Rutgers
Summer Schools of
Alcohol and Drug Studies

Advanced School of Alcohol and Drug Studies
June 5 to June 10, 1994

Summer School of Alcohol and Drug Studies
June 19 to July 1, 1994

New Jersey Summer School of
Alcohol and Drug Studies
July 17 to July 22, 1994

Education and Training Division • Center of Alcohol Studies
The 1994 Summer Schools of Alcohol and Drug Studies

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Education and Training Division
Center of Alcohol Studies
Rutgers University

ABOUT THE UNIVERSITY

Rutgers, The State University of New Jersey, is one of the major state university systems in the nation. Originally chartered in 1766 as Queens College, the name changed in 1825 to honor a former trustee, Colonel Henry Rutgers. The school became a land-grant college in 1864, and achieved university status in 1924. The University currently has thirteen undergraduate colleges and eleven graduate schools, and over twenty-one programs offering continuing education for professionals.

ABOUT THE CENTER

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 was the first interdisciplinary research center devoted to alcohol use and alcohol problems and treatment, evolving in the late 1930s and 1940s at the Yale University Laboratory of Applied Physiology and Biodynamics, directed by the eminent Yale physician, 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. Dr. Jellinek, a noted biostatistician, became widely known for his classic studies of the etiology of alcoholism, including The Disease Concept of Alcoholism. Jellinek became the first director of the Summer School of Alcohol Studies, which celebrates its fifty-second year this summer.

The Center of Alcohol Studies was the leader of the movement to recognize alcoholism as a major public health problem and to have the American Medical Association accept alcoholism as a treatable illness, a policy it formally adopted in the 1950s. The increasing demand for information about alcoholism led the Center to found the Summer School of Alcohol Studies in 1943. The Center also began the Yale Plan Clinics, the first ever outpatient facilities for the treatment of alcoholism, in 1944. The Yale Plan for Business and Industry, forerunner of current-day employee assistance programs, also began in the mid-1940s, in response to requests from business and industry having to cope with employment shortages during World War II.

Another of Dr. Haggard's many important contributions to the field was the founding of the Quarterly Journal of Studies on Alcohol in 1940. This journal remains today the foremost journal in the field and it is one of the top ten most cited scientific journals in the nation.
Over the years, Center faculty have served as consultants and experts for many important organizations and meetings, including the World Health Organization, the National States' Conference on Alcoholism, The Moreland Commission, The Cooperative Commission on the Study of Alcoholism and National Council on Alcoholism Blue Ribbon Panels, and helped to develop the federal legislation that 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, built through the generosity of R. Brinkley Smithers and the Christopher D. Smithers Foundation. Smithers Hall provides offices, conference space, and laboratories for biological and psychological research. Brinkley Smithers Hall, an addition to the Center which opened in 1992, has expanded office space, laboratory space for the neurosciences and a new library facility.

The Center continues its strong research tradition with research programs and pre- and postdoctoral training in biochemistry, clinical and experimental psychology, neuropharmacology, sociology, public health, education and prevention. It has the distinction of being the only university research center to receive two National Alcohol Research Center (NARC) awards from the U.S. National Institute on Alcohol Abuse and Alcoholism. In 1978, a prospective, longitudinal study of the etiology of alcoholism was instituted, measuring social, cultural, psychic, somatic and genetic factors at intervals throughout adolescence and young adulthood. In 1990, a five-year investigation of methods of treating alcoholism received a NARC award.

The Division of Research emphasizes that the combined efforts of many disciplines are necessary in the application of research to the problems of alcohol. Life-span psychologists, sociologists and neuropharmacologists in a longitudinal study are examining the antecedents of drinking problems and the subsequent patterns of alcohol and substance use and abuse. Researchers are also comparing cognitive functioning, personality traits and family environments, looking for patterns that influence the transition from moderate to excessive use of alcohol. Laboratory research is looking at the relationship between alcohol and stress, examining the responses of the neurotransmitters serotonin and dopamine, two neurochemicals that have been hypothesized to be involved in the regulation of alcohol consumption. Another laboratory, using the latest techniques of molecular biology, is mapping the gene and amino acid sequences of human aldehyde dehydrogenase, one of the important enzymes in the metabolism of alcohol. All faculty leading these researches are members of the graduate faculty at Rutgers and supervise graduate and postdoctoral students in their areas.

The Division of Clinical Services integrates treatment, training and clinical services, providing alcohol and drug consultation to hospitalized patients, outpatient treatment and employee assistance services to some of the health care professions in New Jersey. Students from psychology, social work, nursing and medicine are trained in identification, diagnosis, treatment and research skills. Current research is evaluating treatment efficacy, examining the nosology of psychoactive substance use disorders and measuring the effectiveness of newly developed treatments.

The Division of Prevention focuses on the development, application and assessment of prevention models. The division has recently come under new directorship, and is committed to the development of a theory-driven approach to prevention research. Such an approach entails both basic research (e.g., the identification of vulnerable populations) and applied research (e.g., evaluation of interventions). Close links with Cornell University, through a joint endowment from R. Brinkley Smithers, result in the ongoing sharing of research and information.

The Center of Alcohol Studies Library is one of the world's largest collections of scientific literature relating to alcohol studies. The McCarthy Memorial Collection contains the full text of over 20,000 publications of research value. The Ralph G. Connor Alcohol Research Reference Files (CARRF) is a special collection of questionnaires and survey instruments that have been used in alcohol-related research.

The Center of Alcohol Studies Library is open to the public. Document delivery service is available on a fee basis. The library maintains bibliographies covering over 100 different alcohol-related topics which are available for purchase.
EDUCATION AND TRAINING DIVISION

For over four decades the Center of Alcohol Studies has provided leadership in the education and training of professionals and policy makers. The cornerstone of the summer programs is the Summer School of Alcohol and Drug Studies, an intensive two-week program of classes, general lectures and special interest seminars. The 52nd annual session of this internationally famous school will be held in 1994. Companion summer programs are:

The Advanced School of Alcohol and Drug Studies, an annual one-week program, will be held in June 1994. This school offers advanced-level, specialized courses to professionals.

The New Jersey Summer School of Alcohol and Drug Studies (NJSSADS), an annual one-week program in July, is co-sponsored by the New Jersey Division of Alcoholism, Drug Abuse and Addiction Services. 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 further information contact the Division (908-932-4317).

ABOUT THE CAMPUS

All the summer programs are held on the College Avenue Campus of Rutgers University in New Brunswick, New Jersey. Classes, food service, bookstores and the downtown shops are all within walking distance of the dormitories. New Brunswick is easily reached by car, train and bus from New York City, Philadelphia and the major metropolitan airports.

Also located on the College Avenue Campus is the Alexander Library and the Rutgers Gym. The libraries of Rutgers University and the sports facilities are available to summer school participants.

The Programs. The summer schools provide an intensive immersion into the issues of the alcohol and drug fields in an academic atmosphere. Over fifty years of experience have resulted in a balance of academic, social and non-structured time. The congenial atmosphere encourages interaction and networking among a student body that is geographically diverse and has a rich mixture of professional roles. Participants gain new knowledge and learn of new developments that challenge their thinking and assumptions.

In each school participants enroll in two courses and attend general lectures and special interest seminars. The courses provide an intensive immersion into areas of the participant's interest, while the lectures and seminars offer the opportunity to hear the views and opinions of different faculty and explore other topics. Ten to 20 lectures and 30 to 60 seminars are offered, depending on the length of the school. Facilities and time are available during each school for participants to organize self-help groups of their choosing. In addition, optional social events (e.g., a picnic, a dance, an ice cream party) are held, and bus trips to Southstreet Seaport and AA World Headquarters and a boat trip around Manhattan Island may be scheduled.

The diversity of the students' experiences and interests and the sharing of the faculty create a unique and stimulating atmosphere. Ever mindful of the leaders of the past — E.M. Jellinek, Bill W., Marty Mann, Selden D. Bacon and others — and the traditions of the schools, the faculty challenge professionals in the alcohol and drug fields as well as those new to the area. So many alumni describe the school as such a total immersion of the mind and spirit that it is often called the "Rutgers Experience."

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.

Other Facilities. The food service area, the lecture auditorium, classrooms, libraries, and the Student Center are all non-smoking, air-conditioned facilities. During the Summer School of Alcohol and Drug Studies the meal plan includes meals on the interin weekend of the school.
ABOUT THE SCHOOL

The Advanced School of Alcohol and Drug Studies, which evolved from the Alumni Institutes initiated in 1965, offers advanced level courses to professionals. 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, taught 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 Brinkley and Adele Smithers Hall.

Admission

Enrollment is limited. 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 the alcohol/drug field at the time of application; or (3) be an alumnus of the Rutgers Summer School of Alcohol and Drug 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.

"The three words that best describe the school are: thought-provoking, invigorating, and inspiring!"

"I don't know of another opportunity in the country to learn so much about so many aspects of addiction in such depth from such qualified instructors."

"The experience was very rewarding."

Costs

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$400.00</td>
</tr>
<tr>
<td>Room</td>
<td>140.00</td>
</tr>
<tr>
<td>Meals</td>
<td>155.00</td>
</tr>
<tr>
<td>Total</td>
<td>$795.00</td>
</tr>
</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. All checks and money orders for both the deposit and balance must be drawn on a U.S. bank, and made payable to Rutgers, The State University of N.J. MasterCard and VISA are only accepted for the balance on the day of registration.

Treatment facilities/governmental agencies that register 5 or more individuals for the Advanced School will receive a 10% discount on the combined tuition total. Applications must be received at the same time for 10% discount to apply.

*Please Note: Special arrangements can be made for students who wish to take only one or two morning courses and not participate in the 4.0 CEU (40-hour) program (i.e., two courses, general lectures, special interest seminars). The cost for one morning course is $125.00; two courses are $250.00. The certificate received by an individual who is taking only one or two courses would reflect this: that is, 1.0 CEU (10 hours) toward certification/recertification will be awarded for one course and 2.0 CEUs (20 hours) will be awarded for two courses.
Application/Deposit

The application deadline is May 1, 1994; however, early application is advised. A non-refundable deposit of $100.00, drawn on a U.S. bank and made payable to Rutgers, The State University of NJ, must accompany the application form. Application is to be made on the official application form which is found at the back of this brochure. It should be sent to:

Linda Simun, Program Assistant, ASADS
Center of Alcohol Studies
Smithers Hall, Busch Campus
Rutgers, The State University of New Jersey
New Brunswick, New Jersey 08903
Telephone: (908) 932-4317

Financial Support

The Advanced 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 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.

Certificates

A certificate of attendance will be awarded to all persons who successfully complete the school. Rutgers University has granted 4.0 Continuing Education Units (CEUs) for this program. The 4.0 CEUs (equivalent to 40 hours) can be applied toward alcoholism and substance abuse counselor certification/recertification in most states.

The Advanced School has been approved by the National Association of Alcoholism and Drug Abuse Counselors for 40 continuing education hours.

Daily Time Schedule

Monday–Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 10:00 a.m.</td>
<td>Course</td>
</tr>
<tr>
<td>10:15 – 12:15 p.m.</td>
<td>Course, Lunch</td>
</tr>
<tr>
<td>2:00 – 3:15 p.m.</td>
<td>General Lecture*</td>
</tr>
<tr>
<td>3:30 – 5:00 p.m.</td>
<td>Special Interest Seminars**</td>
</tr>
<tr>
<td>7:00 – 8:15 p.m.</td>
<td>General Lecture*</td>
</tr>
<tr>
<td>8:30 p.m.</td>
<td>Facilities are available for group meetings, as students request; for example, the fellowship of AA</td>
</tr>
</tbody>
</table>

Please note: (1) A minimum of 2.5 hours per course is also required for class projects, group work, etc.; and (2) Friday classes are scheduled as on Monday-Thursday; certificates will be awarded immediately following class.

*The following general lectures have been scheduled:

**Examples of the special interest seminars being offered are:

Raymond Dretlein, Ph.D., “The Cult Phenomena in Recovery” [3-1]
Ceolia Loan, M.A., “Cross-Cultural Counseling with a Focus on African Americans” [9]
Patricia Potter-Efron, M.S., “Addiction, Abuse and Self-Injury” [3-1]
Gerald Shulman, M.A., “Whatever Happened to Chemical Dependency Treatment?” [3-1]
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 for two hours per day for a total of ten hours, except Medical Aspects of Alcoholism (Course No. ADV01) which meets for four hours per day for a total of twenty hours; physicians and medical students accepted into this course will take only one course. 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.

Please note: the bracketed number following the course title indicates the Education Topic number designated by the New Jersey Certification Board. The Education Topic numbers are as follows:

1. Basic Alcoholism and Drug Addiction Knowledge
2. Screening, Intake, Orientation and Assessment
3. Counseling (Individual, Group and Family)
4. Case Management, Treatment Planning, Reporting and Record Keeping
5. Crisis Intervention Skills
6. Prevention and Education
7. Consultation, Referral, Networking (Community Resources)
8. Ethics, Legal Issues, Confidentiality
9. Special Populations
10. Physiology and Pharmacology of Alcohol and Other Drugs (Legal and Illegal)
11. Other Related Elective Topics

8:00 A.M. - 10:00 A.M. (#ADV01 - ADV25)

ADV01 Medical Aspects of Alcoholism and Drug Dependence

Co-sponsored by the American Society of Addiction Medicine and AEMRSA.

Instructor: Michael R. Liepmann

This is an introductory course for physicians and medical students interested in clinical work with patients who have alcohol and/or other drug dependence. Topics considered include: etiology; clinical course, topography, and diagnosis of alcoholism and drug dependence; detoxification procedures; cognitive difficulties; concurrent psychiatric issues; alcohol and drug related birth defects; 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. The course also includes a clinical experience as an observer with an addiction 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. The ASAM designates this CME activity for 25 credit hours in Category 1 of the Physician's Recognition Award of the American Medical Association.)

ADV02 The Neurochemical Basis of Addiction: Update, Literature Support and Weaknesses

Instructor: Carlton K. Erickson

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

ADV03 Dual Diagnosis — The Drive for Integrity

Instructor: J. Calvin Chatlos

This course is a comprehensive introduction/review of dual diagnosis (chemical dependency and psychiatric) disorders, including areas of assessment/diagnosis, New Jersey's "Biopsychosocial Model of Addiction," DSM-III-R classification, ASAM levels of care, psychopharmacotherapy, a 12-step transformational treatment approach and prevention. The emphasis in all areas will be on integration — personal, interpersonal, and within systems. The participants will experience the power of this perspective and be able to apply it at many levels in their own work.

ADV04 The Cocaine/Alcoholism Connection

Instructor: Gerald D. Shulman

Material will be presented about cocaine in all of its forms including crack: the history of its use, current incidence and prevalence data, different routes of administration, its short- and long-term effects, and the problems that result from its use in general and as related to the 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 these differences. Included will be differences 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, specific issues, drug hunger, "specialness," relapse and utilization of 12-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 characteristics of the cocaine addict that cause difficulty during treatment, and appropriate counselor responses and concrete recommendations for treatment programming will be made.

ADV05 Drug and Alcohol Counseling: A Cultural Perspective

Instructor: Cecila Loan

This course is designed to address cultural issues that relate to effective treatment of ethnic and racial minorities, with a focus on African Americans. Areas to be covered include: 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 group discussions.

ADV06 Women, Chemical Dependency, and Recovery

Instructor: Patrice M. Muchowski

This course will focus on the unique aspects of chemical dependency in women and their treatment implications. The biopsychosocial aspects of the disease will be discussed in relationship to women who are chemically dependent. Topics will address such issues as age, sexual preference, cultural aspects and drug selection. Significant emphasis will be placed on integrating the findings related to the psychology of women to chemical dependent women.
ADV07 Counseling Couples in Recovery: A Model of Treatment

Instructor: Betta S. Gabrielson

The material presented in this course is highly practical and particularly designed to present a pragmatic framework for understanding the compelling factors that influence recovering couple relationships. Within this framework there is a developmental process that will be described stage-by-stage. Examination of the dynamics of alcohol's function, closeness and distance, and relational positions of communication will be included.

Specific strategies, interventions, systemic principles, counseling techniques, and problems and goals will be explored. The course outcome is designed to provide a working model that simplifies interpretations and the process while it empowers the clinician. Participants will leave the course with a clearer understanding of what particular problems mean, where to begin, what is really going on and what is important and when it is important.

ADV08 Characterological Growth in Recovery: Therapy with the Schizoid and Dependent Character Styles

Instructor: Bruce Carruth

This course is for persons with advanced degrees in mental health professions and/or with substantial experience and training in treatment of addictive disorders. Participants should have a basic knowledge of psychodynamic and psychodevelopmental theory or be prepared to do substantial reading outside of class.

Using psychodynamic theory as a base, this course builds skills in psychotherapy in ongoing addictions recovery with individuals with a psychodevelopmental dilemma of attachment and bonding. In terms of character structure, these individuals are most often described as having schizoid and dependent styles, and their primary difficulty is one of connecting with the world in a meaningful way. In recovery from addictive illness, such individuals are likely to present as emotionally withdrawn, chronically anxious, having problems with trust and commitment in relationships, having difficulty identifying and meeting needs and experiencing significant disavowal of self, particularly in relations with others. Asking for help and having any expectation that such a request could be met are primary struggles in therapy.

While dilemmas of attachment and bonding may manifest as significant psychopathology — for instance, schizoid, avoidant and dependent personality disorders — emphasis in this course will be on work with individuals at higher levels of adaptation. Other developmental dilemmas resulting in adaptive character styles, such as symbiotic, narcissistic, masochistic and oedipal patterns, will also be briefly considered.

While contemporary psychodynamic theory provides the conceptual framework for the course, skills presented and practiced are drawn from a variety of resources including the cognitive therapies, Gestalt therapy, Ericksonian therapy, transpersonal psychology and the psychodynamic psychotherapies. Emphasis in the workshop is on integrating this material in the context of the participant's own conceptual framework for therapy and in a manner that meets the needs of specific populations of clients with whom we work.

