Summer Schools of Alcohol and Drug Studies

Advanced School of Alcohol and Drug Studies
June 4 - June 9, 1995

Summer School of Alcohol and Drug Studies
June 18 - June 30, 1995

New Jersey Summer School of Alcohol and Drug Studies
July 16 - July 21, 1995

Education and Training Division • Center of Alcohol Studies
1995 Summer Schools of Alcohol and Drug Studies

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CENTER OF ALCOHOL STUDIES
(Brinkley and Adele Smithers Hall and Christopher D. Smithers Hall)

"The 'Rutgers Experience' for me is not only knowledge and learning, it is love, friendship, spirituality and sharing."

Printed on recycled paper
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, directed by Robert J. Pandina, Ph.D., 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-related problems and treatment, evolving in the late 1950s and 1960s 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-related 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-third 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 1940. In 1944 the Center also began the Yale Plan Clinics, the first ever outpatient facilities for the treatment of alcoholism. 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.

"I came to the Rutgers Summer School to clarify the direction in which I am headed, and to get some answers about spirituality and group techniques. I got this and more. I hope to return next summer, even if it's just to be around all these wonderful people."
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 Mooredale 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 and Adele 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 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 1980 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. In a longitudinal study life-span psychologists, sociologists and neuropharmacologists 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 keystone 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 53rd annual session of this internationally famous school will be held in 1995. Companion summer programs are:

The Advanced School of Alcohol and Drug Studies, an annual one-week program, will be held in June 1995. 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 are 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 (908-445-4317).

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 in-depth exploration 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 available, 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 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 these areas. 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 interm weekend of the school.

"This was, unquestionably, the finest educational experience in my 10-year career as a therapist. The campus is beautiful and the curriculum and instructors nothing short of first-rate. I cannot recommend it more highly!"
Advanced School of Alcohol and Drug Studies

ABOUT THE SCHOOL

The Advanced School of Alcohol and Drug Studies, which evolved from the Alumni Institutes initiated in 1955, 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, instructed by highly competent and experienced faculty. The school also features a strong program of general lectures and special interest seminars to support and supplement the course work. In addition, students have access to the outstanding resources of the Center of Alcohol Studies Library, located in 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.

Costs

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

- Tuition*: $425.00
- Room 150.00
- Meals 150.00
- Total 725.00

A non-refundable deposit of $100 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 five 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 the 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; two courses are $250. 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, 1995; however, early application is advised. A non-refundable deposit of $100, drawn on a U.S. bank and made payable to Rutgers, The State University of NJ, must accompany the application form. The official application form at the back of this brochure must be completed and 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) 445-4317
FAX: (908) 445-3500
Scholarships

NEW JERSEY DEPARTMENT OF HEALTH, DIVISION OF ALCOHOLISM, DRUG ABUSE, AND ADDICTION SERVICES

Funding support from the New Jersey Department of Health, Division of Alcoholism, Drug Abuse, and Addiction Services, enables the school to offer a limited number of tuition scholarships. The criteria for application follow:

- Applicant must be a resident of New Jersey and be working in the alcohol/drug field.
- Letter from applicant should indicate interest in being considered for a scholarship and should detail how the education will benefit the applicant's work.
- Letter of recommendation/support from the individual's supervisor must be included.
- Completed application to the school (found at the back of this brochure) must also be submitted. However, it is not necessary to include the $100 non-refundable deposit with a scholarship request.

Please note that in order to be reviewed by the scholarship committee all elements of the scholarship application must be received by the Education and Training Division of the Center of Alcohol Studies by March 15, 1995.

R. BRINKLEY SMITHERS SCHOLARSHIP

The R. Brinkley Smithers Scholarship, supported by the Christopher D. Smithers Foundation, will be awarded in memory of R. Brinkley Smithers. Mr. Smithers devoted his life to fighting alcoholism and was well known in the alcohol studies field for his support of research and treatment. An endowment by R. Brinkley Smithers funded the construction of the Christopher D. Smithers Hall and the Brinkley and Adele Smithers Hall, which house the Center of Alcohol Studies.

The R. Brinkley Smithers Scholarship, covering tuition, room and meals, will be given to an individual who specializes in Employee Assistance Programs. A letter from the applicant should detail his/her work in this area. A completed application to the school (found at the back of this brochure) must also be submitted. The scholarship application must be received by March 15, 1995. However, it is not necessary to include the $100 non-refundable deposit with a scholarship request.

Other sources of financial aid not administered by the Advanced School, are state and local 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.

Certificates

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

8:00 - 10:00 a.m. Course
10:15 - 12:15 p.m. Course
Lunch
2:00 - 3:15 p.m. General Lecture*
3:30 - 5:00 p.m. Special Interest Seminars**
Dinner
7:00 - 8:30 p.m. General Lecture* or Special Interest Seminars**
8:30 p.m. Facilities are available for group meetings, as students request; for example, the fellowship of AA

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 Patricia Potter-Efron, M.S., C.A.D.C. III
“The Creative Challenge” [3-1]
7:00 David Lewis, M.D.

