ Title ____________________________  2. # ______ Title ____________________________

3. # ______ Title ____________________________  3. # ______ Title ____________________________

### 10:15 A.M. - 12:15 P.M.

Please enclose your deposit in the amount of $100.00, payable to: Rutgers, The State University of New Jersey.

Signature ____________________________  Date ____________________________

For Office Use Only

Instructor ____________________________  Instructor ____________________________

Course Number ____________________________  Course Number ____________________________

Grade ____________________________  Grade ____________________________