ADV09 The Group Process As a Therapeutic Tool for the Professional Working with the Chemically Dependent

Instructor: Thomas C. Desmond

This course is designed as a didactic and experiential process that utilizes Gestalt techniques and the 12 Steps of Alcoholics Anonymous in a group process. It will help the participants to identify their own belief systems, and understand 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.

ADV10 Integrating Psychodynamics in Counseling Clients with Alcohol and Other Drug Problems

Instructor: Eileen B. Isaacson

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.

ADV11 Ritual, Mythology and Recovery

Instructor: Albert McNamara

The majority of existing addiction services evolved from the early self-help programs that were rich in traditions of ritual and the personal and group mythology of the founders. This workshop will present techniques and skills for identifying the personal mythology of clients so as to develop an understanding of their own series of ritualistic behaviors and how it can be adapted to fit a recovering lifestyle. Emphasis will be placed on approaches geared to assisting clients in blending their myth and ritual into those of the recovering community.

ADV12 Intervention Skills for the Helping Professional

Instructor: John O'Neill

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 codependent 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.

ADV13 The Use of Cognitive-Behavioral Strategies in the DiClemente & Prochaska Process of Change

Instructor: John M. Schibik

Cognitive therapy offers a systematic approach to understanding and intervening at various stages of change in recovery. We will explore DiClemente and Prochaska's understanding of the change process in the movement from addiction through recovery. We will examine 12-step program and principles in light of this change model so that we can more readily guide a person in the recovery process. Then we will explore 50 cognitive-behavioral strategies that help people engage the change process at various stages of recovery.
ADV14 A Spectrum of Ideas and Strategies to Address Resistance

Instructor: Michael J. Taleff

No one concept of resistance is adequate to address this complex phenomenon. To believe otherwise is to invite resistance into treatment. In this vein, emphasis in this workshop will be placed on skillfully addressing resistance not assaulting it. That skill depends on the counselor's set of ideas and attitudes. Not only will any view of resistance be helpful, it will also serve to limit. Thus, a main feature of this workshop will be to expand the horizons of thinking on this often misunderstood subject.

We will not only address client resistance, but resistance as it is generated by the professional and the system in general. Plenty of concrete techniques will be introduced. This will include strategies for the individual, group and family. Gender and cultural issues as they relate to resistance will be addressed. In addition, the concepts of solution/brief therapy will be discussed, as well as any ideas this class will create.

ADV15 Creative Therapy in Recovery Counseling

Instructor: Patricia S. Potter-Efron

This course focuses on creative counseling techniques for work with recovering individuals and 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 of 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 that can become a pleasurable part of a client's coping in daily life.

ADV16 Relapse Prevention, Intervention and Treatment

Instructor: Don L. Moyer

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 soberety-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.

ADV17 The Art and Psychology of Humor in Addiction Recovery

Instructor: Raymond P. Dreitlein

Humor has been used as an effective tool by experienced addiction therapists to aid in recovery from alcoholism/drug dependency; in fact, many use the development of humor as a guideline for "real" recovery. This course will explore the use of humor as a counseling tool that can enhance or retard the recovery process. A working definition of humor will be presented along with a review of the laws, types and categories of humor development. Techniques to use humor in progressive recovery will be presented with specific emphasis on the Jellinek chart of recovery. Self-assessment and current use of humor in the counselor's life will be explored; remedial work for the "humor impaired" will be part of the course process. Resources to implement humor work as part of an ongoing recovery program will be offered. An attitude of FUN is necessary to complete this course.

ADV18 Alcoholics Anonymous: History and Research

Instructor: Ernest Kurtz

Even in the midst of a growing variety of studies, many continue to call for further research on Alcoholics Anonymous. Two strategies can help us to evaluate and incorporate recent findings: (1) seeing those studies in the context of earlier research on both alcoholism and Alcoholics Anonymous, and (2) understanding the continuities and changes in AA's own story insofar as these influence what researchers find.

This class will explore (1) the history of Alcoholics Anonymous, as that history is relevant to understanding research on AA, and (2) the patterns of findings that have emerged in over fifty years of effort. Although the most recent research will be emphasized, it will be examined as part of the ongoing story of research on Alcoholics Anonymous.

Not only studies of outcome, but explorations of the affiliation process, cataloging of member characteristics and investigations of whether and how AA members change under the influence of its programs and fellowship will be treated, as will such periodically emerging topics as AA and women, AA and blacks, AA and young people, AA and atheists or unconventional believers, and more.

The class will conclude by discussing suggestions both for conducting and for evaluating future research on Alcoholics Anonymous.

ADV19 Boundaries and Relationships in Recovery: Knowing, Protecting and Enjoying the Self

Instructor: Charles L. Whitfield

Healthy personal boundaries protect the well-being and integrity of our True Self, Soul, or Child Within. But adult children, co-dependents and people with addictions tend to have unhealthy boundaries that cause them repeated difficulties in relationship with their self, others and their Higher Power. This course will describe healthy and unhealthy boundaries in detail, their important dynamics and how to use them in maintaining healthy relationships. This course includes lecture, discussion and two experiential exercises.

ADV20 The Addictive Process

Instructor: Craig Nakken

This course will start from the basic premise that although all addictions are different they have one thing in common, that being the addictive process. It will explore the development of the addictive personality and the infrastructure that is created due to the addictive process, and will explore the difference between compulsions and addictions. After a foundation has been set, the course will look at the major differences between the chemical addictions (alcohol and drugs) and the behavioral addictions (gambling, sex, spending, etc.) The final part of the course will be a discussion of the elements and principles that make up what we call recovery. Topics to be discussed will include: primary versus secondary addictions, objectification process, negative conversion experience, ritualism of addiction, mutual vulnerability, limited control, limited dependence.
ADV21 Beyond Survival from Chemical Dependency and Other Addictions: A Spiritual Journey toward Integration and Aliveness

Instructor: Patricia A. Burke

This course explores the use of spiritually focused processes in the recovery and healing experience of chemically dependent and addicted individuals, with an emphasis on self-discovery and the transformation of aspects of self that unconsciously resist emotional growth and integration. We will explore the use of experiential learning processes such as guided meditation, the spiritual practice of mindfulness, breathing techniques, therapeutic stories, myth, metaphor, imagery, small group processes and inner journeying through writing as pathways inside. This course is for advanced students who wish to integrate a spiritual focus into their lives and their work.

This is an experiential course. Participants are expected to contribute actively to the class learning environment and to have a commitment to self-reflection, self-discovery, self-nurturing and self-responsibility.

ADV22 Spiritual Awakening: When the 12th Step Happens First

Instructor: Barbara S. Harris

While the near-death experience (NDE) often happens when one is close to death, research now confirms other reliable triggers to spiritual emergence: bottoming out from addiction, after major loss or death of loved one, through peak experiences in childbirth, or spontaneously. As more of us in the recovery field heal our true selves, our natural connectedness to our spiritual nature is perceived through personal experiences and synchronicity. Episodes of this kind have been described in sacred literature of all ages as a result of meditative and spiritual practices and as signposts of the mystical path. Whether through a sudden experience or more gently through our own growth, spiritual awakenings that do not adhere to traditional religious structure are emerging more frequently.

This course will support spiritual opening and create circumstances in which the positive potential of these states can be fully realized. Recent psychological and physiological research on NDEs and spiritual experiences in general will be reviewed. Clinical and counseling approaches will be discussed and demonstrated.

ADV23 Surviving the Crisis at Work: Identifying and Intervening with Adult Children and Family Members of Alcoholics in the Workplace

Instructor: Melvin Sandler

The experience of many adults who have lived or are living in an alcoholic family environment offers them many important tools in being effective in the work environment. This experience can also cause them to be at risk during particular points in their careers. Such points can include the impact of a supervisory or subordinate style or actions, frustrated promotional opportunities or adjustment to advancement, executive level stressors or changes in the organization. This course will examine the dynamics of an alcoholic family environment that can account for responses to the above, the impact on the work environment and strategies for identification and intervention. It will also address the assessment, referral and case management processes and the selection of a resource network.

This workshop is recommended for students with employee assistance program experience and will relate to cases and experiences of the participants.

ADV24 Advanced Executive Management

Instructor: Richard Esterly

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 best prepare 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.

ADV25 Examination and Inventory of Administrative and Managerial Procedures and Techniques for Alcohol and Drug Program Managers

Instructors: Gerald S. Globetti and Ashton M. Brisotara

A session to afford participants the opportunity to make an inventory and self-examination of their administrative skills and techniques, with the view of enhancing leadership and managerial methods for alcohol and drug program managers. Targeted for present and future managers, planners and policy makers, the course is intended to review, evaluate and assist in formulating strategies in areas of program planning and implementation, agency and personnel management, public relations, marketing, fund raising, program possibilities and personal well being. The course will make available a platform for sharing personal administrative experiences. The objectives are to assist participants, through reaffirmation, redirection, or additions, in maximizing productivity, minimizing problems, efficiently managing finances, maintaining viable programming, working effectively within the established bureaucratic system and sustaining well being.

**COURSES**

10:15 A.M. - 12:15 P.M. (#ADV26 to ADV50)

**Please note:** Both sessions of course #ADV01, Medical Aspects of Alcoholism, are required.

ADV01 Medical Aspects of Alcoholism and Drug Dependence

Co-sponsored by the American Society of Addiction Medicine and AMERSA.

Instructor: Michael R. Liepmann

This is an introductory course for physicians and medical students interested in clinical work with patients who have alcohol and/or other drug dependence. Topics considered include: etiology; clinical course, topology and diagnosis of alcoholism and drug dependence; detoxification procedures; cognitive difficulties; concurrent psychiatric issues; alcohol and drug related birth defects; 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. The course also 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. The ASAM designates this CME activity for 26 credit hours in Category 1 of the Physician's Recognition Award of the American Medical Association.)

ADV26 Behavioral Pharmacology
Instructor: George C. Wagner
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.

ADV27 Using the ASAM “Patient Placement Criteria for the Treatment of Psychoactive Substance Use Disorders” in Determining Level of Care and Length of Stay
Instructor: Gerald D. Shultman
This course will provide the history of alcohol and drug treatment and referral, including changes in referral patterns, patient profiles, reimbursement patterns and public policy. Into this fabric will be woven a discussion of the development of managed care and the need for patient placement criteria, including the development of the current ASAM criteria. Included will be a discussion of different types of length of stay and how they are arrived at, a discussion of program driven versus clinically driven treatment; the need for more intensive types of treatment interventions in order to deal with patients with higher symptom acuity; the need for continuance of care, including a proposed clinical transfer system, and ways to work more effectively with managed care organizations and utilization reviewers.

Special attention will be paid to the ASAM “Patient Placement Criteria for the Treatment of Psychoactive Substance Use Disorders” and their use. The diagnostic and six dimensional criteria will be discussed and their applicability explained. The class will have an opportunity to participate in an exercise in which they determine the appropriate level of care based on case study information provided them.

ADV28 Biopsychosocial Model of Addiction
Instructor: J. Calvin Chatlos
The “Biopsychosocial Model of Addiction” provides a common language for the understanding of addiction and mental health problems by professionals in all disciplines. It incorporates multiple theories of addiction in an integrated and visual form, highlighting the continuum of prevention, intervention and treatment. It facilitates “shared responsibility” and coordination by multiple agencies and is used to coordinate the New Jersey Municipal Alliance Program. Enhancement of the participant’s role in this process will be a focus.

ADV29 Brief Interventions for Alcohol Problems: Rationale, Theory and Technique
Instructor: Frederick Ratgers
Designed for experienced clinicians, this course focuses on the theory and practice of secondary prevention of alcohol dependence through early identification and brief intervention with non-dependent problem drinkers. The course will provide participants with a foundation in the research literature on brief interventions, and familiarity with methods for early detection of problem drinkers, and cognitive-behavioral and motivational approaches to intervention with non-de-pendent problem drinkers. Guidelines to help the therapist in selecting clients for whom brief interventions may be effective, and to assist in developing realistic treatment goals will be discussed.

ADV30 Journey to Manhood: Men in Recovery
Instructor: Albert McNamara
Self-definition, intimacy needs, relationship to work, male community and male stewardship are life areas that are often left unattended by men in recovery. The results of this self-neglect range from alienation to relapse. This course will examine needs fulfillment from a male perspective through an exploration of beliefs regarding entitlement, nurturance, responsibility, aggression and connectedness. Utilizing methods such as visualization, myth exploration, council process and symbolism, course participants will have the opportunity to develop both a philosophical and experiential base to assist clients in redefining their roles and needs as recovering men, in order to heal themselves and each other.

ADV31 Therapeutic Strategies for Hispanic/Latino Clients
Instructor: John Fuentes
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.

This course will sensitize students to the Hispanic cultures; enable students to identify the degree of assimilation of Hispanic individuals in order to make a proper intervention; and enable students to use cultural and traditional values in facilitating client recovery.

ADV32 Adolescents and Alcohol
Instructor: Madeline Curnen
Alcohol is the drug of choice for vast numbers of adolescents; and the earlier teens begin drinking the more likely they are to develop a wide range of problems, including addiction to alcohol and other drugs. This course has been designed to develop specific skills for treating high-risk adolescents. Topics to be addressed include: how to identify and assess adolescents whose behavior places them at risk (i.e., as opposed to those demonstrating normal adolescent rebelliousness, depression, etc.); how to involve the resistant adolescent in treatment and techniques to handle initial testing and challenging of the counselor; how to make use of humor and mirroring in treatment; and how to facilitate communication with parents and deal with dysfunctional family involvements.

The role of individual counseling, group counseling and 12-step programs will be explored with emphasis on the development of individualized treatment planning.

ADV33 Substance Use and Abuse by College Students: Campus-Based Approaches to Prevention and Treatment
Instructor: Lisa Laitman and Richard L. Powell
The course is designed to provide participants with a basic 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...
and emerging strategies that 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 assistance approaches to intervention and the collection and dissemination of information about substance abuse prevention and treatment in higher education will be highlighted.

ADV34 Neurolinguistic Programming (NLP) in Addiction Treatment

Instructor: Chelly Sperman

The purpose of NLP is to most accurately join your addicted client's model of his/her world through primarily sensory-based feedback. NLP uses anchors to shift and then stabilize new behaviors, feelings and beliefs. Linguistic anchors are the ones most commonly used, followed by kinesthetic and visual ones. NLP examines how your client sorts for reality, and based on these sorting mechanisms, assists him/her in changing his/her basic human programs and belief systems that the client feels are incongruent with his/her life goal.

By focusing on three major linguistic violations — deletions, generalizations and distortions — NLP uses change in this metamodel to enrich the addicted client's model of the world, which leads to an increase in the client's repertoire of life choices. Some major NLP techniques to be examined are the six-step reframe, the trauma fix, the change history and the swish pattern.

ADV35 Gestalt and the 12-Steps as Therapeutic Tools for Counseling the Chemically Dependent and Co-Dependent

Instructor: Thomas C. Desmond

This course integrates the 12 Steps of Alcoholics Anonymous and Gestalt in the treatment of chemical dependency and co-dependency. Participants will learn about the therapeutic effects of the 12 Steps and how they relate to Gestalt theory and practices. Dealing in the “present” will be a primary focus. Lectures, case studies, discussion, role play and individual and small group experiential work will be used. Participants will have the opportunity to participate as counselors, clients and observers.

ADV36 The Addictive Process and the Family

Instructor: Craig Nakken

This course will start by exploring the elements and principles that make up a healthy functioning family. Then the course will lay out what the addictive process is and start to explore how the family system is affected by addiction. Special attention will be given to: (1) how primary partnership is affected by the addictive process; and (2) how the addictive process may affect children differently according to their developmental stages. To really help the addictive family, both the developmental processes of family and the addictive process must be considered. The combination of these two processes offers the most realistic picture of what has happened to the family. Please note: the course will be 20% experiential in nature.

ADV37 Enhancing Family Therapy Skills

Instructor: Nellie Villegas-Scholnick

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, reframing and choice and strategies for intervention. Format will include didactic interventions, videotaped demonstrations, case simulations and assigned reading.

ADV38 Relapse Prevention, Intervention and Treatment

Instructor: Don L. Moyer

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.

ADV39 Angry All the Time: The Addiction/ Anger Connection

Instructor: Patricia S. Potter-Efron

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 persons spontaneously give up their anger when they quit drinking, while others stay just as mad as ever and still others seem to get angrier? We will discuss these connections in this course. In addition, ten anger styles will be described, along with appropriate therapeutic interventions.

ADV40 Body Centered Psychotherapy: A Pathway to the Core of Your Experience

Instructor: Patricia A. Burke

“At the core of your experience, that is, your feelings, your thoughts, your sensations, lie the seeds of who you truly are. Touching this core is crucial to personal change and transformation” (From: To the Core of Your Experience, Benz and Weiss). This course explores the use of the spiritually focused and experiential therapeutic process of body-centered psychotherapy in the long-term recovery of chemically dependent and addicted adults, ACOAs, and adults who were sexually traumatized as children. We will examine the following issues: the nature of consciousness, the mind/body connection in healing and recovery, how individuals organize and make meaning of traumatic childhood experiences, how we can assist our clients to access those core experiences and change their relationship to the past, and how, as helpers, we can integrate a “non-violent,” spiritual approach into our work with others.

ADV41 Building a Healthy Self in Recovery from Addiction

Instructors: Bruce Carruth and Janet Woiitze

This course explores the dynamics of selfhood development and maturation, how the evolution of self may be distorted in childhood and adolescence and during addiction in adulthood, and how a more adaptable, syntonic and powerful sense of self can be developed in therapy. Some of the arenas of selfhood include: self-esteem, child self, sexual self, interper-
sonal self, family self, "doing" self, physical self and spiritual self. Beliefs, decisions, scripts and character traits that define self will be explored. Specific strategies for building a healthier sense of self in recovery will be presented and practiced in the course.

ADV42 Spirituality and Transpersonal Psychology as a Treatment Aid during Recovery [1]
Instructor: Charles L. Whitfield

Among both lay persons and professionals in the recovery field, the term spirituality has remained vague and difficult to use in a practical way with clients. This course begins to clarify these difficulties and offers possibilities and understandings that will assist helping professionals in their work and in their own lives. While spirituality is especially helpful during recovery from alcoholism, other chemical dependence and co-dependence, it is also helpful for other illnesses.