Monday
2:00 David J. Powell, Ph.D.
“Training and Resources for the Rest of the Decade” [3-1]
7:00 Charles L. Whitfield, M.D.
“False Memory Debate: Current Controversy in Psychology and Recovery” [3-1]

Tuesday
2:00 Gary G. Forrest, Ed.D., Ph.D.
“Chemical Dependency and Anti-Social Personality Disorders” [3-1]

Wednesday
2:00 Damian McElrath, Ph.D.
“Carl Jung, Bill W. and This Thing Called Spirituality” [1]

Thursday
2:00 Susan L. Becker
“Managed Care” [4]
6:30 Stanley E. Gitlow, M.D.
“The Nature of Recovery” (Banquet)

** Examples of the special interest seminars being offered are:
Calvin Chatlos, M.D. “Mental Disorders and Substance Abuse: The Chicken or the Egg?” [2]
Ernest Kurtz, Ph.D. “The Backlash Against Recovery” [1]
Craig Nakken, M.S.W., C.A.D.A.C., “Working with Abused Clients” [9]
COURSES

Students are expected to register for two courses. The courses should be in the student's special areas of interest and qualification. Each course will meet formally for two hours per day for a total of ten hours, except Medical Aspects of Addiction (Course No. ADV01) and Alcohol and Other Drug Education, Prevention and Treatment for Pharmacists (Course No. ADV02) each of which meets for four hours per day for a total of twenty hours. Students accepted into either of these courses 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 Pharmacology and Pharmacology of Alcohol and Other Drugs (Licit and Illicit)
11 Other Related Elective Topics
12 Nicotine Addiction and Dependency and Treatment
13 Compulsive Gambling

8:00 A.M. – 10:00 A.M. (*ADV01 – ADV06)

ADV01 Medical Aspects of Addiction [1]
(Primarily for medical students and physicians.)

Instructors: Michael R. Liepman, Allan Graham, James Langenbucher, John Slade, Alan Wartenberg

This is an introductory course for physicians and medical students interested in clinical work with patients who have alcohol, tobacco or other drug (ATOD) problems. Topics considered include: the etiology of addictions, its clinical course, typology and diagnosis; detoxification; concurrent psychiatric comorbidities; fetal exposure; current approaches to treatment and rehabilitation; family and social aspects of treatment; and the provision of services to impaired professionals. Selected aspects of basic and clinical research will be reviewed. This course does not emphasize medical consequences other than withdrawal and fetal exposure.

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

ADV02 Alcohol and Other Drug Education, Prevention and Treatment for Pharmacists [10]

Instructors: Kenneth Dickinson and Ronald J. Gaetano

This course, designed primarily for pharmacists and pharmacy students, will introduce the issues of alcoholism and other drug dependencies as they are related to the practice of pharmacy. The participants will learn of their potential role as educators, preventionists and interventionists in the six-stage prevention continuum. This course is designed to empower and assist pharmacists in designing and delivering a prevention/education program for their community, identifying and networking with prevention and treatment resources, counseling recovering alcoholics/addicts on how to avoid relapse while treating illnesses and medical complications, counseling their patients who appear to be at risk for alcohol and other drug abuse (AODA), and intervening with addicted patients and/or colleagues.

ADV03 Community Advocacy and Coalition Building Around Health Issues [7]

Instructor: John Fuentes

The course is designed to enhance advocacy and coalition-building skills of those involved, or interested in being involved, with community health issues. The course will present organization and implementation issues, processes and techniques. The course is geared to assisting participants in identifying strategies to address and overcome individual, organizational and societal barriers in order to become effective health advocates.

ADV04 Chemical Dependency and Compulsive Behaviors [9]

Instructors: Richard W. Esterly and William T. Neely

Current research indicates that there are two types of chemical dependents — the Sensation Seeker and the High Anxiety. These two primary types of chemical dependents have distinct social histories, personality characteristics and chemical use patterns. Recent investigation revealed that 76% of residential chemical dependent patients suffered at least one compulsive behavior and that the compulsive behaviors related to the type of chemical dependency. These compulsive behaviors include sex and relationships, gambling, stealing, eating disorders, exercising, work and shopping and spending.

This course will examine the relationship between chemical dependency and compulsive behaviors, including useful screening and diagnostic tools for assessment. Using didactics, case histories and group discussion, clinical implications for treatment and recovery will be explored.

ADV05 Dual Diagnosis — The Drive for Integrity [9]

Instructor: J. Calvin Challis

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, 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.

ADV06 The Cocaine/Alcoholism Connection [10]

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, AODA 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.

ADV07 Addiction and Spirituality
Instructors: Damien McElrath and Craig Nekken
If addiction is a spiritual illness then it must: (1) keep that which is spiritual from developing within the person, and/or (2) attack the spirituality already rooted within the person. This course will examine the addictive process and how it works to destroy the individual's humanity by destroying his/her links to that which is spiritual. The specific spiritual principles that the addictive process attacks and the effects this has on an individual will be examined. The essence of recovery, what the principles of recovery are and the why of their healing power will also be covered.

ADV08 Adaptive Counseling Approaches
Instructor: Albert McNamara
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 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.

ADV09 The Resistance Factor in Alcohol and Other Drug Therapy: A Matter of Perspective
Instructor: Michael J. Taloff
Your perception of resistance will determine the treatment methods you will use to address it. Relying on a single strategy to engage this phenomenon will just generate more resistance. One or two partisan theories cannot account for the complexity of behaviors exhibited by the alcoholic and other drug (AOD) dependent. This course will examine the latest information on resistance theory, and spend two days on the solution-oriented view that argues that a belief in resistance only gets in the way of creative therapy. The first hour of each class will be spent on reviewing the various ideas on resistance, while the second hour of each class will be a more practical hands-on period utilizing case studies to bring together the different ideas. At the conclusion of this course the AOD therapist will have at his/her command a variety of methods to address the “resistance factor” in his/her daily work.

ADV10 Shame and Its Healing: Recent Rediscoveries
Instructor: Ernest Kurtz
A brand new professional literature suggests rethinking the glibness with which we have come to speak of “shame.” Recent research on both the perpetrators and the victims of violence both opens new questions and hints new answers about the relationship between shame and addiction. Building on the familiar distinction between shame and guilt, these studies have brought into focus the differences between the two kinds of shame: the “sense of shame” that keeps us from doing some things, and the “disgrace-shame” felt after some things are done...by us or to us. Either shame can be denied or bypassed, but only at a cost, both personal and cultural.

Self-esteem is not the same as self-respect, and all forms of covering are not “denial.” The “shame-rage” spiral is more likely to be triggered when such distinctions are ignored — perhaps especially when they are ignored by would-be helpers.