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. Spirituality in recovery and its relationship to psychology and to organized religion will be explored.

ADV43 Storytelling and Healing [1]
Instructor: Ernest Kutz

This course will explore the story of the spirituality made available by the 12 Steps pioneered by Alcoholics Anonymous. We will investigate recurrent motifs and themes such as the difference between magic and miracle and the nature of gratitude and humility. Examining the practice of storytelling, we will explore the metaphors of pilgrimage, reframing, conversion and being-at-home as ways of illuminating how story works. We will conclude our study by seeing how the culmination of spirituality in forgiveness makes possible the letting go of the vision of self-as-victim.

ADV44 When Helping Really Hurts — The Exhausted Counselor Syndrome and Its Recovery [1]
Instructor: Raymond P. Dreitlein

"Addiction counselor exhaustion" has become a recent concern in the field with renewed understanding of relapse and its prevention and the introduction of cost effective but labor intensive outpatient type programs. It has been shown that work with chemically dependent families can quickly drain the internal resources of the addiction staff. Many counselors experience the dynamics of rapid burnout with no way to handle its impact upon their life. Some just become the "walking wounded" of the field or retreat into the "lost child syndrome." The helping process has begun to hurt the helper.

This course will explore this phenomenon along with the dynamics of the counselor protection system (CPS) and the development of paradependencies. The innovative concept of the counselor "Peter Pan Syndrome" and the "Lost Boys" will be explored as ways to cope with the ongoing drain of the field. A transpersonal approach will be provided with special emphasis on burnout and navigation toward the renewal of one's self to freshness and vigor in the field. Balance of life with humor will be explored with focus upon personal and professional growth.

ADV45 Addressing Tobacco in the Treatment of Other Addictions [10]
Instructors: John Slade and Abby L. Hoffman

This course will review the problems with and opportunities for addressing nicotine dependence among patients in treatment for other chemical dependencies. Participants will learn about dealing with tobacco issues and treating nicotine dependence in a variety of treatment settings. Treatments aimed at motivating smokers to re-evaluate their nicotine addiction also will be covered. The course will present a treatment rationale and practice guidelines based on the pharmacologic, social and cultural factors that have made this problem difficult to address, as well as on the faculty's knowledge and experience working on these clinical problems directly.

The faculty approaches this course from the perspectives of traditional chemical dependency treatment, public health, and addiction medicine. Lecture and discussion will be combined in a workshop format.

ADV46 Food Addiction and the Alcoholism and Drug Abuse Field: Issues for Counselors, Administrators and Health Educators [1]
Instructor: Katie Ragan

This course will provide a basic overview of food addiction, the illness of the 90s. 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.

ADV47 Employee Assistance Programming — Challenges for the 90s [1]
Instructor: William J. O'Donnell

A new look at EAPs in light of recent regulatory decisions (DOT, DOD, DFWP, ADA, etc.); managed care and adequate and appropriate treatment; wellness programs; return to work issues for safety-sensitive positions; confidentiality and drug testing (post-treatment, post-accident, for cause, random); critical incident debriefing, the handling of the dangerous employee (threats); the role of the EAP in a kidnapping incident (hostage); the role of the EAP in downsizing and hostile corporate takeover.

Instructor: Charles L. Beem

Chemical dependency treatment is struggling to survive. Accountability to demonstrate quality care in an environment of cost control requires vocabulary and management skills that are entirely different from those of only 3 years ago. The participants and instructor of this course will develop the topics of continuous quality improvement, managed care and utilization review into a single "paradigm" that will shift the thinking of the chemical dependency treatment for both the students and the instructor.
ADV49 The Clinician as Manager: Is This Really a Promotion?
Instructor: Patricia M. Muchowski
This course will provide participants 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 and responding to the continuing demands of utilization review 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 formal training. It will consist of lectures, discussions, problem-solving and program development tasks, and role-playing situations.

ADV60 Clinical Supervision: Principles, Practices, Processes
Instructor: John M. Schibik
We will examine and experience the principles, practices and processes of clinical supervision in various alcohol and drug settings. We will explore the qualities of effective supervisors, the distinction between supervision and counseling and administration, as well as ethical issues. The range of supervision from trainee to master counselor will be examined as it provides support for personal and professional development. We will focus on specific models of clinical supervision particularly relevant to alcohol and drug counseling including a psychotherapeutic model, cognitive model, behavioral model, micro-skill training, problem-centered model, systems model, peer model, group process model and an emerging 12-step tradition model.

"The Advanced School provided an opportunity for professional growth, not only through participation in the many diverse courses, lectures and seminars, but also by providing the opportunity to network with other professionals in the substance abuse field from all over the world."

"Every part of the program was perfectly organized and joyful at the same time."

"This is more than an excellent education—it is an experience of unconditional love, acceptance and support."
Summer School of Alcohol and Drug Studies

ABOUT THE SCHOOL

The Summer School of Alcohol and Drug Studies was founded at Yale University in 1943 as the Summer School of Alcohol Studies 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 1994 Summer School of Alcohol and Drug Studies will be the fifty-second annual session. The director of the school is Gail Gleason Milgram, Ed.D.

Over the years, students have attended the school 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 originate at the Summer School are the National Black Alcoholism Council, Inc., and the National Association of Lesbian and Gay Alcoholism Professionals, Inc. Today, the alumni are found in even larger 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 Brinkley and Adele Smithers Hall.

Admission

Enrollment is limited. 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 the alcohol/drug field at the time of application; or (3) have attended one of the many regional, state or provincial schools of alcohol/drug studies. 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.

Costs

The costs for the two-week program will be as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and University Fees*</td>
<td>$800.00</td>
</tr>
<tr>
<td>Room</td>
<td>335.00</td>
</tr>
<tr>
<td>Meals</td>
<td>360.00</td>
</tr>
<tr>
<td>Total</td>
<td>$1,495.00</td>
</tr>
</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. All checks and money orders for both the deposit and balance must be drawn on a U.S. bank, and made payable to Rutgers, The State University of N.J. Master Card and VISA are only accepted for the balance on the day of registration.

Treatment facilities/governmental agencies that register 5 or more individuals for the Summer School will receive a 10% discount on the combined tuition total. Applications must be received at the same time for 10% discount to apply.

*Please Note: Special arrangements can be made for students who wish to take only one or two morning courses and not participate in the 8.0 CEU (80-hour) program (i.e., two courses, general lectures, special interest seminars). The cost for one morning course is $250.00; two courses are $500.00. The certificate received by an individual who is taking only one or two courses would reflect this; that is, 2.0 CEUs (20 hours) toward certification/recertification will be awarded for one course and 4.0 CEUs (40 hours) will be awarded for two courses.
Application/Deposit

The application deadline is May 15, 1994; however, early application is advised. A non-refundable deposit of $100.00, drawn on a U.S. bank and made payable to Rutgers, The State University of N.J., must accompany the application form. Application is to be made on the official application form which is found at the back of the brochure. It should be sent to:

Andrea Gray, Program Assistant, SSADS
Center of Alcohol Studies
Smithers Hall, Busch Campus
Rutgers, The State University of New Jersey
New Brunswick, New Jersey 08903
Telephone: (908) 932-4317

Scholarships

The Summer School has no scholarship funds of its own. However, it does assist in the administration of the Alumni, Selden D. Bacon, J. Seward Johnson, Sr., Frank A. Seixas Memorial, and Peter Sweigood scholarships. These scholarships cover tuition, room and meals, but not travel. Applicants are required to apply for only one type (Alumni, Selden D. Bacon, J. Seward Johnson, Sr., Frank A. Seixas Memorial, or Peter Sweigood) of support. A deposit is not required when applying for scholarships.

Application is to be made to the school by March 15, 1994, for all scholarships. Each applicant must send the following information: (1) a completed SSADS 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 one of the Rutgers summer schools of alcohol and drug studies or a colleague in the alcohol/drug field that speaks to the candidate’s attributes and role in the field.)

ALUMNI SCHOLARSHIPS

Alumni scholarships are supported by the dues of the Alumni Association of Alcohol Studies, the alumni group of the three summer schools. The number of scholarships available varies from year to year depending on the participation of the summer school alumni.

The requirements listed below must be fulfilled. In addition, candidates who have not previously attended the Rutgers Summer School of Alcohol and Drug Studies will receive priority consideration. The letter of application should describe how the person fills the following requirements and also state financial reasons for requesting scholarship aid.

Candidates must:
- Be a certified alcoholism/drug abuse counselor or be in the process of attaining certification. Documentation of hours accumulated toward meeting certification requirements should be appended to the letter of application.
- Work full-time in the alcohol field: with family and children of an alcoholic; parents who are misusing alcohol and/or other drugs; gay/lesbian patients; and/or the handicapped.
- Be involved with community groups, local industry, school systems and/or other volunteer programs.

SELDEN D. BACON SCHOLARSHIP

The Selden D. Bacon Scholarship will be awarded in memory of Selden D. Bacon, a leading scientist and scholar in the fields of prevention and education. Dr. Bacon was Director of the Summer School of Alcohol Studies prior to becoming Director of the Center of Alcohol Studies, a position he held for twenty-five years. The scholarship will be given to an individual who specializes in prevention and education. The applicant’s letter should reflect his/her work in the area of prevention and/or education.

J. SEWARD JOHNSON, SR. SCHOLARSHIPS

The J. Seward Johnson, Sr. Scholarships, supported by the J. Seward Johnson, Sr. Charitable Trust, will be awarded to individuals who are working in prevention, education, intervention and treatment of young people. The letter of application should describe the applicant’s work with young people and indicate how attendance at the Summer School will impact on this work.

FRANK A. SEIXAS MEMORIAL SCHOLARSHIPS

The Frank A. Seixas Memorial Scholarships will be awarded to medical students in memory of Frank A. Seixas, M.D., Medical Director and Director for Research and Evaluation of the National Council on Alcoholism and Drug Dependence. To apply for one of these scholarships, submit a letter of application which includes the applicant’s year in medical school and the name of the school.

PETER SWEIGOOD SCHOLARSHIP

The Peter Sweigood (Father of Men) Scholarship will be awarded in memory of Father Peter Sweigood, O.S.B., Executive Director of the Long Island Council on Alcoholism, Inc. The letter of application should describe the candidate’s work in the alcohol field, his/her community involvement and financial reasons for requesting scholarship aid.

Other sources of financial aid not administered by SSADS are state and provincial alcoholism programs and/or the agency, hospital, department, or company of one’s employment. Prospective students seeking financial aid should contact these additional sources directly.

Certification and Academic Credit

A certificate of attendance will be awarded to each person who successfully completes the school.

Academic credit can be arranged for approved courses for students in the Graduate School and the professional schools at Rutgers. Rutgers University students can receive 1½ 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 that compose the morning program. In the case of all other SSADS students, Rutgers neither grants credit nor issues transcripts for SSADS 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 SSADS office and to approach the department in the university in which they are enrolled to obtain official approval of credit for the SSADS work. This approval is best arranged in advance of the student coming to the school. After the school, the SSADS will issue certification of attendance and grade to the college or university that has approved such credit.

Rutgers University has granted 8 Continuing Education Units (CEUs) for this program. The 8 CEUs (equivalent to 80 hours) can be applied toward alcoholism and substance abuse counselor certification/recertification in most states.
## Daily Time Schedule

### Monday–Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 10:00 a.m.</td>
<td>Class</td>
</tr>
<tr>
<td>10:15 – 12:15 p.m.</td>
<td>Class Lunch</td>
</tr>
<tr>
<td>2:00 – 3:15 p.m.</td>
<td>General Lecture*</td>
</tr>
<tr>
<td>3:30 – 5:00 p.m.</td>
<td>Special Interest Seminars**</td>
</tr>
<tr>
<td></td>
<td>Dinner</td>
</tr>
<tr>
<td>7:00 – 8:15 p.m.</td>
<td>General Lecture*</td>
</tr>
<tr>
<td>8:30 p.m.</td>
<td>Facilities are available for group meetings, as students request; for example, the fellowship of AA</td>
</tr>
</tbody>
</table>

### Saturday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 – 11:30 a.m.</td>
<td>General Lecture</td>
</tr>
</tbody>
</table>

**Sunday** is a free day.

Please note: A minimum of 5 hours per course is also required for class projects, group work, etc.

*The following general lectures have been scheduled:

### Sunday

<table>
<thead>
<tr>
<th>Time</th>
<th>Lecturer</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00</td>
<td>Bruce Carruth, Ph.D.</td>
<td>“Personality Disorders and Addictions: An Overview” [3-I]</td>
</tr>
<tr>
<td>7:00</td>
<td>Damian McElrath, Ph.D.</td>
<td>“What’s Going On in the Field: A Look at Chemical Dependency in the 1990s” [4]</td>
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### Monday

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<tr>
<th>Time</th>
<th>Lecturer</th>
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<tr>
<td>2:00</td>
<td>Barbara Eisenstadt, Ed.D.</td>
<td>“Action Methods and Addiction: Creative Group Skills” [3-G]</td>
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<tr>
<td>7:00</td>
<td>Daniel Anderson, Ph.D.</td>
<td>“The Minnesota Model and Therapeutic Communities: Similarities and Differences” [4]</td>
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### Tuesday

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<tr>
<th>Time</th>
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<tr>
<td>2:00</td>
<td>David Powell, Ph.D.</td>
<td>“Clinical Supervision in Alcohol and Drug Abuse Counseling: Principles, Models and Methods” [11]</td>
</tr>
<tr>
<td>7:00</td>
<td>Bette Ann Weinstein, M.S.W.</td>
<td>“Redefining Denial” [3-I]</td>
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### Wednesday

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<th>Time</th>
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<tr>
<td>2:00</td>
<td>Geraldine Delaney</td>
<td>“Changes in Treatment and AA in the 1990s” [1]</td>
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<tr>
<td>7:00</td>
<td>Warner Mendenhall, Ph.D.</td>
<td>“Therapy and the Survivors of Trauma” [3-I]</td>
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### Thursday

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<th>Time</th>
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<tr>
<td>2:00</td>
<td>Ceola Loan, M.A.</td>
<td>“Cross-Cultural Counseling with a Focus on African Americans” [9]</td>
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### Friday

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<tr>
<th>Time</th>
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<tr>
<td>2:00</td>
<td>Stephanie Covington, Ph.D.</td>
<td>“Healing Your Sexuality” - Part I [3-I]</td>
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<tr>
<td>7:00</td>
<td>Stephanie Covington, Ph.D.</td>
<td>“Healing Your Sexuality” - Part II [3-I]</td>
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### Saturday

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<tr>
<th>Time</th>
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<tr>
<td>9:30</td>
<td>Stephanie Covington, Ph.D.</td>
<td>“Leaving the Enchanted Forest: The Path from Relationship Addiction to Intimacy” [3-I]</td>
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<tr>
<td>Monday</td>
<td>Ann Geller, M.D.</td>
<td>“Long-Term Effects of Alcohol Addiction” [1]</td>
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<tr>
<td>7:00</td>
<td>Patricia Potter-Efron, M.S.</td>
<td>“Shame, Rage and Addiction” [2]</td>
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<tr>
<td>Tuesday</td>
<td>Sheila Blume, M.D.</td>
<td>“Women and Alcohol Dependence” [9]</td>
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<tr>
<td>7:00</td>
<td>Arnie Wexler, C.A.C.</td>
<td>“Compulsive Gambling and Addiction” [9]</td>
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<tr>
<td>7:00</td>
<td>John Davis, Ph.D.</td>
<td>“Using Dreams in Recovery” [3-I]</td>
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<tr>
<td>6:30</td>
<td>Robert J. Pandina, Ph.D.</td>
<td>“Why Have We Failed to Prevent Alcohol and Drug Abuse and What Could We Be Doing About It?” [6]</td>
</tr>
</tbody>
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**Examples of the special interest seminars being offered are:**


William Kane, J.D., “Alcohol and the Law for Treatment Providers” [8]


Ronald Potter-Efron, Ph.D., “Running on Empty: Addiction and the Damaged Self” [3-F]


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*“Coming to SSAS as a medical student, I thought I would learn a lot about the field of alcohol and substance abuse. What meant most to me was what I learned about myself through the wonderful and friendly people here — students and teachers.”*

*“Fabulous, intensive, yet filled with such wonder and excitement that it has given me a whole new perspective.”*
Students register for two courses. The courses should be in the student’s special areas of interest and qualification. 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 two hours per day for a total of twenty hours. 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.

Please note: the bracketed number following the course title indicates the Education Topic number designated by the New Jersey Certification Board. The Education Topic numbers are as follows:

1. Basic Alcoholism and Drug Addiction Knowledge
2. Screening, Intake, Orientation and Assessment
3. Counseling (Individual, Group and Family)
4. Case Management, Treatment Planning, Reporting and Record Keeping
5. Crisis Intervention Skills
6. Prevention and Education
7. Consultation, Referral, Networking
   (Community Resources)
8. Ethics, Legal Issues, Confidentiality
9. Special Populations
10. Physiology and Pharmacology of Alcohol and Other Drugs (Licit and Illicit)
11. Other Related Elective Topics

8:00 A.M. - 10:00 A.M. (#SS51 - SS75)

**SS51 Chemical Dependency Disorders**

(For physicians, medical students, psychologists, nurses, social workers, or other individuals at a similar professional level who are interested in an introductory course pertaining to the diagnosis and treatment of chemical dependency disorders.)

**Instructor:** Mark C. Wallen

Multiple substance use is very common today, especially among alcoholics. Alcoholics, particularly younger individuals, frequently admit to the concomitant use of other sedative-hypnotics, stimulants, narcotics, PCP, volatile inhalants, and marijuana.

The course will provide a review of these substances from a historical, 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 (12-step programs, spiritual counseling).

**SS52 Using and Abusing Alcohol: Contributions from the Social Context**

(For persons interested in an overview of alcohol use and alcoholism.)

**Instructor:** Florence Andrews

An introduction to the ways in which everyday lives contribute to the use and abuse of alcohol. Assumptions underlying the lectures, readings and discussions are that alcohol problems develop, are maintained, and are alleviated within and because of their social contexts. There will be special focus on some groups with high rates of social and/or alcohol problems (e.g., youth; racial and ethnic minorities; and certain occupations, such as police, writers and those in the military services). The course also emphasizes ways in which knowledge of social environments in which drinking and intoxication take place can inform education, treatment and policy about alcohol.

**SS53 Promising Prevention Strategies for Youth and Their Families**

(For elementary and secondary teachers and administrators, school counselors, clergy and lay religious educators and youth-serving agency staff.)

**Instructors:** Thomas Griffin and Roger Swendsen

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 education efforts for parents 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.

**SS54 Counseling the Chemically Dependent Adolescent**

(For counselors, mental health professionals, teachers and others who are interested in expanding their skills in work with adolescents and their families.)

**Instructors:** Gwenn Oltzsky and Joe Britt

Adolescents and their families are often considered difficult to deal with when chemical dependency enters the picture. It is possible to take the challenge of meeting with difficult adolescents and their unyielding parents and turn adversaries who resist change into allies in the treatment process. The course will explore strategies for identifying, assessing and treating the chemically dependent adolescent and the family to accept treatment and avoid relapse. Topics will include: Adolescent Chemical Dependency, The Family and Intervention with Parents, Treatment Modalities, The Adolescent in Group, Help for the Helper, Suicide, and Relapse Prevention. We will use lecture, role play, video discussion and small group work.

**SS55 Therapeutic Strategies for Hispanic/Latino Clients**

(For individuals who are working with Hispanic clients.)

**Instructor:** John Fuentes

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 immigration; and taking advantage of Hispanic cultural traits during treatment.
This course will sensitize students to the Hispanic cultures; enable students to identify the degree of assimilation of Hispanic individuals in order to make a proper intervention; and enable students to use cultural and traditional values in facilitating client recovery.

SS56 Screening, Assessment, Diagnosis for Alcohol and Drug Abuse  
(For practitioners, direct service providers, agency administrators and interested others.)

Instructor: John M. Schibik

We will explore screening, assessment and diagnostic instruments including historical models and definitions of addictive behavior, a biopsychosocial-spiritual model, N.C.A. criteria levels, DSM-III-R criteria, W.H.O. criteria, detox nursing assessment criteria, criteria for inpatient-outpatient referral, M.A.S.T., S.A.S.S.I., Alcohol Use Inventory, comprehensive psycho-social inventory, Multimodal Life History Interview, Problem Substance Abuse Checklist, Relapse Prevention Questionnaire, Addiction Severity Index, addiction and treatment stage scales, relapse inventory, Cocaine Addiction Severity Index, South Oaks Gambling Screen, scales to screen eating disorders and sexual disorders, adolescent use and abuse inventories, rapid assessment instruments for self-efficacy, self-esteem, assertiveness, anger, fear, social approval and motivation. We will also contrast individual and family assessment issues.

SS57 Simply Being: The Appropriate Use of Self in the Therapeutic Relationship with the Chemically Dependent Adult  
(For clinicians and others who work with chemically dependent adults in individual and group therapy.)

Instructor: Patricia A. Burke

Chogyam Trungpa, a Tibetan Buddhist teacher, has said that "the basic work of health professionals in general and psychotherapists in particular is to become full human beings and inspire full human-being in people who feel starved about their lives." This experiential course will allow participants to explore personal roadblocks to intuition, creativity and embodiment of full human-being that inhibit their confidence and effectiveness as counselors, and to develop specific skills in the appropriate use of self in individual and group process with chemically dependent adults.

Therapeutic strategies used in this course will be drawn from diverse spiritual and psychotherapeutic practices such as Taoism, Buddhism, psychotherapy, depth psychology, the 12 Steps of Alcoholics Anonymous and social work methods. We will explore the use of experiential learning processes such as guided meditation, the spiritual practice of mindfulness, breathing techniques, small group process and inner journeying through writing as pathways to self-discovery and the full blossoming of the integrated self as a helper in service to others.

This is an experiential course. Participants are expected to contribute actively to the class learning environment and have a commitment to self-reflection, self-discovery, self-nurturing and self-responsibility.

SS58 Working with Couples in Recovery: Stages, Strategies, Interventions and Solutions  
(For those working in an outpatient setting counseling recovering alcoholic and drug-addicted clients. For professionals working in an in-patient or other short-term setting, please note this course material covers the full range of recovery issues in couples therapy from year 1 to year 5+.)

Instructor: Betts S. Gabrielsen

This course is highly practical and particularly designed for the interested professional who wants to counsel couples under recovery. A pragmatic framework for understanding the factors that influence relationships will be presented. Participants will become familiar with a developmental process that occurs stage-by-stage in their work with recovering couples. How couples stabilize, adjust, reestablish and resolve issues will be discussed, as well as the function of alcohol, closeness and distance and communication.

The outcome of the course is to provide a working model that simplifies interpretations while it empowers the clinician. What particular problems represent and signify, where to begin, what is really going on, what is important and when it is important will be emphasized.

Teaching techniques will be didactic, role-playing and problem-solving.

SS59 Dual Diagnosis: The Drive for Integrity  
(For counselors, therapists and other health professionals who have contact with dual diagnosis patients.)

Instructor: J. Calvin Chatlos

This course is a comprehensive introduction/review of dual diagnosis (chemical dependency and psychiatric) disorders, including areas of assessment/diagnosis, New Jersey's "Biopsychosocial Model of Addiction," DSM-III-R classification, ASAM levels of care, psychopharmacotherapy, a 12-step transformational treatment approach and prevention. The participants will experience the power of this perspective and be able to apply it at many levels in their own work.

SS60 Adaptive Counseling Approaches  
(For counselors, therapists and other health care professionals who are interested in developing or clarifying their professional counseling approach.)

Instructor: Albert McNama

The utilization of professional skills and therapeutic traits may often result in a positive outcome for one client and a less positive or even negative one for another, causing the counselor or confusion, frustration and questions of competence. This course will examine the relationship between the client's identified problem, the choices of available therapeutic approaches, the client's mode of assimilation and the counselor's approach to engaging the client. Emphasis will be placed on developing an awareness of one's philosophical reference point, theoretical foundations and natural counseling style in order to allow for a blending of these elements into an effective adaptive approach.

SS61 Motivational Counseling and Addiction  
(For counselors, therapists and other health care professionals who work with a general client population.)

Instructor: Beate Ann Weinstein

This course is designed specifically for practitioners who work with clients prior to, or in the very early stage of, addiction treatment. The focus will be on how to diagnose and motivate chemically dependent clients. A clear theoretical and functional distinction will be made between abuse and addiction. In addition, a new comprehensive model of denial will be presented, along with specific strategies for dealing with it. Other topics to be covered include: the characteristics and role of an effective counselor; motivational techniques; work-based and family intervention; and appropriate treatment.
The emphasis in this course will be on enhancing skill in helping clients become motivated to participate in addictions treatment. This will be accomplished by means of lectures, application to participants' work settings and case loads, and role plays.

SS62 Applications of Gestalt and Experiential Therapies in Treating Chemical Dependency and Co-Dependency [3-I]
(For persons with experience and training in counseling and who work with chemically dependent individuals and families.)

Instructor: Bruce Carruth
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: recognizing presenting "problems" as a metaphor for expression of underlying dynamics; establishing sensory contact; working with boundary problems; developing flexible styles for confronting defense; recognizing and working with an individual's preferred defense structure; identifying primary feeling responses; therapy with repressed and neglected feelings; accessing and reworking damaged parts of self; and building healthy character structure.

SS63 Active Techniques in Alcoholism Counseling [3-I]
(For alcohol counselors, mental health therapists, and anyone working with people who are "stuck.")

Instructor: Patricia S. Porter-Efron
Substance abuse clients and family members often struggle with despair, numbness, denial, rigidity, problems in cognition and reactive and compulsive patterns of behavior. These clients benefit from techniques that focus thoughts and feelings, create bonding and good physical contact with surroundings and that heighten the intensity of interaction and communication. This workshop focuses on the use of active techniques in group, individual and family chemical dependency counseling. Techniques will be defined, guidelines for use established and examples discussed and demonstrated. Methods will include self-dialogue, the detachment triangle, enactment, temporary restructuring, use of therapeutic objects, exaggeration, interactive uses of projection, spontaneous experiment and use of games constructed specifically to illustrate problems, principles and solutions in substance dependence. Some of the subjects to be addressed are the addictive self, resistance group building, addictive relationships, controlling and enabling, denial desensitization, shame, and grounding recovery in specific behavioral objectives.

SS64 Effective Therapy with Survivors of Trauma [3-I]
(For counselors and therapists who have or will have responsibility for working with alcoholics and co-dependents.)

Instructor: Warner D. Mendenhall
Those addicts and co-dependents who need professional therapy have usually experienced trauma to the extent that their autonomy is faltering. There are two goals for the course: first, to examine and understand the etiology of trauma and, second, to practice how to be an effective therapist in each of ten problem areas.

SS65 Post-Traumatic Stress: Considerations in the Treatment of Co-Dependency and Addiction [9]
(For professionals in the chemical dependency or general therapy fields who would like to have further understanding of post-traumatic stress.)

Instructor: Claudia A. Blackburn
There is a growing recognition of the prevalence of post-traumatic stress within the co-dependency and addiction population. The sessions will focus on the symptoms and effect of post-traumatic stress as well as treatment techniques to aid in the recovery process.

This course will initially outline a theoretical and philosophical framework regarding the treatment of post-traumatic stress reactions to trauma, addiction and co-dependency. The role of post-traumatic stress and its effect upon the stages of recovery will be the primary focus of the course. Experiential techniques and a review of treatment modalities will be presented to provide practical applications in outpatient and inpatient settings.

SS66 An Experiential Course in the Practice of Group Therapy With Chemically Dependent Persons [3-G]
(For alcoholism counselors and other health professionals who need a practical group therapy approach to chemical dependence.)

Instructor: John E. Davis
This is an introductory course concerning 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. Using a 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. Time is spent on techniques of group maintenance, overcoming blockages, giving and receiving feedback, leadership, making interventions and evaluating group progress. 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 1-hour sessions in a small workgroup 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.

SS67 Practical Group Techniques and Approaches for Counseling Alcoholics [3-G]
(For persons with some group counseling or group facilitation experience and knowledge of alcoholism.)

Instructor: Dana G. Pinegar
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.

Some of the topics to be experienced and explored are trust, dependency, resistance, denial, control, intimacy, termination, group norms, the group as metaphor, the conditions for change and growth, and the role of the counselor and facilitator.

The teaching approaches will include didactic presentation of material, readings, structured exercises, small groups, unstructured group time and processing the dynamics of the class itself. In general, 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.
Participants are invited to use the class to learn from one another and from their own experience of the process, to give and ask for feedback and to work on their back-home group problems.

SS68 Neurolinguistic Programming (NLP) and the 12 Steps  
(Recommended only for people who actually work with individuals in recovery.)

Instructor: Louis A. Tartaglia
The course will integrate various NLP techniques with the 12 Steps of the program of Alcoholics Anonymous. A basic introduction to NLP will be followed by specific processes that are extremely useful in recovery. The course is based on modeling recovering alcoholics with decades in the program and will provide experiential training to use these techniques. Please note: this course is not designed for those who are only interested in NLP information.

SS69 The 12 Steps as a Therapeutic Tool for Counseling the Chemically Dependent and Co-Dependent Utilizing Gestalt Techniques  
(For persons who wish to expand their skills in counseling the addicted and co-dependent client.)

Instructor: Thomas C. Desmond
This course integrates the 12 Steps of Alcoholics Anonymous and Gestalt therapy into the treatment of chemical dependency and co-dependency. Participants will learn about the therapeutic effects of the 12 Steps and how they relate to Gestalt theory and practices. Dealing in the "present" will be a primary focus. Lectures, case studies, discussions, role plays and individual and small group experiential work will be used. Participants will have the opportunity to participate as counselors, clients and observers.

SS70 The Art and Psychology of Humor in Addiction Recovery  
(For interested individuals in the "helping professions" area.)

Instructor: Raymond P. Dreitlein
Humor has been used as an effective tool by experienced addiction therapists to aid in recovery from alcoholism/drug dependency; in fact, many use the development of humor as a guide line for "real" recovery. This course will explore the use of humor as a counseling tool that can enhance or retard the recovery process. A working definition of humor will be presented along with a review of the laws, types and categories of humor development. Techniques to use humor in progressive recovery will be presented with specific emphasis on the Jellinek chart of recovery. Self-assessment and current use of humor in the counselor's life will also be explored; remedial work for the "humor impaired" will be part of the course process. Resources to implement humor as part of an ongoing recovery program will be offered. An attitude of FUN is necessary to complete this course.

SS71 Anger, Aggression and Alcoholism  
(For substance abuse and other counselors and people who work in school and community settings with angry or aggressive people.)

Instructor: Ronald T. Potter-Evnon
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 so mad? I thought quitting drinking would help."

We will 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.

SS72 Empowering the Self in Recovery  
(For clinicians working with men/women in recovery.)

Instructors: Elizabeth D'Angelo LaPorte and Gloria Merritt
This course will help clinicians empower their clients to perceive themselves as the center of their own lives. It will provide an opportunity for the therapist to deepen his/her conceptual and experiential understanding of the impact love relationships, families, work situation and career have on recovery.

The clinical model is based on Bowen family systems theory expanded to include compatible structural, strategic and systemic ideas and techniques. Didactic instruction will address the systemic understanding of the family from multigenerational and life cycle perspectives.

Sibling position, ethnicity, gender, triangles, loss, themes and rituals are explored by examining one's own genogram. This course will integrate theoretical learning and clinical practice through case presentations, readings, experiential exercises and group process.

SS73 Treatment of Intimacy Dysfunctions and Chemical Dependence  
(For clinicians from all disciplines working with individuals with relationship problems affected by chemical dependency.)

Instructor: Phyllis Reilly
This course will help bridge the gap between chemical dependence and human sexuality in order to enable clinicians to formulate and enact effective treatment plans for clients with a range of sexuality problems related to chemical dependence. Topics of discussion will include: male and female sexual attitudes and values, intimacy dysfunctions, barriers to intimacy in the chemically dependent family, sexual dysfunctions, sexual compulsiveness, boundary and role diffusion, shame and intimacy, incest, differences in expression of over-separation and over-attachment in men and women, marital and relationship problems and building healthy dyadic and family relationships.

Case histories for treatment planning purposes will focus on the following populations: recovering men and women, co-dependents, and young and adult children of substance abusers. Methodology will focus on didactic and experiential formats, discussion, case material reviews and audio-visual presentation.

SS74 Alcohol and the Criminal Justice System  
(For counselors, policy makers and criminal justice professionals who deal with alcoholic offenders.)

Instructor: William J. Kane
This course will include the following topics: the nature and extent of alcohol-related crime, intoxication and alcoholism as defenses to crime, 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.

SS75 Professional Ethics  [8]
(For all alcohol/drug counselors who are involved in the process of initial certification or recertification.)

Instructor: Ann Crowley

This course investigates the moral problems that arise in the field of addiction treatment. It examines the themes that underlie decision making in an organization, as well as among individual professionals. It represents the theories for ethical decision making and provides guidelines for reaching decisions in difficult, and sometimes, complicated situations.

Students will examine current issues in the field as they relate to providing quality addiction treatment for patients, including the ramifications of managed care in healthcare delivery.

The focus is on working with both case studies and simulated work situations to process a group consensus regarding the ethical decisions reached using formal ethical theories.

COURSES

10:15 A.M. – 12:15 P.M. (#SS76 – SS100)

SS76 Implications of Alcohol Use in American Society  [1]
(For anyone interested in an overview of alcohol use, problems related to alcohol, and alcoholism.)

Instructor: Gail Gleason Milgram

The role of alcohol in contemporary American society will be examined. Special attention will be given to physiological, psychological, familial and cultural factors related to use, misuse and alcoholism. The course will seek to promote a balanced perspective on alcohol's impact on society, clarify issues regarding drinking and problems related to alcohol use, and foster an understanding of alcoholism and its effects on the individual, the family and society. Economic and political ramifications, as well as public policy issues, will be discussed; policies and strategies designed to prevent and/or minimize the impact of alcohol will also be explored.

SS77 Prevention/Education for a New Century  [6]
(For educators, trainers, programmers, counselors, community task force members, and for all who want to "make a difference.")

Instructor: Carolyn Hodge

This course incorporates past prevention/education techniques and knowledge; it addresses the 80s and beyond. We shall discuss "the problem" from pre-birth to high school seniors; from alcohol to other drugs including nicotine; from what causes to what complicates the problem; from what does the data tell us to what does the research show us; from what tools we have to what we can create. By using the Myers Briggs survey we will look at our individual decision-making skills and how we effectively interact with one another. A high point of the class will be the cultural exchange which may involve the Rutgers community (class decision). Graphics, media, activities and a PENC handbook will be included.

The year 2000 will find in our shifting population fewer employable youth, more minorities and senior citizens and more single working-parent homes. How this affects our economy and our lifestyles will be the foundation for this course. Including all segments of a community in prevention efforts dictates that cultural and ethnic issues be highlighted. Introspection by participants concerning personal behavioral, learning and leadership styles will involve the use of type indicator surveys. Small-group process will be used to further this approach.

SS78 Alcoholism Counseling from a Cultural Perspective  [9]
(For all practitioners who work with clients from various cultural experiences.)

Instructor: Gloria Boscohen

Culture influences every aspect of our lives. This course is designed to provide a framework to understanding individuals from diverse cultural backgrounds that will assist in examining cultural issues in alcoholism counseling. Major cultural correlates will be examined including family structure, gender differences, role definitions and environment. The primary focus will be on the African-American, Latin and Asian populations that reside in the inner city.

Also explored will be the impact of the counselor's perception on the client and its subsequent effect on all aspects of care from prevention to rehabilitation.

SS79 Oppression and Alcoholism: Working with the African-American and Hispanic-American People  [9]
(For persons interested in working with these populations.)

Instructors: Cheryl Davenport Dozier and Ronaldo L. Figueroa

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 understanding 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 community intervention strategies 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.