A long tradition of spiritual wisdom finds the healing of shame in relationships of friendship. How does such friendship differ from the therapeutic relationship? To what extent can therapists be friends? In what ways might therapists foster the capacity for friendships that can heal the ravages of shame? What does what happens in various kinds of groups have to do with such friendships, with shame and its healing?

Although this class will suggest some answers, it will more importantly raise the kinds of questions that will guide participants in finding and using the shame-healing resources present in their own experience and even in the lives of those apparently disabled by shame.

ADV11 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.

ADV12 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.

ADV13 Treating the Personality-Disordered Addict
Instructor: David E. Tremoghie and Diane Rullo-Cooney
This course will look at the personality disorder through a developmental and object relations approach. Various obstacles encountered in the therapeutic process of this particular patient population will be outlined. In particular, it will demonstrate how recovery from drug and alcohol dependencies is impeded by characterologic pathology. Therapeutic alliance, transference and countertransference acting out will be defined and discussed. The management of countertransference through proper clinical supervision will be reviewed. An investigation of relapse as a manifestation of acting out will be discussed.
ADV14 Characterological Growth in Recovery: Therapy with Narcissistic Character Style  [3-I]
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 illness. Participants should have a basic knowledge of psychodynamic and psychodevelopmental theory or be prepared to do substantial reading outside of class.

In recovery from addictive illness, narcissistic individuals are likely to present as perfectionistic, emotionally detached, self-involved, entitled and high achieving. They may also have an almost overwhelming need for approval from others. Rage is often a primary emotional response to protect the self. As rigid ego defense begins to break down in recovery, the individual is highly vulnerable to feelings of shame and worthlessness, to isolation from others, depression and emptiness. Psychotherapy with the narcissistic individual in recovery is particularly challenging in light of the need for mirroring, the sensitivity to rejection and the fear of experiencing the woundedness of the addictive process and childhood exploitation.

Narcissistic dilemmas may manifest as significant psychopathology, for instance, narcissistic personality disorders, but emphasis in this course will be on work with individuals at higher levels of functioning. Other developmental dilemmas such as schizoid, dependent, symbiotic, masochistic and oedipal characterological patterns will be briefly considered in the course.

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.

ADV15 Psychoanalytic Approaches in Working with Alcohol and Other Drug Dependent Clients  [3-I]
Instructor: Eileen B. Isaacson
This course provides a framework for understanding psychoanalytic theories as they apply to therapy with alcohol and other drug dependent clients. Topics include understanding chemical dependency using Drive, Ego, Self and Object Relations theories. Assessment and intervention using case material will be addressed. Participants will develop an understanding of: (1) the psychodynamics of alcohol and other drug dependence using the four psychologies; and (2) how the clinician works to help the client make change using analytic approaches.

ADV16 Body-Centered Psychotherapy: A Pathway to the Core of Your Experience  [1]
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. This course will examine the following issues: the nature of consciousness, the mind/body con-
ADV20 Memory and Abuse: Remembering and Healing the Effects of Trauma

Instructor: Charles L. Whitfield

Many accused child molesters and their enablers are using a "false memory" defense to avoid taking responsibility for their harmful actions. They use this defense both in and outside of court, and in doing so they often try to implicate the accuser's therapist or counselor for "implanting" the alleged "false memory" of abuse into the client's mind. Lay advocacy and lobby groups, especially the False Memory Syndrome Foundation started in 1982, are supporting and encouraging this defense. They are also encouraging anyone with "false memories" to sue his/her therapist or complain to the therapist's state licensing board.

After so much progress in identifying and healing the effects of child abuse, therapists and survivors may be discouraged by this alarming trend. This course will describe the problem in some detail and will discuss how therapists and survivors can constructively handle these attacks by fine tuning their knowledge and skills.

The course will: (1) describe the "false memory" defense used by accused abusers; (2) differentiate between ordinary memory and traumatic forgetting; (3) describe the frequency and dynamics of traumatic forgetting; (4) describe the difference between true and untrue memory from a clinical prescriptive; (5) explore the patient/client's memories in ways that are not misleading; and (6) explain the difference between external and internal verification or corroboration of the abuse memories.

ADV21 Drug and Alcohol Counseling: A Cultural Perspective

Instructor: Ceola 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.

ADV22 Counseling Couples in Recovery: A Model of Treatment

Instructor: Betts S. Gabrielsen

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.

ADV23 Introduction to Family Therapy

Instructor: Nellie Villegas Scholnick

This course, designed for mental health practitioners, will present the theory and techniques of family treatment. It will pay close attention to methods of gathering information, creating a systemic hypothesis, genograms, problem formulation and choice and strategies for intervention. Didactic presentations, videotaped demonstrations, experiential exercises, case simulations and assigned reading will be included.

ADV24 When Helping Really Hurts — The Exhausted Counselor Syndrome and Its Recovery

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 towards 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.

ADV25 Self-Examination/Review/Inventory/Problem Solving of Administrative and Managerial Procedures and Techniques and Executive Well-Being

Instructors: Gerald Giobetti and Ashton M. Brisolara

A workshop with a limited didactic format, targeted for present and future managers, directors, administrators and supervisors of alcohol and drug abuse programs. Aimed at reviewing, evaluating and finding solutions to administrative issues, the course will assist in formulating strategies in areas of student interest and need. The content will include but not be limited to: program planning and implementation, agency and personnel management, confronting poor performers, public relations, marketing, fundraising, program possibilities, and relationship with boards. An important aspect of the course will be personal well-being amidst a host of program pressures. A platform for sharing personal experiences and addressing problems will be afforded. The objectives of the workshop are: to assist participants, through in-depth introspection, to reaffirm, redirect or add to present administrative methods, in order to maximize productivity, minimize problems, effectively manage personnel and finances, maintain viable programming, work effectively and survive within the established bureaucratic system, and enhance personal well-being.