SS80 The Dually Diagnosed Patient: Identification and Treatment  [9]
(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

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 that will appropriately address all of the patient's treatment needs. This course will help the treatment professional identify, assess and formulate the most effective treatment program for the psychiatrically impaired chemically dependent patient.
SS81 Making the Difference: Enhancing Treatment for Alcoholic/Addicted Women
(For those interested in developing programs for and providing treatment and services to women.)

Instructor: Janet Spencer Smeltz

Substance-abusing women require caregivers who are educated about their needs or they may be reluctant to enter or remain in treatment. This course will provide a sociocultural and clinical framework for designing effective intervention, treatment and relapse prevention strategies for women. From a feminist perspective, we will examine the impact of socialization, sexism and homophobia on women alcoholics/addicts and on service delivery. We will look at ways to support women in recovery from chemical dependence. Major areas of concern include histories of family violence and sexual abuse; relationships; sexuality; mothers' issues; and stigma, shame and guilt.

Course methods include lecture and discussion, interactive group exercises, case studies, videos, and personal reflection. Participants will develop individual advocacy plans for enhancing services to women.

SS82 Children of Alcoholics: Issues and Techniques in Prevention and Therapeutic Programming
(For professionals working with children of alcoholics in a variety of settings.)

Instructors: Elizabeth D'Angelo LaPorte and Gloria Merritt

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 and 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 are integral parts of this course. The techniques are to provide professionals with concrete tools to enhance their work with COAs.

SS83 Stages of Therapy — The Patient's Point of View
(For counselors and therapists who have, or will have, responsibility for working with alcoholics and co-dependents.)

Instructor: Warner D. Mendenhall

The patient's experience in therapy is a seldom addressed area. This course is an opportunity to explore the six major stages that patients experience. Even if you have been a patient in therapy, you may not have realized the stages. An important element of this course is an exploration of what the therapist should be doing in each of the six stages.

SS84 Applications of Gestalt and Experiential Therapies in Treating Chemical Dependency and Co-Dependency
(For persons with experience and training in counseling and who work with chemically dependent individuals and families.)

Instructor: Bruce Carruth

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: recognizing presenting "problems" as a metaphor for expression of underlying dynamics; establishing sensory contact; working with boundary problems; developing flexible styles for confronting defense; recognizing and working with an individual's preferred defense structure; identifying primary feeling responses; therapy with repressed and negated feelings; accessing and reworking damaged parts of self; and building healthy character structure.

SS85 Family and Addiction Treatment: A Multi-Family Group Therapy Approach
(For professionals in the chemical dependency field who want to expand their knowledge and skills in working with families with addiction.)

Instructor: Claudia A. Blackburn

This course addresses the effects of chemical dependency within the family. The content initially focuses on the definition, adaptive behaviors and characteristics of co-dependency and chemical dependency. Experiential and didactic formats are utilized to outline prevention and intervention strategies within multi-family groups. A review and update of philosophy, treatment process and experiential techniques within outpatient/inpatient settings for family groups will be provided. Experiential demonstrations of family group therapy will be integrated throughout the course. Therapeutic concerns, including family and group dynamics, development issues and problems, relationship conflicts and long-term recovery issues, will be examined. Group participation, lectures, videos and experiential techniques will be demonstrated. The course concludes with aftercare considerations for both the individual and the family.

SS86 Motivational Counseling and Addiction
(For counselors, therapists and other health and human services professionals who work with a general client population.)

Instructor: Bette Ann Weinstein

This course is designed specifically for practitioners who work with clients prior to, or in the very early stage of, addictions treatment. The focus will be on how to diagnose and motivate chemically dependent clients. A clear theoretical and functional distinction will be made between abuse and addiction. In addition, a new comprehensive model of denial will be presented, along with specific strategies for dealing with it.

Other topics to be covered include: the characteristics and role of an effective counselor; motivational techniques; work-based and family intervention; and appropriate treatment. The emphasis in this course will be on enhancing skill in helping clients become motivated to participate in addictions treatment. This will be accomplished by means of lectures, application to participants' work settings and caseloads, and role plays.

SS87 Practice of Rational Emotive Therapy (RET) in Counseling Alcoholics and Substance Abusers in Crisis
(For addictions counselors, social workers and other mental health professionals who are seeking a "hands on" practical form of therapy for counseling the client with alcohol or drug problems.)

Instructor: Edward McDonnell

The purpose of this program is to discuss how Rational Emotive Therapy (RET) offers useful perspectives and tools for helping alcoholics and substance abusers who are experiencing a crisis (e.g., relapse, divorce or outside pressure to terminate treatment).

The session will explore the conceptual foundations of RET, describing theoretical advances and innovative new applica-
tions to be used in conjunction with the philosophy of 12-step programs. The course will include direct supervision sessions where participants will role-play various counseling situations in which newly acquired techniques can be utilized in a crisis.

SS88 Counseling Adult Children of Alcoholics [3-I]
Prerequisite: Minimum of Master's Degree
(For mental health workers and alcoholism counselors.)

Instructor: Janet G. Waititz

This is an advanced course for clinicians that 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.

Since this course is, in part, a laboratory experience that includes experiential techniques, the class size will be limited.

SS89 Introduction to Drugs Other Than Alcohol [10]
(For alcoholism counselors who desire to expand their understanding of the drug-dependent patient.)

Instructor: John E. Davis

An introductory clinically oriented course for alcoholism counselors in the pharmacology of drugs and the detoxification of drug-using patients. More patients using other 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.

SS90 The Group Process as a Therapeutic Tool for the Alcoholic and the Drug Addict [3-G]
(For counselors who wish to expand their skills in group therapy with persons who have problems with alcohol and other drugs.)

Instructor: Thomas C. Desmond

This course is designed as a didactic and experiential process, that utilizes Gestalt therapies and the 12 Steps of Alcoholics Anonymous in a group process. It will help the participants to identify their own belief systems and understand 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.

SS91 Treatment of Shame and Guilt in an Alcoholism Counseling Setting [3-I]
(For substance abuse counselors, those who work in school and community settings and interested others.)

Instructor: Patricia S. Potter-Efron

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 the feelings increase because of his/her drinking. 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 these feelings and therapeutic intervention possibilities to use with alcoholics, co-dependents and adult children of alcoholics.

SS92 Beyond Addiction: Counseling for Transformation [3-I]
(For counselors/therapists who are engaged in counseling clients in the second and third phases of recovery.)

Instructor: Albert McNamara

Following the initial recovery phase, many clients report involvement in repetitive cognitive and behavioral patterns similar to their addictive behavior and often with similar negative effects. This cycle is sometimes a result of external changes that are not accompanied by internal transformation. This course will focus on identifying the basis of repetitive patterns, transitional approaches to emerging conflicts and time competent resolution techniques. Participants will explore counseling approaches that are geared to developing self-acceptance rather than self-admission via the use of reframing, visualization and creative self-expression.

SS93 Prevention and Treatment of Relapse [5]
(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: Nikola Irish Moyer

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 that are redefining the disease, the recovery and the relapse phenomena. 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 will practice intervention and prevention skills. The course will also address treating the affected family and briefly examine ways of viewing the chemically dependent person within his or 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.

SS94 The Use of Writing and Journaling in Recovery [3-I]
(For alcohol and drug counselors, other mental health counselors and interested others.)

Instructor: Ronald T. Potter-Efron

There is a strong but generally unstudied tradition of writing in treatment programs for alcohol and drug problems. Mostly this takes the form of written assignments such as "step work." Keeping a journal is also sometimes supported, and very occasionally the writing of prose or poetry is encouraged.

Participants in this class will be exposed to a number of writing formats that can help clients make and keep a commitment to recovery. They will be strongly encouraged to write during the two weeks, so that they will be well informed about the relationship between writing and recovery. Factual, metaphorical and fictional approaches will be presented. Consideration will be given to encouraging writing, dealing with "writer's block," how to give feedback and when and how this material may be shared with other clients.
SS95 Spirituality and Transpersonal Psychology as a Treatment Aid during Recovery
(For any person who works in the field of alcoholism, other drug problems, or other chronic illness.)
Instructor: Raymond P. Dretlaine
Among both lay persons 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.

SS96 Alcohol and Other Drugs — The Role of Religious Congregations
(For clergy and lay members of congregations and prevention specialists.)
Instructors: Thomas Griffin, Roger Swendsen and Gordon R. Grimm
Alcohol and other drug use today is an important challenge to religious organizations, not only to leaders involved in spiritual and pastoral care, but to all congregational members. Much of what members of a community learn about drinking and other drug use is conveyed through what religious organizations say or do not say. This course will offer an opportunity for clergy and lay members of congregations and prevention specialists to examine ways to integrate today's issues in society concerning the use and non-use of alcohol and other drugs into the teaching, preaching and discussion aspects of congregational programs.

This course has been designed to assist congregations to develop effective responses to alcohol and other drug use issues and problems and to assist congregational members to develop appropriate guidelines for choices about alcohol or other drug use and work collaboratively with other community institutions to prevent problems.

SS97 Alcoholism 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/lesbian alcoholics.)
Instructor: Dana G. Finanegan
Alcoholic men and women who are involved in alternative 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.

SS98 Beyond Survival from Sexual Abuse and Chemical Dependency: Developing a Different Relationship with Your Past
(For clinicians and others who, in individual, group and couples therapy, work with adults who were sexually traumatized as children.)
Instructor: Patricia A. Burke
Use of chemicals and other addictive behaviors are primary means for the sexually traumatized adult to disassociate or "split off" from the core self. In order for the healing process to move beyond survival mode, the chemically dependent adult must invite the traumatized aspects of the psyche and the frozen childhood beliefs about self, God and the external world back into consciousness to be studied and transformed. In this way the adult can realize his/her full potential and release the chains of the past.

This course will provide a conceptual framework within which to view the relationship between chemical dependency and childhood sexual trauma and will allow participants to develop specific skills in the application of experiential therapeutic techniques and spiritual processes valuable in the journey of healing for chemically dependent adults who were sexually traumatized as children.

Methodology will include the use of experiential and spiritually focused processes such as body-centered psychotherapy, guided meditation, the spiritual practice of mindfulness, breathing techniques, therapeutic story telling, sculpture, role play, small-group process and inner journeying through writing as pathways to the inner experience of the real self.

This is an experiential course. Participants are expected to contribute actively to the class learning environment and have a commitment to self-reflection, self-nurturing and self-responsibility.

SS99 Legal Aspects of Alcoholism Counseling and Program Administration
(For counselors, program administrators and others interested in a fundamental background in the profession.)
Instructor: William J. Kane
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, discrimination, 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.

SS100 Clinical Supervision: Principles, Practices, Processes
(For those who seek a Certificate in Clinical Supervision, this course provides the hours required by certification boards; for clinical supervisors, directors, and other management personnel.)
Instructor: John M. Schibik
We will examine and experience the principles, practices and processes of clinical supervision in various alcohol and drug settings. We will explore the qualities of effective supervisors, the distinction between supervision and counseling and administration, as well as ethical issues. The range of supervision from trainee to master counselor will be examined as it provides support for personal and professional development. We will focus on specific models of clinical supervision, particularly relevant to alcohol and drug counseling, including a psychotherapeutic model, cognitive model, behavioral model, micro-skill training, problem-centered model, systems model, peer model, group process model and an emerging 12-step tradition model.
New Jersey Summer School of Alcohol and Drug Studies

Co-sponsored by the New Jersey State Department of Health, Division of Alcoholism, Drug Abuse and Addiction Services

ABOUT THE SCHOOL

The 1994 New Jersey Summer School of Alcohol and Drug Studies will be the nineteenth 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 co-sponsored by the Division of Alcoholism, Drug Abuse and Addiction Services 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 in Brinkley and Adele Smithers Hall.

Admission

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.

Costs

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition*</td>
<td>$400.00</td>
</tr>
<tr>
<td>Meals</td>
<td>140.00</td>
</tr>
<tr>
<td>Room</td>
<td>155.00</td>
</tr>
<tr>
<td>Total</td>
<td>$695.00</td>
</tr>
</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. All checks and money orders for both the deposit and balance must be drawn on a U.S. bank, and made payable to Rutgers, The State University of NJ. MasterCard and VISA are only accepted for the balance on the day of registration.

Treatment facilities/governmental agencies that register 5 or more individuals for the New Jersey Summer School will receive a 10% discount on the combined tuition total. Applications must be received at the same time for 10% discount to apply.

*Please Note: Special arrangements can be made for students who wish to take only one or two morning courses and not participate in the 4.0 CEU (40-hour) program (i.e., two courses, general lectures, special interest seminars). The cost for one morning course is $125.00; two courses are $250.00. The certificate received by an individual who is taking only one or two courses would reflect this; that is, 1.0 CEU (10 hours) toward certification/recertification will be awarded for one course and 2.0 CEUs (20 hours) will be awarded for two courses.

Application/Deposit

The application deadline is June 1, 1994; however, the school's enrollment may close earlier if maximum enrollment is reached. Early application is advised to ensure acceptance and course selection. A non-refundable deposit of $100.00, drawn on a U.S. bank and made payable to Rutgers, The State University of NJ, must accompany the application form. Application is to be made on the official application form which is found at the back of this brochure. It should be sent to:

Johanna Collins, Program Assistant, NJSSADS
Center of Alcohol Studies
Smithers Hall, Busch Campus
Rutgers, The State University of New Jersey
New Brunswick, New Jersey 08903
Telephone: (908) 932-4317

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 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.

Certificates

A certificate of attendance will be awarded to all persons who successfully complete the school. Rutgers has granted 4.0 Continuing Education Units (CEUs) for this program. The 4.0 CEUs (equivalent to 40 hours) can be applied toward alcoholism and substance abuse counselor certification/recertification in most states.

The New Jersey Summer School of Alcohol and Drug Studies has been approved by the National Association of Alcoholism and Drug Abuse Counselors for 40 continuing education hours.
### Daily Time Schedule

**Monday-Friday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00 - 7:00 a.m.</td>
<td>TAI CHI Exercise (gentle movement exercise — a form of meditation) will be conducted by Mel Madden</td>
</tr>
<tr>
<td>8:00 - 10:00 a.m.</td>
<td>Course</td>
</tr>
<tr>
<td>10:15 - 12:15 p.m.</td>
<td>Course</td>
</tr>
<tr>
<td>2:00 - 3:15 p.m.</td>
<td>General Lecture*</td>
</tr>
<tr>
<td>3:30 - 5:00 p.m.</td>
<td>Special Interest Seminars**</td>
</tr>
<tr>
<td>7:00 - 8:15 p.m.</td>
<td>General Lecture*</td>
</tr>
<tr>
<td>8:30 p.m.</td>
<td>Facilities are available for group meetings, as students request; for example, the fellowship of AA</td>
</tr>
</tbody>
</table>

Please note: (1) A minimum of 2.5 hours per course is also required for class projects, group work, etc.; and (2) Friday classes are scheduled as on Monday-Thursday; certificates will be awarded immediately following class.

*The following general lectures have been scheduled:

**Sunday**

2:00 | John O'Neill, C.A.D.A.C.  
**“The Villages: A New Way to Understand Ourselves and Others” [3-G]**  
7:00 | Carlton Erickson, Ph.D.  
and John O'Neill,  
C.A.D.A.C.  
**“Where Science and Addiction Meet” [10]**

**Monday**

2:00 | Nicholas Armenti, Ph.D.  
**“Managed Care” [4]**  
7:00 | Dana Finnegan, Ph.D.  
**“The Relationships Between Sexual Identity and Chemical Dependency” [9]**  
8:30 | Ceeola Loan, M.A.  
**“Cross-Cultural Counseling with a Focus on African Americans” [9]**

**Tuesday**

2:00 | Charles Whitfield, M.D.  
**“Remembering and Healing Wounds of Trauma” [3-I]**  
7:00 | Janet Woititz, Ed.D.  
**“Healthy Parenting: An Empowering Guide for Adult Children” [9]**

**Wednesday**

2:00 | Barbara Eisenstadt,  
Ed.D.  
**“AIDS” [11]**  
7:00 | Ronald Potter-Efron,  
Ph.D.  
**“Being, Belonging, and Doing: Three Aspects of Treating Shame” [3-I]**  
8:30 | Ronald Gaetano, R.Ph.  
**“Resilient Children — Resilient Counselor” [9]**

**Thursday**

2:00 | Gerald Shulman, M.A.  
**“A New Look at Relapse” [6]**  
6:30 | David Lewis, M.D.  
(Banquet)  
**“The Future for Treating Alcohol and Other Drug Problems” [4]**

**Examples of the special interest seminars being offered are:**  
Ernest Kurtz, Ph.D., “Shame and Spirituality” [1]  
Albert McNamara, C.A.C., “Facilitating the Change Cycle” [4]  
Chelly Serman, M.S.W., “Anger: The Many Disguises of a Blessing” [3-I]  
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 for two hours per day for a total of ten hours, except Alcoholism and Drug Abuse: A Comprehensive Program for Nurses (Course No. NJ103) which meets for four hours per day for a total of twenty hours; the nurses accepted into this course will take only one course. 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.

Please note: the bracketed number following the course title indicates the Education Topic number designated by the New Jersey Certification Board. The Education Topic numbers are as follows:

1. Basic Alcoholism and Drug Addiction Knowledge
2. Screening, Intake, Orientation and Assessment
3. Counseling (Individual, Group and Family)
4. Case Management, Treatment Planning, Reporting and Record Keeping
5. Crisis Intervention Skills
6. Prevention and Education
7. Consultation, Referral, Networking (Community Resources)
8. Ethics, Legal Issues, Confidentiality
9. Special Populations
10. Physiology and Pharmacology of Alcohol and Other Drugs (Licit and Illicit)
11. Other Related Elective Topics

8:00 A.M. - 10:00 A.M. (*NJ101 - NJ131)

NJ101 The Diagnosis and Treatment of Chemical Dependency Disorders [2]
(For medical students and physicians who are interested in an introductory course pertaining to the diagnosis and treatment of chemical dependency disorders.)