ADV26 Clinical Supervision in Alcohol and Drug Abuse Counseling

Instructors: David J. Powell and Mary-K O'Sullivan-Evans

This course will focus on establishing a blended model of clinical supervision. Topics to be covered include: philosophy of care and training, descriptive dimensions of supervision, developmental approaches to counselor growth, contextual factors, methods of supervision and special techniques of supervision. Attention will be given to working with "resistant" staff, abusive use of substances by staff and gender differences in supervision. The course will include skill practice and role-modeling techniques in supervision.
COURSES

10:15 A.M. – 12:15 P.M. (*ADV01, ADV02, ADV27 – ADV50)

Please note: Both sessions of course #ADV01, Medical Aspects of Addiction, and course #ADV02, Alcohol and Other Drug Education, Prevention and Treatment for Pharmacists, are required.

ADV01 Medical Aspects of Addiction
(Primarily for medical students and physicians.)

Instructors: Michael R. Liepman, Allan Graham, James Langenbucher, John Slade, Alan Wartenberg

This is an introductory course for physicians and medical students interested in clinical work with patients who have alcohol, tobacco or other drug (ATOD) problems. Topics considered include: the etiology of addictions; its clinical course, typology and diagnosis; detoxification; concurrent psychiatric comorbidities; fetal exposure; current approaches to treatment and rehabilitation; family and social aspects of treatment; and the provision of services to impaired professionals. Selected aspects of basic and clinical research will be reviewed. This course does not emphasize medical consequences other than withdrawal and fetal exposure.

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

ADV02 Alcohol and Other Drug Education, Prevention and Treatment for Pharmacists

Instructors: Kenneth Dickinson and Ronald J. Goetaano

This course, designed primarily for pharmacists and pharmacy students, will introduce the issues of alcoholism and other drug dependencies as they are related to the practice of pharmacy. The participants will learn of their potential role as educators, preventionists and interventionists in the six-stage prevention continuum. This course is designed to empower and assist pharmacists in designing and delivering a prevention/education program for their community, identifying and networking with prevention and treatment resources, counseling recovering alcoholics/adicts on how to avoid relapse while treating illnesses and medical complications, counseling their patients who appear to be at risk for alcohol and other drug abuse (AODA), and intervening with addicted patients and/or colleagues.

ADV27 Neuropharmacology

Instructor: John Brick

This advanced course will cover general neuropharmacology, including pharmacokinetics, functional anatomy of the brain, neurotransmission, everyday addictions, biobehavioral effects of alcohol, cocaine/crack, opiates, marijuana, hallucinogens, used/abused psychotherapeutic and other commonly used drugs. Recent scientific developments in the field as well as sociocultural issues will also be presented and discussed.

ADV28 Addressing Tobacco in the Treatment of Other Addictions

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.

ADV29 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. Shuman

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 symptomatology; the need for continua 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.

ADV30 Brief Interventions for Alcohol Problems: Rationale, Theory and Technique

Instructor: Frederick Rogers

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-dependent 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.

ADV31 Neurolinguistic Programming (NLP) in Addiction Treatment

Instructor: Chelly Sturnan

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.

**ADV32 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 codependency. 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.

**ADV33 Mindfulness: A Recovery Tool for Addicted and Co-Dependent Clients and Their Counselors**

*Instructor: Bette Ann Weinstein*

Mindfulness is considered the heart of Buddhist meditation, but its essence is universal and of practical benefit to all. "Take it a day at a time," "Live in the moment," "The past is a canceled check, the future a promissory note," etc. are common quotes heard at 12-step meetings. But how do we help our clients learn how to truly live in today? Are we, as caretakers, able to get in touch with who we are, what we think, and how we feel?

People, especially those recovering from addictions, tend to respond to situations in habitual ways, without experiencing each situation as unique. Clients and counselors alike are only partially aware, at any given time, of what they are doing, the effects of their actions, and most importantly, what they are thinking and feeling. Clients in early recovery, especially those with either a long history of numbing feelings and clouding thinking with chemicals, or a history of parental discounting of feelings and thoughts, have little or no sense of what it means to experience the moment.

This course will teach participants how to "wake up" from robot-like thoughts, assumptions and responses, and become better able to help their recovering clients do the same. Through the use of experiential exercises, participants will become more in touch with themselves and others.

Although a theoretical framework and discussions will be used, this course will consist primarily of exercises geared toward increasing participants' awareness of themselves and their surroundings.

**ADV34 Self and Soul**

*Instructors: Patricia A. Burke and Bruce Carruth*

Self is the collection of all of our life experience. Soul is the essence of our being. Self guides us in operating in our environment on a day-to-day basis. Soul gives us meaning and relevance in our lives and is the driving force towards unity.

The journey of healing from chemical dependency illness begins with experiencing our woundedness and discovering the conflicts and struggles embedded in our history. By "touching into" the greater wisdom of the soul we are able to face these traumas and more fully embrace our selves, others and community with a transformed self and a clearer sense of our place in the world.

This course will explore the meaning of self and soul in recovery from chemical dependency and the relevance of these concepts in psychotherapy. The course seeks to integrate a variety of frameworks for the psychotherapeutic process including humanistic/existential and psychodynamic approaches, depth psychology and transpersonal psychology. Using concepts of self and soul as the basis for exploration, topics for the class will include: presence, woundedness, surrender, relatedness and community.

Experiential and interactive learning methods are emphasized in the class.

**ADV35 Spirituality and Transpersonal Psychology as a Treatment Aid during Recovery**

*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 addiction, other chemical dependency and codependence, 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.

**ADV36 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.

**ADV37 Food Addiction and the Alcoholism and Drug Abuse Field: Issues for Counselors, Administrators and Health Educators**

*Instructor: Katie Regan*

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.

**ADV38 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.

ADV39 Advanced Therapy Skills for Relapse Prevention: Moving Beyond Abstinence Skills

Instructor: Don L. Moyjer

Two models of recovery dominate current thinking about how to help clients maintain abstinence from addictive behaviors: the cognitive-behavioral and the biopsychosocial. Both models have contributed greatly to our ability to promote abstinence skills. These models tend to be less helpful in generating creative methods for dealing with persons later in recovery. This course will briefly examine abstinence skill-oriented approaches and will then explore a variety of ways to help clients deal with difficulties that arise in later stages of recovery; beyond the stage when the primary goal of recovery is redevelopment of abstinence skills.

Participants will learn methods for determining a client's stage of recovery and will examine criteria for selecting stage-appropriate therapy techniques. A variety of therapy techniques will be presented. They will represent an eclectic blend of cognitive-behavioral, client-centered, Gestalt, problem-solving, solution-oriented and hypnotic techniques.

This course is designed to provide a hands-on experience for professionals who want to expand their counseling/therapy skills. Participants will be invited to participate in discussions, role plays and exercises designed to heighten empathy with the experience of the relapsing person. There may be opportunities for participants to further their own growth while learning new counseling techniques.

ADV42 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.

ADV43 Adolescents and Alcohol

Instructor: Madeline Curwen

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.

ADV44 Substance Use and Abuse by College Students: Campus-Based Approaches to Prevention and Treatment

Instructors: Lisa Leitman 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.
ADV45 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.

ADV46 Family Therapy with Individuals, Couples and Families with HIV Infection

Instructor: Nellie Villegas-Schonick

This course will focus on modification of treatment modalities necessary in the counseling of individuals, couples and families living with AIDS that are influenced by emerging issues and the special needs of this population. The phases of the illness will be covered to include issues of disclosure, guilt, stigma, homophobia, safer sex, child custody, death and dying, and bereavement. Didactic presentations, videotaped demonstrations and assigned reading will be included.

ADV47 Self-Awareness Training for Group Leaders

Instructor: Albert McNamara

This course is designed to teach participants an experiential method of guided self-exploration developed to assist clients in gaining a deeper understanding of both their motivation and their behavior. The concepts and techniques offered in this course will allow clients to experience a sense of empowerment and thereby enhance their recovery process.

Participants will develop a conceptual and skill base that will allow them to guide clients through the stages of recovery and into an acceptance of both their addictive illness and their own individuality. Participants will have the opportunity to engage in all the techniques offered so as to develop a sensitivity to the client's struggle.

ADV48 Employee Assistance Programming—Challenges for the 90s

Instructor: William J. O'Donnell

A new look at EAPs in light of recent regulatory decisions (DOT, DOD, DPWP, 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.

"Even after moving from New Mexico to England, I chose to return to Rutgers for the Alcohol & Drug Studies program. The staff is professional and personable, and the participants are interesting and friendly. I feel that what I received here would be hard to find anywhere else."

ADV49 Chemical Dependency Treatment: How to Survive 1996

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 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 participants and the instructor.

ADV50 Clinical Supervision: Principles, Practices, Processes

Instructor: Jack 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 Rutgers campus offers a relaxed setting to engage in study that is both personally and professionally exhilarating. I will return home relaxed, with new information and practices that will enhance my job performance."

"A coming together of mind and soul in an expression of learning and love—this was my fifth time and I still felt it."

"Excellent program, information and instructors."
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 1995 Summer School of Alcohol and Drug Studies will be the fifty-third 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>$850.00</td>
</tr>
<tr>
<td>Room</td>
<td>350.00</td>
</tr>
<tr>
<td>Meals</td>
<td>350.00</td>
</tr>
<tr>
<td>Total</td>
<td>$1,550.00</td>
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</tbody>
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A non-refundable deposit of $100 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 five 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 the 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; two courses are $500. 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, 1995; however, early application is advised. A non-refundable deposit of $100, drawn on a U.S. bank and made payable to Rutgers, The State University of NJ, must accompany the application form. The official application form at the back of this brochure must be completed and 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) 445-4317
FAX: (908) 445-3500

Scholarships

The Summer School has no scholarship funds of its own. However, it does assist in the administration of the following full scholarships: Alumni; Selden D. Bacon; J. Seward Johnson, Sr.; Frank A. Seixas Memorial; R. Brinkley Smithers; and Peter Sweisgood. Full scholarships cover tuition, room, and meals, but not travel. Tuition only scholarships are also administered by the Summer School for the Janet Geringer Woititz Scholarships and those awarded by the New Jersey Department of Health, Division of Alcoholism, Drug Abuse, and Addiction Services. Applicants are requested to apply for only one of these scholarships.

Scholarship application must be received by the school by March 15, 1995. Each applicant must send the following information: (1) a completed SSADS general application (found at the back of this brochure); (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 that addresses the candidate's attributes and role in the field. Please note: it is not necessary to send in the $100 non-refundable deposit with a scholarship application.

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 requirements listed below must be fulfilled. Please note: candidates who have not previously attended the Rutgers Summer School of Alcohol and Drug Studies will receive priority consideration by the scholarship committee.

The letter of application should describe how the person meets the following requirements and should also state the 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 is 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 Trusts, 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 and indicate how attendance at the Summer School will benefit his/her work.

NEW JERSEY DEPARTMENT OF HEALTH, DIVISION OF ALCOHOLISM, DRUG ABUSE, AND ADDICTION SERVICES

Funding support from the New Jersey Department of Health, Division of Alcoholism, Drug Abuse, and Addiction Services, enables the school to offer a limited number of tuition scholarships. The criteria for application follow:
- Applicant must be a resident of New Jersey and be working in the alcohol/drug field.
- Letter from applicant should indicate interest in being considered for a scholarship and should detail how the education will benefit the applicant's work.
- Letter of recommendation/support from the individual's supervisor must be included.
- Completed application (found at the back of this brochure) must also be submitted.