Instructor: Mark C. Wallen

General Overview: This course will provide participants with an opportunity to acquire some basic knowledge of and develop skills in the diagnosis, treatment, and rehabilitation of patients with chemical dependency disorders. The first part of the course will focus on defining chemical dependency with a review of diagnostic evaluation procedures and treatment components. Videotaped case histories will 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 with chemical dependency disorders. Participants will also gain an awareness of the impact of these disorders on physicians and medical students themselves.

NJ102 Addiction in the 1990s [1]
(For program administrators, policy development personnel, utilization review workers, physicians, nurses and counselors with experience and/or training in addiction.)

Instructor: Nancy L. Fiorentino

General Overview: This course will review the process and the content on addictions contained in Healthy New Jersey 2000 and the State Health Plan Addictions Chapter. The American Society of Addiction Medicine Patient Placement Criteria will be described and defined including various methodologies in use among agencies for measuring severity of illness. The role of the criteria as a managed care tool will be reviewed. Insurance coverage for addictions in the nineties will be described. The Health Care Reform Act of 1992 will be the context for discussion of the National Health Insurance, Mental Health and Addiction coverage. Implications for future prevention, intervention and treatment for addiction to alcohol, drugs, nicotine, gambling and food will be discussed.

General Goals: (1) New Jersey’s experience setting year 2000 addiction targets and the State Health Plan Addiction Chapter as the methodology to attain targets, including expanding the concept to addiction to encompass smoking, gambling and eating disorders. (2) Alternative methods for operationalizing ASAM-PPC in measurable objective instrument/scores and how the adoption of the criteria can guide a managed care model in care and treatment for addictions. (3) Progress in achieving addictions treatment inclusion in benefit packages required by insurance reform of the individual and small group market and development of subsidized insurance coverage for the uninsured in New Jersey.

NJ103 Alcoholism and Drug Abuse: A Comprehensive Program for Nurses [1]
(The Prevention Services Unit of the New Jersey Division of Alcoholism and Drug Abuse, in the interest of promoting the role of the nurse in working with alcoholics, drug-dependent individuals and/or their significant others, has developed a twenty-hour intensive training experience for the professional who is interested in acquiring skills as an alcoholism and drug abuse specialist. Both sessions are required for this course.)

Instructor: Dorothia Harmson

General Overview: The course will include two two-hour sessions each day and will make available a broad base of cognitive and experiential learning. The program will involve lectures, group discussion, intervention 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.

NJ104 Using the ASAM “Patient Placement Criteria for the Treatment of Psychoactive Substance Use Disorders” in Determining Level of Care and Length of Stay [2]
(For drug and alcohol counselors, other clinicians, EAPs and others who are responsible for doing initial assessment, determination of and referral for level of care, and determination of length of stay for adults and adolescents with substance use disorders.)

Instructor: Gerald D. Shulman

General Overview: This course provides the history of alcohol and drug treatment and referral, including changes in referral patterns, patient profiles, reimbursement patterns and public policy. Into this fabric will be woven a discussion of the development of managed care and the need for patient placement criteria, including the development of the current ASAM criteria. Included will be a discussion of different types of lengths of stay and how they are arrived at; a discussion of
program driven versus clinically driven treatment; the need for more intensive types of treatment interventions in order to deal with patients with higher symptom acuity; the need for continuums of care, including a proposed clinical transfer system; and ways to work more effectively with managed care organizations and utilization reviewers. Special attention will be paid to the ASAM "Patient Placement Criteria for the Treatment of Psychoactive Substance Use Disorders" and their use. The diagnostic and six dimensional criteria will be discussed and their applicability explained. The class will have an opportunity to participate in an exercise in which they determine the appropriate level of care based on case study information provided them.

**General Goals:**
To provide participants with an understanding of and the ability to use an organized system for assessing the level of care required based on an assessment of the acuity of symptoms on six dimensions; to help determine the appropriate length of stay; to develop more effective ways of working with managed care organizations; to understand the difference in effectiveness between program and clinically driven treatment and differences among the various types of length of stay; and to develop strategies for dealing with patients with more pathology who need to be treated in shorter lengths of stay or fewer visits.

**NJ105 Psychological Basis of Dependency**
(For treatment agency staff and those generally interested.)

*Instructor: Ronald J. Gaetano*

**General Overview:** This course explores the mechanisms and factors of addiction and dependency with a specific focus on the youthful population. It discusses the etiology proposed by the disease theorists and the social-context theorists. Alcohol and drug use and misuse as a stress response will be discussed. The model for understanding processes is presented with special emphasis on implications for the treatment of the dependent individual; alternative methods will also be discussed.

**General Goals:** To develop student awareness of the basic processes involved in dependency and addiction and the implications for treatment; to identify high-risk characteristics of the dependent person; and to identify the development needs of the dependent individual.

**NJ106 Effective Prevention Programs and Strategies**
(For those involved in planning and implementing community and school-based programs to prevent alcohol and drug problems, and those generally interested.)

*Instructor: Nancy Steck*

**General Overview:** This course will explore prevention strategies that are being implemented effectively in communities and schools. Using the public health model of prevention as a framework, the course will discuss primary and secondary prevention strategies. Topics will include key components of effective programs, needs assessment, planning design, evaluation, risk and resiliency factors, and coalition building. Although there will be a focus on strategies targeting youth, the course will also address other high-risk groups.

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

**NJ107 Health Communications and Social Marketing in Alcohol, Tobacco and Other Drug (ATOD) Problem Prevention**
(For ATOD prevention program administrators, planners, coordinators; media consultants; those trying to reach populations in high-risk environments; those trying to reach culturally specific and/or multicultural audiences; and any individual concerned with effective health communication.)

*Instructor: Patricia Wright and the CSAP Communications Team/University Research Corporation*

**General Overview:** This course explores the essential role that planned communications play in prevention efforts. A stage-by-stage process is presented for developing a communications program that includes: defining the problem; determining the target audience; setting goals and objectives; developing messages and materials; selecting appropriate channels; and implementing, evaluating and improving communications programs. Topics such as materials pretesting, reaching youth in high-risk environments and working with intermediaries are covered. Cultural competency is presented and utilized as a foundation to guide effective communications.

**General Goals:** To build the capability of the participants to develop effective prevention efforts by helping them to identify the possibilities and limitations of communications in broader prevention programs; to define and apply concepts of commercial marketing to social marketing contexts; to describe the stages of a communications program and list the essential questions that must be answered at each stage; to identify specific resources utilized at each stage of the program; and to apply concepts and processes to the participants own prevention program and/or case studies.

**NJ108 Addressing Tobacco in the Treatment of Other Addictions**
(For counselors, treatment program administrators, employee assistance professionals, student assistance professionals and others working in the field of chemical dependency. A minimum of one-year experience in the alcohol/drug field or permission of instructors is required.)

*Instructors: Trudi Leech and Jacqueline Schreiber*

**General Overview:** This course will review the problems with and opportunities for addressing nicotine dependence among patients in treatment for other chemical dependencies. Participants will learn about dealing with tobacco issues and treating nicotine dependence in a variety of treatment settings. Treatments aimed at motivating smokers to re-evaluate their nicotine addiction also will be covered. The course will present a treatment rationale and practice guidelines based on the pharmacologic, social and cultural factors that have made this problem difficult to address, as well as on the faculty's knowledge and experience working on these clinical problems directly. The faculty approaches this course from the perspectives of traditional chemical dependency treatment, public health and addiction medicine. Lecture and discussion will be combined in a workshop format.

**General Goals:** This course will provide a broad-based framework for understanding tobacco/nicotine concerns including: the impact of the tobacco industry in the initiation to and continuation of tobacco use; the pharmacology and progression of nicotine addiction; intervention and treatment strategies, especially for those who are nicotine and alcohol/other drug dependent; addressing tobacco/nicotine in the chemical dependency treatment setting.
NJ109 Working with the Alcohol- and Drug-Affected Family [3-F]
(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 M. Schibik

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 explore how the alcohol- and drug-affected family compares with a description of healthy family living. Integrating concepts and practices from classic and contemporary family therapists, we will construct a model for assessing and treating the family as a unit and the individual within a family perspective. We will examine the range of issues affecting the chemically contaminated family, including conditions for the social-learning transmission of alcoholism, family violence, step-family issues and some cultural specific issues.

General Goals: To appreciate the dynamics of dependency and co-dependency 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.

NJ110 Alcoholism Counseling: Strategies and Tactics [3-I]
(For those working in counseling or treatment of the alcoholic.)

Instructor: Albert McNamara

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.

NJ111 Counseling in Alcoholism and Other Drug Abuse [3-I]
(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. Isaacson

General Overview: This course is intended to provide a framework for developing a multi-faceted approach to counseling clients and family members of individuals with alcohol- and other drug-related problems. Topics include: model for counseling, client assessment, counseling issues and strategies and 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.

NJ112 Motivational Counseling and Addiction [3-J]
(For counselors, therapists and other health and human services professionals who work with a general client population.)

Instructor: Bette Ann Weinstein

General Overview: This course is designed specifically for practitioners who work with clients prior to, or in the very early stage of, addictions treatment. The focus will be on how to diagnose and motivate chemically dependent clients. A clear theoretical and functional distinction will be made between abuse and addiction. In addition, a new comprehensive model of denial will be presented, along with specific strategies for dealing with it. Other topics to be covered include: the characteristics and role of an effective counselor; motivational techniques; work-based and family intervention; and appropriate treatment. The emphasis in this course will be on enhancing skill in helping clients become motivated to participate in addictions treatment. This will be accomplished by means of lectures, application to participants' work settings and case loads, and role plays.

General Goals: To provide a clear understanding of both addiction and denial; to enhance skills in diagnosing, setting appropriate treatment goals and in dealing effectively with denial and resistance.

NJ113 The Group Process as a Therapeutic Tool for the Alcoholic and the Drug Addict [3-G]
(For counselors interested in expanding their skills in group work with alcoholics and drug abusers.)

Instructor: Thomas C. Desmond

General Overview: This course is designed as a didactic and experiential process, that utilizes Gestalt Therapy and the 12 Steps of Alcoholics Anonymous in a group process with alcoholics and drug abusers. It will help the participants to identify their own belief systems, and to understand how these beliefs impact their personal lives and influence their professional counseling.

General Goals: To help participants explore how they create obstacles to change and how to effect change itself.

NJ114 Individual Counseling Skills [3-J]
(For personnel in the state alcoholism and drug abuse system, both public and private, and personnel of related social service agencies.)

Instructors: F. Mel Madden and Charles A. Currie

General Overview: A basic course for staff involved in the helping relationship with alcoholics and drug abusers. The empathic, non-directive 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 on 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/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.
NJ115 Counseling Couples in Recovery [3-F]
(For counselors who have some experience working with couples, and a basic understanding of couple dynamics.)

Instructor: Arlene Kahn

General Overview: This course will identify the stages and transitions of the recovery process and how these changes impact on the couple relationship. Beginning with the stage of active addiction, the course will consider the role of substance abuse for the couple and appropriate interventions at each stage of recovery. Consideration will be given to the concept of a six-part couple system and the projections and reciprocal double binds that are often created. The course will also address the developmental needs of the partners, the basis of love relationship and specific healing techniques based on the work of Harville Hendrix model: The Intentional Dialogue and Restructuring Frustrations. Modalities of teaching will include lecture, group discussion and role play.

General Goals: To identify the stages and transitions of the recovery process. To understand the impact of change on the couple relationship; to enhance skill in the use of appropriate interventions at each stage of recovery.

NJ116 Addressing Family Issues in the Treatment of Alcohol and Drug Addiction [3-F]
(This course is for substance abuse counselors, mental health professionals and others who are interested in the role family issues play in the process of addiction and recovery.)

Instructor: Diana M. Eickhaus

General Overview: This workshop will focus on how the family dynamics of the addicted person can be antecedents of that person's abuse of alcohol and drugs. The course will include a demonstration of techniques in the context of a group counseling situation.

These techniques will: (1) identify family issues to be addressed in treatment; (2) facilitate self-understanding of the client; (3) elicit feelings about family issues; (4) develop group cohesion and communication; (5) serve as therapeutic tools to resolve the identified conflicts.

General Goals: To: (1) identify family-related issues that are connected to drug and alcohol abuse; (2) learn specific techniques in the area of family dynamics; (3) gain an understanding of how to build group cohesion and trust.

NJ117 Alcohol and Other Drug Counseling: A Cultural Perspective [9]
(For all service providers: counselors, educators, program planners and project directors.)

Instructor: Coola 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 group discussions.

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

NJ118 Creative Techniques in Recovery Counseling [3-I]
(For substance abuse counselors and other counselors and those interested in working creatively with their clients.)

Instructor: Patricia S. Potter-Efron

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 that highlight 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; (3) to learn specific creative therapy tools and techniques.

NJ119 Angry All the Time: The Addiction/Anger Connection [11]
(For alcohol and drug counselors, mental health professionals and those particularly interested in the study of anger.)

Instructor: Ronald T. Potter-Efron

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 persons spontaneously give up their anger when they quit drinking, while others stay just as mad as ever and still others seem to get angrier? We will discuss these connections in this course. In addition, ten anger styles will be described along with appropriate therapeutic interventions.

General Goals: (1) to help participants understand anger processes; (2) to gain understanding of the many possible relationships between anger and addiction; (3) to help participants understand their own anger issues.

(For interested individuals in the helping professions area.)

Instructor: Raymond P. Dreitlein

General Overview: Humor has been used as an effective tool by experienced addiction therapists to aid in recovery from alcoholism/drug dependency; in fact, many use the development of humor as a counseling tool that can enhance or retard the recovery process.

General Goals: (1) A working definition of humor will be presented along with a review of the laws, types and categories of humor development; (2) Techniques to use humor in progressive recovery will be presented with specific emphasis on the Jellinek chart of recovery; (3) Self-assessment and current use of humor in the counselor's life will also be explored; (4) Remedial work for the "humor impaired" will be part of the course process; (5) Resources to implement humor as part of an ongoing recovery program will be offered. An attitude of FUN is necessary to complete this course.
NJ121 Spirituality and Storytelling — Family and Forgiveness
(For counselors and others who are concerned with long-term, continuing recovery.)
Instructor: Ernest Kurtz
General Overview: This course will explore the story of the spirituality made available by the 12 Steps pioneered by Alcoholic Anonymous. We will investigate recurrent motifs and themes such as the difference between magic and miracle, the nature of gratitude and humility. Examining the practice of storytelling, we will explore the metaphors of pilgrimage, reframing conversion, and being-at-home as ways of illuminating how story works. We will conclude our study by seeing how the culmination of spirituality in forgiveness makes possible the letting go of the vision of self-as-victim.
General Goals: To ground participants in the actual story and practice of 12-steps spirituality; to explore ways of assessing and making available 12-steps spirituality.
NJ122 Recovering Relationships
(For counselors, supervisors and therapists who treat chemically dependent couples.)
Instructors: Sara Brinson and Thomas Brinson
General Overview: Many experts in the alcoholism and drug abuse fields define full recovery as the ability to establish, maintain and sustain healthy, successful and fulfilling relationships. Drawing largely on Imago Relationship Therapy of Dr. Harville Hendrix (Getting the Love You Want), this course will examine the blocks and constraints to successful communication in chemically dependent and co-dependent relationships and will 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 and comfortably in counseling couples.
NJ123 Legal Aspects of Counseling and Program Administration
(For counselors, administrators, and policy makers.)
Instructor: William J. Kane
General Overview: This course will examine the laws that directly affect counselors and program administrators. Topics included are: 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.
NJ124 Counseling Children of Substance Abusers
(For health care professionals, human service providers, counselors, educators, student assistance counselors and those interested in prevention techniques.)
Instructors: Joni Whelan
General Overview: This course will explore strategies for identifying, assessing and working with young children of substance abusers. Topics will include: (1) the epidemiology of parental alcohol and drug abuse; (2) understanding the effects of addiction on the family; (3) the effects of parental substance abuse; (4) identification and assessment techniques; (5) healing games, art and play therapy and utilizing puppets. Current research data on maternal alcohol and drug abuse will be discussed. Learning methods will include lecture, role-play, audio-visual aids and discussion.
General Goals: To increase participants' awareness of the impact of parental drug abuse on the newborn through the adolescent child; to assist in the identification of the problems and needs of children of substance abusers; and to help participants acquire the knowledge and skills to address these children's needs.
NJ125 Providing Affective/Effective Services for At-Risk Youth and Their Families
(For school and agency personnel who want to increase their effectiveness, maximize their resources and enhance intervention strategies.)
Instructors: Fran Mieci and Connie Greene
General Overview: Interacting with youth at risk 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 and their families.
NJ126 Alcohol and Other Drugs on the College Campus
(Administrators, counselors and all others concerned with drug abuse prevention on campus.)
Instructor: Bruce E. Donovan
General Overview: This course will review all components necessary for a comprehensive campus-wide drug program. Topics will range from theoretical policy issues to practical solutions for specific problems. Participants will explore their personal attitudes towards drugs and their regulation, and consider topics in the framework of their own campuses. Through lecture and discussion we will consider society's changing attitudes toward alcohol and other drugs and their use in college. Subjects will include orientation for new students; the role of parents; residential, social and disciplinary policies; programs for the general student body as well as special populations (e.g., athletes, fraternities, minorities, women); intervention for addicted students and academic, social and residential provisions for their recovery; and events for alumni. Particular emphasis will be placed on early identification of problems and counseling (including peer counseling and the use of institution-sponsored support groups and self-help groups for the addicted and the children of addicts). Although our primary focus will be on undergraduates, we will consider faculty interactions with students and the role of an Employee Assistance Program for faculty and staff.
General Goals: To familiarize participants with the broad range of issues involved in a comprehensive campus prevention program and to provide ideas and skills for addressing them.
NJ127 Women, Chemical Dependency and Recovery
(For educators, counselors and those interested in providing treatment and services to women.)
Instructor: Mary Anne Ruane
General Overview: Alcohol and drugs are women's issues, so are incest, relationships, sexual identity, depression, powerlessness and many others. This course will explore some of the special issues facing women who are addicted to alcohol or other drugs. Guilt, shame, sex-role stereotype — these and other culturally-related attitudes — affect the way a woman
experiences her disease and point out what we need to address to help her recover.