Please note that in order to be reviewed by the scholarship committee all elements of the scholarship application must be received by the Education and Training Division of the Center of Alcohol Studies by March 15, 1995.

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, the candidate should submit a letter of application that includes his/her year in medical school and the name of the school.

R. BRINKLEY SMITHERS SCHOLARSHIPS

The R. Brinkley Smithers Scholarships, supported by the Christopher D. Smithers Foundation, will be awarded in memory of R. Brinkley Smithers. Mr. Smithers devoted his life to fighting alcoholism and was well known in the alcohol studies field for his support of research and treatment. An endowment by R. Brinkley Smithers funded the construction of the Christopher D. Smithers Hall and the Brinkley and Adele Smithers Hall, which house the Center of Alcohol Studies.

The R. Brinkley Smithers Scholarships will be given to individuals who specialize in Employee Assistance Programs. A letter from the applicant should detail his/her work in this area.

PETER SWEISGOOD SCHOLARSHIP

The Peter Sweisgood (Fisher of Men) Scholarship will be awarded in memory of Father Peter Sweisgood, O.S.B., Executive Director of the Long Island Council on Alcoholism, Inc. 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.

JANET GERINGER WOITITZ SCHOLARSHIPS

The Janet Geringer Woititz Scholarships will be awarded in memory of Janet Geringer Woititz, Ed.D., President of the Institute for Counseling and Training, Caldwell, New Jersey, instructor at the Summer School of Alcohol and Drug Studies, and author of many publications, including Adult Children of Alcoholics. To apply for these tuition scholarships, the candidate should submit a letter of application that describes his/her work with adult children of alcoholics.

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Other sources of financial aid, not administered by SSADS, are state and local 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 1.5 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 8.0 Continuing Education Units (CEUs) for this program. The 8.0 CEUs (equivalent to 80 hours) can be applied toward alcoholism and substance abuse counselor certification/recertification in most states.

The Summer School of Alcohol and Drug Studies has been approved by the National Association of Alcoholism and Drug Abuse Counselors for 80 continuing education hours.

Daily Time Schedule

| Monday-Friday | Class | Class | Lunch | General Lecture* | Special Interest Seminars** | Dinner | General Lecture* or Special Interest Seminars** | Facilities are available for group meetings, as students request; for example, the fellowship of AA |
|---------------|-------|-------|-------|------------------|-----------------------------|--------|-----------------------------------------------|
| 8:00 - 10:00 a.m. | 8:00 - 10:00 a.m. | 10:15 - 12:15 p.m. | 2:00 - 3:15 p.m. | 3:30 - 5:00 p.m. | 7:00 - 8:30 p.m. | 8:30 p.m. |
| Monday | 2:00 | Bette Ann Weinstein, M.S.W. | 7:00 | John Slade, M.D. | Monday | 2:00 | Sheila Blume, M.D. | Wednesday | 2:00 | John Davis, Ph.D. | Tuesday | 2:00 | Terry Gorski, M.A. | Thursday | 2:00 | Warner Mendenhall, Ph.D. | Friday | 2:00 | Anne Geller, M.D. | Monday | 2:00 | Bruce Carruth, Ph.D. |
| Saturday | 9:30 - 11:30 a.m. | General Lecture* |
| 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 |
| 2:00 | Penny Norton, M.A. |
| “Creating Messages on Alcohol that Work: An Overview for Community Change” [9] |
Courses

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; a minimum of five hours per course is also required for class projects, group work, etc. Class times are 8:00 a.m. to 10:00 a.m. and 10:15 a.m. to 12:15 p.m.; the times of the courses are listed in the descriptions.

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
12. Nicotine Addiction and Dependency and Treatment
13. Compulsive Gambling

8:00 A.M. – 10:00 A.M. (SS51 – SS78)

(For anyone who would like to be able to read and evaluate research and/or write proposals for funding.)

Instructor: Florence Andrews

This course will acquaint participants with research on substance use and abuse. It should be useful to summer school participants who have not had specific training in designing and conducting research, or in evaluating research results. Those who apply the results of research in their work or who submit proposals for funding will find the course content particularly helpful.

Course content will include critical examination of key research in the alcohol and drug fields and will concentrate upon identifying research questions, methods, ethics, and interpretation of results, as well as limitations to these interpretations. The main activity of the class is the conduct of a class project, which includes instrument design, interviewing, and interpreting findings derived from qualitative and quantitative data. This year’s project will investigate the nature of addiction/dependency.

SS52 Promising Prevention Strategies for Youth and Their Families [6]
(For elementary and secondary teachers and administrators, school counselors, clergy, and lay religious educators and youth-serving agency staff.)

Instructors: Thomas Griffen and Roger Swenson

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 alli-ances, 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.

SS53 Chemical Dependency Disorders [10]
(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. Walten

Multiple substance use is very common today, especially among alcoholics. Alcoholics, particularly younger individuals, often 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).

SS54 Screening, Assessment, Diagnosis for Alcohol and Drug Abuse [2]
(For practitioners, direct service providers, agency administrators and interested others.)

Instructor: Jack M. Schiöbl

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 psychosocial inventory, Multimodal Life History Interview, Problem Substance Abuse Checklist, Situation Confidence 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.

SS55 Dual Diagnosis: The Drive for Integrity [9]
(For counselors, therapists and other health professionals who have contact with dual diagnosis patients.)

Instructor: J. Calvin Chattop

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.
SS56 The Intervention Process
(For persons who wish to use professional intervention techniques on a regular basis.)

Instructor: Jorgen (Scott) Nissen

The methods demonstrated are based on the Johnson Institute model of intervention. The course will deal with the obstructing mechanisms affecting the client and others close to the client and will focus on how to penetrate the wall of denial in a dignified and pragmatic fashion. The course covers family interventions and interventions at the workplace. The aspects of dual interventions and one-on-one intervention technique will also be touched upon. The participants will practice and test their understanding and skills through stimulated interventions throughout the course.

SS57 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 stages 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.

SS58 Applications of Gestalt and Experiential Therapies in Treating Chemical Dependency and Co-Dependence
(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.

SS59 Neurolinguistic Programming (NLP) and Addiction Treatment
(For all alcohol/drug counselors.)

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.

SS60 A Wellness Model of Addiction Treatment Using Jungian Psychology
(For those who would like an introduction to the psychology of Carl Jung, especially as it relates to addictions.)

Instructor: John E. Davis

C.G. Jung was a seminal figure in the development of the ideas of A.A. He suggested that recovery from alcoholism required a spiritual awakening. Using the insight of Jung's psychology, this course will address addiction treatment from the view that every behavior is in some way related to a person's struggle for wholeness. Wholeness means to bring to consciousness the parts of our personality that seem self-defeating, negative, and destructive, and to integrate these dynamics with our productive behaviors. When we work with these polar energies and succeed at integrating them, we are on the path to achieving a spiritual awakening. This seems to be the approach taken in the 12 Steps to recovery suggested by A.A. This course will provide a model that moves us from addiction to full wellness and wholeness. The course requires the participants to keep a dream journal and to work with their dreams to foster their own journey to wholeness.

SS61 Empowering the Self in Recovery
(For clinicians working with men/women in recovery.)

Instructors: Betty D'Angelo LaPorte and Gloria Morrill

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.

SS62 Body and Soul: Explorations in Healing from Sexual Trauma and Chemical Dependency
(For clinicians and others who work with sexually traumatized adults in individual, group and couples therapy.)

Instructor: Patricia A. Burke

Use of chemicals and other addictive behaviors are primary means for sexually traumatized adults to dissociate from their bodies leaving them alienated from their souls. In order for the healing process to move beyond survival mode, chemically dependent adults must invite themselves back into their bodies and reclaim traumatized aspects of the psyche. In this way, the person can realize the soul's longing 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 allow participants to develop specific skills in the application of experiential therapeutic techniques and spiritual processes valuable in the journey of healing. Special emphasis will be placed on understanding the dissociative experience, post-traumatic stress disorder, traumatic memory and the false memory syndrome controversy, reinhabiting the body, and spiritual processes in healing.
Methodology will include the use of body process and body-centered psychotherapeutic techniques (to be demonstrated in class), meditation and guided meditation, the spiritual practice of mindfulness,-breathing techniques, therapeutic story telling, sculpture, role play, small-group process and inner journeying through writing. 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.

SS63 Spiritual Awakening: When the 12th Step Happens First
(For anyone interested in the phenomena of the near-death experience in relation to addiction counseling.)

Instructor: Barbara Harris Whitfield

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 of, 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.

SS64 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-Efron

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

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

We will 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.

SS65 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.

SS66 Active Techniques in Alcoholism Counseling
(For alcohol counselors, mental health therapists, and anyone working with people who are “stuck.”)

Instructor: Patricia S. Potter-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, uses 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.

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

Instructor: Dana G. Finnegan

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

Instructor: Warner 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.

SS69 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.

SS70 Treatment of Intimacy Dysfunctions and Chemical Dependence [3-1]
(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.

SS71 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: Nikolai 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.

SS72 Spirituality and Transpersonal Psychology as a Treatment Aid during Recovery [1]
(For any person who works in the field of alcoholism, other drug problems, or other chronic illness.)

Instructor: Raymond P. Dreitlein

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.

SS73 Counseling the Chemically Dependent Adolescent [9]
(For counselors, mental health professionals, teachers and others who are interested in expanding their skills in work with adolescents and their families.)

Instructor: Gwen Olitsky

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 uncompromising parents and turn adversaries who resist change into allies in the treatment process. The course will explore strategies for identifying, assessing and treating chemically dependent adolescents and for counseling them and their families 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.

SS74 Journey to Manhood: Men in Recovery [9]
(For counselors and therapists who are interested in developing a male community designed to identify and serve men's recovery needs.)

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, counsel process and symbolism, 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.
SS75 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 psychologic 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.

SS76 Surviving the Crisis in School or at Work: Identifying and Intervening with Adult Children and Family Members of Alcoholics in School and the Workplace
(For student assistance counselors, guidance counselors, employee assistance professionals, and other counselors and therapis concerned about clients in these settings.)

_Instructor: Mel Sandler_

The experience of many of those who have lived or are living in an alcoholic family environment can have a major impact on how they function in school and at work. It offers them many tools that help them function effectively, but this experience can also cause them to be at risk during particular points in their schooling and their careers. Both environments challenge them to be accountable for achieving tasks for which they are evaluated, relating to authorities and peers and dealing with rewards and frustrations. They also require relating to competitive environments that challenge them to deal with issues of leadership, acceptance, and rejection. Adjustment to transitions and other special stressors is also involved. This course will examine the dynamics in an alcoholic family environment that can account for responses to the above, the impact on the school or work environment and strategies for identification and intervention. It will also address the assessment, referral, case management and treatment implications.

SS77 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.

SS78 Professional Ethics
(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. (#SS79 - SS105)

SS79 Implications of Alcohol Use in American Society
(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.

SS80 Introduction to Drugs Other Than Alcohol
(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.
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.

**SS85 Assessment and Treatment Planning for Addicted Patients with Co-Existing Psychiatric and Personality Disorders**

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

*Instructor: Mark C. Walten.*

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. A major emphasis will be placed on helping treatment professionals 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. Addicted patients with coexisting personality disorders present clinicians with many challenges. This course will focus on effective treatment approaches for patients with dependent, narcissistic, antisocial, schizoid, and borderline personality disorders. The appropriate utilization of non-addicting psychotropic medications will be reviewed. An actual case study will be analyzed for the development of a comprehensive inpatient and outpatient treatment plan for the patient. The utilization of specialized 12-step program meetings (i.e., Double Trouble) will also be discussed.