**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.

**NJ128 Ethics for Alcohol and Drug Counselors** [8]
(For all alcohol/drug counselors who are involved in the process of initial certification or recertification.)

**Instructor:** Ann Crowley

**General Overview:** The issue of professional ethics and its implications has become an increasingly important issue for alcohol and drug professionals. The field has made great strides in treatment modalities for both alcohol and drug problems; however, to date, there is no clearly stated or common code of ethics for professionals in the field.

**General Goals:** This course will present theories for ethical decision making and provide students with a process and guidelines for reaching ethical decisions in difficult and sometimes complicated situations. The focus will be on working with case studies and work-simulated situations that are experienced by both clinical and administrative staff in treatment organizations. Students will learn the importance of an Organizational Ethics Committee and its role in assisting clinical staff to process ethical questions.

**NJ129 Issues in Employee Assistance Programming** [9]
(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

**General Overview:** This course will examine the elements necessary for a quality Employee Assistance Program (EAP), 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 skills necessary 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:** To provide the student with an understanding of key issues in Employee Assistance Programming; to explore the value of EAPs in reaching the drug addict, alcoholic and other troubled employees; and to examine the value of an EAP to the employer.

**NJ130 Peer Leadership: A Linkage to Substance Abuse Prevention** [3-G]
(For educators and counselors working in school settings—elementary, junior high, secondary, college—and other professionals interested in prevention programs.)

**Instructor:** H. James Wassar

**General Overview:** This course is designed to provide participants with a basic awareness of the peers-helping-peers concept and its relationship to substance abuse prevention.

The sessions will include mini-lecture, practicing effective peer-counseling skills, group facilitation techniques and role play. Components for developing an effective Peer Leadership Program and counseling skills curriculum will be reviewed.

**General Goals:** To increase participants' awareness of the potential impact peer counseling has on substance abuse prevention. To provide experiential learning for all participants through specific peer-counseling skills, communication exercises and group facilitation techniques. To equip participants with fundamental knowledge and skills to implement a Peer Leadership Program.

**NJ131 How to Prepare a Written Case Presentation** [4]
(For people who are in the process of initial CAC certification.)

**Instructor:** Edward McDonnell

**General Overview:** The purpose of this course is to present the student with an overview into the record-keeping procedures for the methods development of a written case presentation. The course will highlight the methods of documenting the services, resources and people from the client's entry into treatment until his discharge.

**General Goals:** Upon completion of the course, the student will: (1) have a better understanding of the procedures for record keeping; (2) recognize and understand the documentation of realistic goal setting, crises, psychological functioning, treatment planning and continuum of treatment; (3) understand the role of the client in record keeping to include the confidentiality of records.

**COURSES**

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<th>Course Code</th>
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<td>NJ103</td>
<td>Alcoholism and Drug Abuse: A Comprehensive Program for Nurses, are required.</td>
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**NJ103 Alcoholism and Drug Abuse: A Comprehensive Program for Nurses** [1]
(The Prevention Services Unit of the New Jersey Division of Alcoholism, Drug Abuse and Addiction Services, in its interest in promoting the role of the nurse in working with alcoholics, drug-dependent individuals and/or 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:** Dorothy Harrman

**General Overview:** The course will include two two-hour sessions each day and will make available a broad base of cognitive and experiential learning. The program will involve lectures, group discussion, intervention 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.
NJ132 Substance Abuse Treatment in the 1990s: Meeting the Challenge [10]
(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

General Overview: Cocaine, “crack,” heroin, marijuana, LSD, designer drugs and prescription medications—what’s next? How does a professional meet the needs of his/her 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 examine the use and value of chemotherapeutic agents to deal with specific drugs of abuse. Through presenting of 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.

NJ133 Pharmacology of Psychotropic Drugs of Abuse [10]
(For educators, counselors and those generally interested.)

Instructor: Mark Hoffman

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. 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), euphoriant (marijuana), hallucinogens (LSD and mescaline), antidepressants (Elavil and Tofranil) and antipsychotics (Thorazine and Haldol).

General Goals: The major goal is to develop an appreciation of the complex interaction that occurs after ingestion of psychotropic drugs, and the mechanisms by which these drugs produce their effects will also be discussed.

NJ134 Stages in Alcoholism and Drug Addiction Recovery: Diagnostic Indicators and Treatment Approaches [1]
(For alcohol/drug counselors working with patients in later stage/advanced recovery.)

Instructors: Carolann Kane-Cavaiola and Alan A. Cavaiola

General Overview: Much of the alcoholism and drug treatment literature that deals with the concept of progression has been devoted to the pervasive and chronic effects of the disease during active alcohol or drug dependency. During the past five years, more attention has been paid to recovery issues. Part of this concern has developed out of the need for more effective treatment approaches for working with individuals who are in recovery; abstinence and 12-step program work alone has dealt with only part of the individual’s problems or issues. Many people in recovery find their lives lack balance and focus. Some are locked into other addictions, such as workaholism, food, sex or gambling, that prevent their recovery from moving forward; others find themselves in unhealthy roles in family, social or work relationships. This course looks at the recovery process and explores what individuals need to do in order to develop a healthy program of recovery.

General Goals: This course will address various issues in the recovery process and will explore the dynamics of recovery. Issues to be addressed include: (1) The addictive personality concept revisited. What are the psychological consequences of addiction and why aren’t all recovering individuals starting recovery from the same place? (2) Roadblocks to recovery; (3) Personality traits or characteristics that may impede the recovery process; (4) Substitute addictions and methods to identify them; (5) Healthy vs pathological relationships in recovery; (6) People, places and things and techniques to assess what has changed and what needs to change as part of the recovery process; (7) What is “Stage 2”? Recovery? (8) Methods to attain balance and reduce potential sources of unmanageability; (9) Stages in recovery in which relapses are most common.

(For counselors who are in the process of initial CAC/CADC certification.)

Instructor: Edward McDonnell

General Overview: This course provides a strong information base for alcohol and drug counselors to help them effectively screen clients for admission to a particular program. This includes intakes, initial assessment procedures, client orientation and introduction of procedures. This process enables the counselor to identify and evaluate a client’s strengths, weaknesses, problems and needs for the development of a treatment plan.

General Goals: To help participants understand that effective clinical evaluation procedures are a result of accurate screening, intake, orientation procedures and multidimensional biospsychosocial assessments.

NJ136 Psychological Aspects of Addiction, Treatment and Recovery [1]
(For treatment personnel open to examining new concepts of addictions derived from scientific research and integrating these findings into their clinical work)

Instructor: Frederick Rogers

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.

General Goals: To present current research findings in the psychology of addictions in a clear and clinically useful fashion; to encourage critical thinking about current theories of addictions, etiology and treatment; to explain how elements of addictive behavior thought to be biologically based also have psychological components.
NJ137  Spirituality and Transpersonal Psychology as a Treatment Aid during Recovery
[1]
(For anyone who works in the field of alcoholism, other drug problems or other chronic illness.)

Instructor: Raymond P. Dreitzein

General Overview: Among both lay persons 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.

General Goals: 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. Joseph Campbell's approach to spirituality will be reviewed.

NJ138 The Dually Diagnosed Patient: Identification and Treatment
[9]
(For substance abuse counselors and mental health professionals involved or interested in working with the chemically dependent and psychiatrically impaired patient.)

Instructor: Mark C. Watten

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 to develop the skills necessary to accurately assess such patients and then formulate a comprehensive treatment program that 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 psychiatrically impaired, chemically dependent patient.

NJ139 Pathophysiology of Addictions
[10]
(For counselors, mental health service providers and other health and human service providers.)

Instructor: Ronald J. Gastano

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 antianxiety drug use and abuse. Drugs that will be discussed and compared will include marijuana, amphetamines, cocaine, heroin, PCP, LSD and alcohol. Clinical data indicate 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.

NJ140 The Change Process: Substance Abuse and Human Development
[11]
(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

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

NJ141 Building Self-Image in Adolescents: A Prevention Alternative
[6]
(For educators, counselors, and those interested in prevention techniques.)

Instructor: Thomas Turney

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 Consistency 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 an 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.

NJ142 School-Based Student Assistance Programs
[6]
(For educators, administrators, counselors and others working in the school setting interested in implementing effective substance abuse prevention and intervention programs.)

Instructor: H. James Wasser

General Overview: This course is designed to provide participants with the fundamental components for developing and implementing an effective school-based Student Assistance Program. The sessions will include a review of substance abuse procedures mandated in the schools; the role of the student assistance counselor; prevention, intervention; and extended care activities; and the role of the core team.

General Goals: To increase participants' awareness of the potential impact Student Assistance Programs can have on
reducing substance abuse in the schools. To provide participants with a review of the basic components that are part of a successful Student Assistance Program. To allow participants to review, compare and modify program activities related to their school/agency setting.

**NJ143 Establishing Correctional Substance Abuse Programming** [9]
(Those professionals who are in the process of developing correctional-based substance treatment programming)

*Instructor: Ted Leway*

**General Overview:** In the past ten years "drug driven crime" has had a formidable impact upon American society. One area that has been significantly affected has been the criminal justice system. Pursuing a national "war on drugs" strategy has resulted in the taking of many prisoners...many times. Consequently, prisons in the United States have become grossly overcrowded. Annual operational costs for many state correctional agencies have exceeded a billion dollars. In response to these costs, a growing interest has recently developed in treating the incarcerated, addicted offender. This course will present a model that has proven effective in treating the addicted offender in a prison setting. The complete process of establishing persuasive inmate treatment in a prison setting will be addressed.

**General Goals:** To provide course participants with the general knowledge and methodology required to establish effective addiction treatment for incarcerated offenders.

**NJ144 Treating Cocaine and Other Addicts—Similarities and Differences** [10]
(For direct service providers, particularly counselors.)

*Instructor: Gerald D. Shalman*

**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; provide insight into treatment strategies for the repetitively unsuccessful addict; develop cocaine programming in existing chemical dependency treatment programs; and enhance the ability to evaluate different treatment approaches for appropriate referral.

**NJ145 Effective Use of Denial and Resistance in Treatment** [3-I]
(For those who provide direct counseling or therapy to alcoholics and substance abusers. This course is recommended for participants with prior counseling experience.)

*Instructor: Chelly Sterman*

**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, creative psychotherapeutic modalities and future pacing will be presented, demonstrated and practiced. Participants will have the opportunity to experiment with a variety of treatment strategies.

**General Goals:** The goal of this workshop is to provide the counselor with greater flexibility in the use of counseling skills and strategies, leading to an expanded repertoire of life choices for the addicted client population, which increases the potential for recovery and healing.

**NJ146 Counseling Issues for Alcoholism and Substance Abuse** [3-I]
(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. Hanns*

**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.

**NJ147 Individual Counseling Skills for Alcohol and Drug Clients** [3-I]
(For those who desire a foundation in skills required for counseling individuals who abuse alcohol and other drugs.)

*Instructor: John M. Schibik*

**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, 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 that 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.

**NJ148 Family Counseling with Alcohol and Drug Abuse Problems** [3-F]
(For counselors in the alcohol and drug treatment field.)

*Instructor: Bileen B. Isaacson*

**General Overview:** Methods for identification of and intervention with families with alcohol and other drug problems 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.

**NJ149 Gestalt and the 12 Steps as a Therapeutic Tool for Counseling the Chemically Dependent and Co-Dependent** [3-I]
(For persons who wish to expand their skills in counseling addicted and co-dependent clients.)

*Instructor: Thomas C. Desmond*
General Overview: This course integrates the 12 Steps of Alcoholics Anonymous and Gestalt in the treatment of chemical dependency and co-dependency. Participants will learn about the therapeutic effects of the 12 Steps and how they relate to Gestalt theory and practices. Dealing in the "present" will be a primary focus. Lectures, case studies, discussions, role plays and individual and small group experiential work will be used. Participants will have the opportunity to participate as counselors, clients and observers.

General Goals: To increase the participant's knowledge of how a therapeutic modality may complement the 12 Steps of AA.

NJ150 Treatment of Shame and Guilt in an Alcoholism Counseling Setting [3-I]
(For substance abuse counselors, those who work in school and community settings and interested others.)

Instructors: Patricia S. Potter-Efron and Ronald T. Potter-Efron

General Overview: 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 the feelings increase because of his/her drinking. 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 these feelings, and therapeutic intervention possibilities to use with alcoholics, co-dependents and adult children of alcoholics.

General Goals: To: (1) define the role of shame and guilt in the cycle of addiction; (2) evaluate alcoholism as a source of shame and guilt for all family members; (3) educate in the uses of shame- and guilt-reducing behaviors for alcoholics and co-dependents; (4) educate the counselor in non-shaming communication and treatment methods.

NJ151 Counseling Adult Children of Alcoholics [3-I]
Prerequisite: Minimum of Master's Degree.
(An advanced, largely experiential course for mental health workers and alcoholism counselors.)

Instructor: Janet G. Wootitz

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.

NJ152 Women and HIV: An In-Depth Look [11]
(For counselors, prevention specialists and others working with women and addictions.)

Instructor: Marion D. Banzhaf

General Overview: Although women with HIV are the fastest growing group of new people with AIDS, women's needs have been overlooked and underestimated since the beginning of the AIDS epidemic. Women are affected differently than men by the AIDS epidemic. This course will examine the social, economic and medical issues affecting women and will identify the institutional barriers to prevention and education and treatment and care. Gender-specific and culturally competent approaches are necessary in identifying histories and behaviors which put women at risk for contracting HIV as well as for caring for those women who may be already infected and dealing with an HIV diagnosis as well as addiction.

General Goals: Participants will learn the history of the AIDS epidemic as it relates to women, be able to identify the government agencies responsible for research and surveillance and learn about current trends in research about women with AIDS. Participants will also explore the cultural and gender-based barriers and how to overcome them in negotiating safer sex. Various innovative approaches used by a variety of agencies and community-based organizations will be profiled.

NJ153 Therapeutic Strategies for Hispanic/Latino Clients [9]
(For individuals who are working with Hispanic clients.)

Instructor: John Fuentes

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 immigration; and taking advantage of Hispanic cultural traits during treatment.

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

NJ154 Substance Abuse and the Criminal Justice System [8]
(For counselors, administrators and criminal justice professionals.)

Instructor: William J. Kane

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, 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.

NJ155 College Programming and the Law [9]
(For administrators, counselors and all others concerned with drug abuse prevention on campus.)

Instructor: Bruce E. Donovan

General Overview: This course will review those rapidly multiplying federal regulations that affect on-campus use of alcohol and other drugs. We will review the full range of these regulations, that deeply affect various aspects of campus life and will assess their impact. We will also try to see how courts and regulatory bodies respond to them. What new expectations have been placed on institutions of higher learning? What ethical questions do new regulations raise for an institution, its staff and its students? For example, what are the implications for a university in the assumption that it will serve as enforcer of federal law? How have campus atmosphere and its social and residential life been changed by such rules as the 21-year drinking age and its enforcement? Have some regulations and expectations led unintentionally to new
hypocrisy on campus? How can an institution explain unevenly enforced laws (on campus and nationally) to parents and students? Is the impetus for change stimulated by liability concerns altogether positive? These questions suggest the various topics to be discussed; they are not intended as an exhaustive summary. This course will consist of lecture and active class participation in workshop format. Special attention will be paid to the unique needs of individual class members.

**General Goals:** To familiarize participants with the range of laws and regulations that affect campus drug abuse prevention. To clarify the implications and expectations of these rules on both theoretical and pragmatic levels.

**NJ156 Post-Traumatic Stress Disorder**
and Chemical Dependency
(For counselors, supervisors and therapists who work with chemically dependent persons and their families.)

Instructors: Thomas Brinson and Vincent Treanor

**General Overview:** Increasingly, clinicians and treatment agencies have recognized the impact of Post-Traumatic Stress Disorder (PTSD) on various treatment populations. This course will examine the correlation between PTSD and chemical dependency. Victims of trauma such as rape, combat, family violence, natural disasters, street crime, etc., often suffer from chemical dependency and co-dependency.

**General Goals:** Through lectures, video presentations, case studies and discussions, students will learn how to assess for PTSD, recognize the potential connection of PTSD and chemical dependency symptoms and provide treatment interventions for chemically dependent or co-dependent clients who may also be victims of trauma.

**NJ157 Domestic Violence: Breaking the Cycle**
(For educators, human service providers, counselors and substance awareness coordinators.)

Instructors: Fran Miochi and Connie Greene

**General Overview:** This course will define the three cycles of violence and the four types of abusers involved. The profile of the battered woman as well as of the battering male will be highlighted. Case histories will be presented, and strategies for "breaking the cycle" outlined. The focus will be on what we can control vs. what we cannot control, as well as on what we personally bring with us to this topic.

**General Goals:** This course will give the participants a working knowledge of domestic violence. Participants will gain insight into the problem, the impact on those who have been abused and a practical plan to break the cycle.

**NJ158 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 such as clergy, law enforcement, etc.)

Instructor: Katie Rogan

**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 alcohol and drug abuse programs.

**NJ159 Development of a Compulsive Gambling Component**
for an Alcohol/Drug Treatment Program [9]
(For professionals working in a treatment center, educators, health care providers and other interested individuals.)

Instructors: Sheila Wexler and Arnie Wexler

**General Overview:** Compulsive gambling is a significant problem for approximately 30% of alcoholics and other dependent people. The similarities and differences between alcoholism/drug dependency and compulsive gambling will be explored. Knowledge, skills, and understanding of the theoretical framework and factors underlying the causes of compulsive gambling will be discussed. Since gambling often makes recovery from alcoholism/drug dependency very difficult and can be a trigger of relapse, methods of treating the addiction of gambling will be presented. Assessment criteria for evaluation of compulsive gambling, complications (legal, psychosocial, etc.) related to compulsive gambling and treatment and rehabilitation approaches will be reviewed. Techniques and strategies to develop a compulsive gambling component in an existing treatment program will be provided.

**General Goals:** To understand compulsive gambling as an addiction; to recognize the correlation between compulsive gambling and alcoholism/drug dependence; to identify the compulsive gambler in an alcoholism treatment center; and to develop a compulsive gambling component for an alcohol/drug treatment center.

**NJ160 The Client as Healer**
(3-1)
(For those who want to provide effective clinical supervision.)

Instructor: Albert McNamara

**General Overview:** Effective treatment of addictive disorders requires the full participation of the client, not as a compliant recipient of services but as an active member of the treatment team. This course will focus on skills for identification of client strengths through examination of prior conflict resolution, approaches for involving the client in the treatment planning and development, and development of altruism as a means of reversing the client's cycle of isolation. Emphasis will be placed on the fostering of mutually responsible relationships between both client/counselor and client/client.

**General Goals:** The major goal of this workshop is to have participants examine their roles as facilitators of change and the client's role as agent of change and healing. Methods of reframing and repositioning will be illustrated and explored.

**NJ161 Clinical Supervision of Alcohol**
and Drug Counselors
(For those who want to provide effective clinical supervision.)

Instructor: Bette Anne Weinstein

**General Overview:** This course will focus on both the skills and the personal characteristics needed to be an effective clinical supervisor. Topics to be covered include: the purpose and functions of clinical supervision; the tasks of the clinical supervisor; how to assess staff needs; the clinical supervisor as educator; and models of clinical supervision. Special attention will be paid to such areas as cultural differences among staff and dealing with "difficult" staff members.

**General Goals:** To present a model of clinical supervision and to help improve the morale and competence of staff through the effective use of clinical supervision.
Adminstration
Executive Director: Gail Gleason Milgram, Ed.D.
Administrative Assistant: Linda J. Allen
Program Assistant (Advanced School): Linda Simun
Program Assistant (SSADS): Andrea S. Gray
Program Assistant (NJSSADS): Johanna M. Collins

Instructors
(The numbers following each listing refer to the courses taught.)

Florence Andrews, Ph.D., Associate Professor, Department of Sociology and Anthropology, Carleton University, Ottawa, Ontario, Canada (#SS52)

Marion D. Banzhaf, Executive Director, New Jersey Women and AIDS Network, New Brunswick, New Jersey (#NJ152)


Claudia Blackburn, M.S., Executive Director, Caron Family Services, Wernersville, Pennsylvania (#SS65, SS85)

Gloria Boseman, M.S., R.N., Assistant Professor, Nursing, Jersey City State College, Jersey City, New Jersey (#SS78)

Sara Brinson, B.N., C.N.C., N.C.A.C., Nurse/Counselor, Southside Hospital Alcohol Detox Unit, Bayshore, New York (#NJ122)

Thomas Brinson, A.C.S.W., C.A.C., Executive Director, Barnett Brinson and Associates, Lymbrook, New York (#NJ122, NJ156)

Ashton M. Brisolara, M.Ed., Consultant on Substance Abuse, Metairie, Louisiana (#ADV25)


Philip M. Brown, Ph.D., Program Coordinator, Student Support Services, N.J. Department of Education, Trenton, New Jersey (#NJ140)

Patricia A. Burke, M.S.W., L.C.S.W., Private Practice, West Baldwin, Maine (#ADV21, ADV49, SS57, SS98)

Bruce Carruth, Ph.D., L.C.S.W., Private Practice, Little Rock Psychotherapy Group, Little Rock, Arkansas (#ADV09, ADV49, SS92, SS94)

Alan A. Cavaïola, Ph.D., C.A.C., Licensed Psychologist, Private Practice, Shore Psychological & Educational Associates, Fair Haven, New Jersey (#NJ134)

J. Calvin Chatlos, M.D., Director, Visionary Treatment Resources, Woodbridge, New Jersey (#ADV03, ADV28, SS59)

Ann Crowley, President, Ann Crowley & Associates, Shrewsbury, Massachusetts (#SS76, NJ129)

CSAP Communications Team, Bethesda, Maryland: Patricia Wright, Ed.D.; John Bonaguro, Ph.D.; Robert Courtney, Jr., Ph.D.; Helen Dillon, M.S.; Ford Hatamiya; Elaine Bratic-Arkin (#NJ107)

Madeline Currem, M.S.W., Consultant, Private Practice, Brooklyn, New York (#ADV23)

Charles A. Currie, M.A., Chief of Prevention, N.J. Department of Health, Division of Alcoholism, Drug Abuse and Addiction Services, Trenton, New Jersey (#NJ114)

John E. Davis, Ph.D., Director, The Resource Group, Towson, Maryland (#SS66, SS89)


Bruce E. Donovan, Ph.D., Associate Dean, Chemical Dependency, Brown University, Providence, Rhode Island (#NJ126, NJ156)

Cheryl Davenport Dozier, M.S.W., C.S.W., C.A.C., Coordinator, Archway, Yonkers General Hospital, M授权. Vernon, New York (#SS79)

Raymond P. Dreitlein, Ph.D., C.A.D.C., Private Practice, Berkeley Heights, New Jersey (#ADV17, ADV44, SS70, SS85, NJ120, NJ137)

Diana M. Eckhaus, M.S.W., A.C.S.W., Director of Clinical Services, Discovery, Inc., Malboro, New Jersey (#NJ116)

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 (#ADV02)


Ronald L. Figueroa, M.A., C.A.C., Project Director, Rockland Community Partnership, New City, New York (#SS79)

Dana Finnegan, Ph.D., C.A.C., Co-Director, Discovery Counseling Center, Millburn, New Jersey (#SS67, SS97)

Nancy L. Fiorentino, M.S.W., Policy Analyst, Office of Health Policy & Research, N.J. Department of Health, Trenton, New Jersey (#NJ102)

John Fuentes, J.D., Executive Director, Puerto Rican Action Committee, Penns Grove, New Jersey (#ADV31, SS56, NJ153)

Bettis S. Gabrielsen, C.A.D.C., N.A.D.C., Director, The Gabrielsen Group, Pennington, New Jersey (#ADV07, SS58)

Ronald J. Gaetano, R.P.H., Executive Director, Genesis Drug and Alcohol Program/Union Hospital, Union, New Jersey (#NJ108, NJ139)

Gerald Globetti, Ph.D., Professor of Sociology and Director, Center for Alcohol and Drug Education, Department of Sociology, University of Alabama, Tuscaloosa, Alabama (#ADV25)

Connie Greene, M.A., C.A.S., Director of Program Development, Genesis Program/Union Hospital, Union, New Jersey (#NJ125, NJ157)

Gordon R. Grimm, M.Div., Vice Chairman, Hazelden Institute, Center City, Minnesota (#SS96)

Thomas Griffin, M.S.W., Director, Health Promotion Resources, St. Paul, Minnesota (#SS93, SS96)

Carolyn Hodge, M.A., District Coordinator, Toms River Alcohol and Substance Abuse Program, Toms River Schools, Toms River, New Jersey (#SS77)


Dorothea Harnsen, M.A., R.N.C.D., C.A.C., Program Development Specialist, N.J. Department of Health, Division of Alcoholism, Drug Abuse and Addiction Services, Trenton, New Jersey (#NJ103)

Barbara Harris, R.T.T., M.S.T., Researcher/Author, Private Practice, Baltimore, Maryland (#ADV23)

Edward J. Higgins, M.A., President/Executive Director, Jersey Shore Addiction Services, Asbury Park, New Jersey (#NJ132)

Abby L. Hoffman, M.A., C.A.C., C.E.A.P., Project Coordinator, Addressing Tobacco in the Treatment of Other Addictions, St. Peter's Medical Center, New Brunswick, New Jersey (#ADV45)

Arlene Kahn, A.C.S.W., C.A.C., Clinical Social Worker, Marriage and Family Therapist, Private Practice, Princeton Junction, New Jersey (#NJ116)

William J. Kane, J.D., Attorney/Consultant, Private Practice, Montclair, New Jersey (#SS74, SS99, NJ123, NJ164)

Carolann Kane-Cavallo, M.A., Director, Drug and Alcohol Unit, JFK Medical Center, Woodbridge, New Jersey (#NJ134)

Ernest Kurz, Ph.D., Adjunct Research Scientist, Center for Self-Help Research and Knowledge Dissemination, The University of Michigan, Ann Arbor, Michigan (#ADV18, ADV43, NJ121)

Lisa Laitman, M.S.Ed., C.A.C., Director, Alcohol and Other Drug Assistance Program for Students, Rutgers University, New Brunswick, New Jersey (#ADV93)

Elizabeth D'Angelo LaPorte, M.S.W., C.S.W., Consultation and Training Network, Orangeburg, New York (#SS72, SS82)

Trudi Leech, Ph.D., A.C.S.W., C.A.D.C., Nicotine Dependence Clinical Consultant, Addressing Tobacco in the Treatment of Other Addictions, St. Peter's Medical Center, New Brunswick, New Jersey (#NJ108)

Ted Levay, M.S.W., A.C.S.W., Supervising Program Specialist, Bureau of Community and Professional Services, Substance Abuse Unit, N.J. Department of Corrections, Trenton, New Jersey (#NJ143)

Michael R. Liepman, M.D., Chief, Chemical Dependency Service, The Med Center-Memorial, Worcester, Massachusetts; Associate Professor of Psychiatry, University of Massachusetts Medical School, Worcester, Massachusetts (#ADV01)


F. Mel Madden, Ed.D., Professor, Department of Counselor Education, California University of Pennsylvania, California, Pennsylvania (#NJ114)

Edward McDonnell, M.S., C.A.D.C., C.C.D.S., Student Assistance Coordinator, Oratory Prep, Summit, New Jersey (#SS7, NJ131, NJ135)

Albert McNamara, C.A.C., Private Practice, SJOURN, Ocean Grove, New Jersey (#ADV11, ADV30, SS60, SS92, NJ110, NJ160)

Warner Mendenhall, Ph.D., Professor, University of Akron; President, Education and Counseling Service, Inc., Akron, Ohio (#SS94, SS93)

Gloria C. Merritt, R.N., M.S.N., C.A.C., Private Practice, Stamford, Connecticut (#SS73, SS82)

Fran Miceli, M.Ed., C.A.S., Regional Prevention Coordinator, N.J. Department of Health, Division of Alcoholism, Drug Abuse and Addiction Services, Trenton, New Jersey (#NJ125, NJ157)

Gail Gleason Milgram, Ed.D., Professor and Director of Education and Training, Center of Alcohol Studies, Rutgers University, New Brunswick, New Jersey (#SS76)

Don L. Moyer, L.I.C.S.W., C.R.P.S., Moyer Associates Recovery Services, White Bear Lake, Minnesota (#ADV16, ADV38)

Nikola Irish Moyer, C.C.D.C./R., C.R.P.S., Moyer Associates Recovery Services, White Bear Lake, Minnesota; Training Supervisor, Hazelden Chemical Dependency Counselor Training Program, Center City, Minnesota (#SS93)

Patrice M. Muchowski, Sc.D., N.C.A.C. II, F.A.C.A.T.A., Vice President of Clinical Services, Adcare Hospital, Worcester, Massachusetts (#ADV06, ADV49)

Craig Nakken, M.S.W., C.D.C.P., Private Practice, Family Therapy Institute, St. Paul, Minnesota (#ADV20, ADV96)

William J. O'Donnell, M.A., C.A.C., C.E.A.P., Manager, Chemical Dependency Programs, Unocal Corporation, Los Angeles, California (#ADV47)

Gwen Olitsky, M.S., Director, The Self-Help Institute for Training and Therapy, Philadelphia, Pennsylvania (#SS64)

John O'Neill, C.A.D.A.C., Executive Director, The Alcoholism and Drug Research Communications Center, Austin, Texas (#ADV12)


Ronald T. Potter-Efron, Ph.D., M.S.W., Partner/ Clinical Psychologist, First Things First, Counseling and Consultants, Eau Claire, Wisconsin (#SS71, SS94, NJ110, NJ150)

Richard L. Powell, M.P.A., Coordinator, Alcohol and Other Drug Education Program for Training, Rutgers University, New Brunswick, New Jersey (#ADV33)

Katie Regan, M.S.W., C.E.A.P., Newman Springs Counseling Center, Tinton Falls, New Jersey (#ADV46, NJ158)

Phyllis Reilly, M.A., C.A.D.C., Director, Addiction Recovery Services, University of Medicine and Dentistry, Community Mental Health Center at Piscataway, Piscataway, New Jersey (#SS73)

Mark Roffman, Ph.D., Chief Scientific Officer, Dickson Research Group, Princeton, New Jersey (#NJ133)

Frederick Rotgers, Psy.D., Assistant Research Professor and Director of Clinical Protocols, Center of Alcohol Studies, Rutgers University, New Brunswick, New Jersey (#ADV29, NJ136)

Mary Anne Ruane, M.S.W., A.C.S.W., C.A.C., A.C.A.T.A., Director, Addiction Recovery Services, Riverview Medical Center, Red Bank, New Jersey (#NJ127)

Melvin Sandler, M.S.W., C.A.S., C.E.A.P., Intake Coordinator, Institute for Counseling and Training, West Caldwell, New Jersey (#ADV23)

John M. Schibik, M.A., M.S., C.A.C., Director, Kairos Counseling Services, Woodbury, New Jersey (#ADV13, ADV60, SS56, SS100, NJ109, NJ147)

Jacqueline Schreiber, M.S.W., Nicotine Program and Policy Consultant, Addressing Tobacco in the Treatment of Other Addictions, St. Peter's Medical Center, New Brunswick, New Jersey (#NJ108)


John Slade, M.D., Associate Professor of Clinical Medicine, Department of Medicine, St. Peter's Medical Center, UMDNJ-Robert Wood Johnson Medical School, New Brunswick, New Jersey (#ADV45)

Janet Spencer Smeltz, M.Ed., C.A.C., Director of Consultation and Training, Women's Alcoholism Program of CASPAR, Inc., Cambridge, Massachusetts (#SS81)

Nancy Stek, C.D.C., Director of Education and Training, National Council on Alcohol and Drug Dependence of Middlesex County, East Brunswick, New Jersey (#NJ106)

Chelly Sterman, M.S.W., A.C.S.W., C.A.C., President, Chelly Sterman Associates, Hightstown, New Jersey (#ADV34, NJ145)

Roger Svendsen, M.S., Director of Program Development and Training, Health Promotion Resources, St. Paul, Minnesota (#SS83, SS96)

Michael J. Taloff, Ph.D., C.A.C., Assistant Professor, Chemical Dependency Counselor Training Program, Pennsylvania State University, University Park, Pennsylvania (#ADV14)
Louis A. Tartaglia, M.D., Staff, Clara Maas Hospital/Clinical Instructor of Psychiatry, UMDNJ/ Medical Director, Alliance for Recovery, Newark, New Jersey (#SS68)


Vincent Treanor, M.S., C.A.C., Staff Development Specialist, New York State Division of Alcoholism and Alcohol Abuse, Albany, New York (#NJ156)

Thomas Turney, M.A., Social Science Supervisor, Roselle Park School District, Roselle Park, New Jersey (#NJ141)

Nellie Villegas-Scholnick, M.S.W., Clinical Director, Women’s Center, Montefiore Medical Center, Bronx, New York; Private Practice, New York, New York (#ADV37)

George C. Wagner, Ph.D., Associate Professor, Department of Psychology, Rutgers University, New Brunswick, New Jersey (#ADV26)

Mark C. Wal len, M.D., Medical/Clinical Director, Livengrin Foundation, Bensalem, Pennsylvania (#SS51, SS80, NJ101, NJ138)

H. James Wasser, M.A., Administrative Assistant to the Superintendent, Freehold Regional High School District, Englishtown, New Jersey (#NJ130, NJ142)

Bette Ann Weinstein, M.S.W., L.C.S.W., President, Motivational Programs and Training, Bethesda, Maryland (#SS61, SS86, NJ112, NJ161)


Sheila Wexler, C.A.D.C., C.C.G.C., Deputy Director, New Hope Foundation, Marlboro, New Jersey (#NJ159)


Charles L. Whitfield, M.D., Private Practice, Whitfield Associates, Baltimore, Maryland (#ADV19, ADV43)

Janet G. Woititz, Ed.D., President, Institute for Counseling and Training, West Caldwell, New Jersey (#ADV41, SS88, NJ161)

"I enjoyed having the opportunity to explore our similarities rather than our differences in a spirit of unity and peace."

"Coming from another country and feeling the major consequences of cultural differences, I found in Rutgers the warmth, the caring and the safety to allow myself to fully be me."

"I'll look back on the time here as a milestone in my life and treasure it."

"This educational experience unites all that is different into one caring, deeply shared concern and love for all humanity."

"Without a doubt, this is the single most positive and uplifting professional training experience I've ever encountered."
### 1994 GENERAL APPLICATION

**Application Deadlines - Advanced School: May 1, 1994; Summer School: May 15, 1994; New Jersey Summer School: June 1, 1994**

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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>
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<tr>
<th>Name of Employer (Note: This address will be listed on roster)</th>
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<tr>
<th>Business Address</th>
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<td></td>
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</tbody>
</table>

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


Previous Employment:

<table>
<thead>
<tr>
<th>From:</th>
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</tr>
</thead>
<tbody>
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Previous attendance at a School, Institute or Conference on Alcoholism or Alcohol Problems: Year(s) of Attendance

School in which you wish to register:

☐ Advanced (June 5-June 10)  ☐ SSADS (June 19-July 1)  ☐ New Jersey (July 17-July 22)

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).

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<tr>
<th>8:00 A.M.-10:00 A.M.</th>
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<tbody>
<tr>
<td>1. # Title</td>
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</tr>
<tr>
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Please enclose your deposit (drawn on a U.S. bank) 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 __________________________
# 1994 GENERAL APPLICATION

**Application Deadlines** – Advanced School: May 1, 1994; Summer School: May 15, 1994; New Jersey Summer School: June 1, 1994

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First</th>
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</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Home Address</th>
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<table>
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</table>

- **Home Phone**: ( )
- **Business Phone**: ( )
- **Work hours**: 

**Certification (Alcohol/Substance Abuse Counselor)**:  
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Describe Your Present Duties (continue on other side if needed):

**Previous Employment**:  
- **Title**:  
- **Organization**:  
- **From**:  
- **To**:  

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

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**Signature**:  

**Date**:  

**For Office Use Only**

- **Instructor**:  
- **Course Number**:  
- **Grade**:  
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