**SS86 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 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.

**SS87 Brief Therapy Approaches in Chemical Dependency Treatment**

(For those interested in designing programs and providing treatment services for chemically dependent individuals and families.)

*Instructor: Nikola Irish Moyer.*

Paced with shortened residential treatments and restrictions on inpatient services, treatment providers are finding it necessary to explore new approaches and reconsider the traditional ways in which they have delivered treatment. This practical seminar will explore brief, solution-focused psychotherapy approaches and their potential application in chemical dependency treatment.

The emphasis in this seminar will be on learning and experimenting with brief therapy approaches, through participatory lecture, discussion, and role plays in dyads and small groups.
SS88  Psychological Therapies: Finding the Right Therapy for the Recovering Client  [3-I]
(For alcohol, drug, EAP and school counselors who are interested in an overview of psychological therapies.)

Instructor: Bette Ann Weinstein
Cognitive, behavioral, family systems, Gestalt and psychodynamic therapies are just a few of the approaches used by mental health professionals. Using the case study method, this course will first discuss each therapy model and then apply its principles to specific problems commonly occurring in recovering alcoholics, addicts and co-dependents.

In addition to fitting the symptomatology and problem area, therapeutic approaches should also fit the personality styles of both the patient and the therapist. For example, cognitive reframing is very effective with many depressed patients, but not all. Some patients, especially those with borderline or narcissistic personality structures, tend to see attempts at reframing as minimizing or discounting.

Likewise, the same problem can often be addressed equally effectively by two very different therapeutic approaches, depending on the expertise and the personality style of the therapist.

This course will present a comprehensive model for integrating therapeutic approaches, and the expertise and personality of the therapist, with the symptomatology and personality styles of recovering clients.

SS91  Crisis Intervention Counseling  [5]
(For drug and alcohol counselors, teachers and other professionals who need to be able to manage crises as they occur.)

Instructor: Gwen Olitsky
Crisis intervention refers to making a swift response to a human need. While crisis intervention is usually seen as a special form of counseling, it can also be seen as a rapid application of the helping process to the most distressing aspects of a crisis situation. This course will focus on techniques that counselors can use to help the client survive the crisis. Techniques for crisis management, for helping clients to express feelings associated with the crisis and to gain cognitive control will be discussed and practiced. We will explore crises related to substance abuse, life cycle crises affecting those who are addicted and recovering, and the impact of crisis counseling on the counselor.

SS89  Practice of Rational Emotive Therapy (RET) in Counseling Alcoholics and Substance Abusers in Crisis  [5]
(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 applications 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.

SS90  Short-Term Emotionally Expressive Therapy and Chemical Dependency Recovery  [3-I]
(For persons with experience and training in counseling and who work with chemically dependent individuals and families.)

Instructor: Bruce Carruth
Chemically dependent and co-dependent people carry a variety of "unfinished business" from both addiction and childhood into recovery. One part of this unfinished business is unresolved and underexpressed emotion. This course will present a paradigm for assisting individuals to be aware of, express and work through four emotional responses to trauma: sadness, anger, fear and shame. The inability to experience one or more of these emotions blocks an individual's ability to access a wide range of other feelings. Additionally, parts of the self must be repressed or contained to avoid re-experiencing the emotions associated with traumatic unfinished business.

The course will focus on three contexts of emotional repression in recovery: early recovery, grief reactions and emotional repression as a manifestation of character structure that emerges in ongoing recovery. A process of therapy applicable to these contexts will be presented and practiced in the course.

The theoretical base for the course rests primarily in Gestalt therapy, although material from psychodynamic theory, experiential therapy and Ericksonian therapy is introduced. Experiential and interactional learning methods are emphasized in the course along with brief lectures, demonstrations and assigned readings.

SS92  Simply Being: The Appropriate Use of Self in the Therapeutic Relationship with the Chemically Dependent Adult  [3-I]
(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-beingness 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-beingness 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, pathwork studies, body-centered 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.
SS93 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 Finnegan

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.

SS94 Relationships in Advanced Recovery: A New Intimacy

(For alcohol and drug counselors and other mental health professionals.)

Instructor: Barbara Harris Whitfield

As more and more of us heal our true self and awaken to our spiritual nature, history will write its first chapter of authentic human selfhood in mass numbers. Those of us who have patiently worked hard to transform will seek intimate relationships with other healthy people or seek to heal the relationships we already have. The fear and rawness we may feel when we have nothing to hold on to from past experience will indicate that we are on our growing edge.

This class will help to promote skills for ourselves and our clients so we may be fully authentic and at the same time let go of centering on our self and bond in an intimate loving and sexual relationship with another. The paradox of intimacy becomes easier to sort out experientially as we fine tune our skills of being genuinely present with another person.

SS95 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.

SS96 The Group Process as a Therapeutic Tool for the Alcoholic and the Drug Addict

(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.

SS97 Alcoholism Counseling from a Cultural Perspective

(For all practitioners who work with clients from various cultural experiences.)

Instructor: Gloria Boseman

Culture influences every aspect of our lives. This course is designed to provide a framework for 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.

SS98 Oppression and Alcoholism: Working with the African-American and Hispanic-American People

(For persons interested in working with these populations.)

Instructor: 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 sociohistorical perspective will be provided as a foundation for 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.

SS99 Treatment of Shame and Guilt in an Alchoholism Counseling Setting

(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.
SS100 Beyond Addiction: Counseling for Transformation
(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.

SS101 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 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 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.

SS102 The Use of Writing and Journaling in Recovery
(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, metaphoric 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.

"A personal growing experience that has enlightened my understanding of and concern for the human condition.”

SS103 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: Jack M. Schubik

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.

SS104 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.

SS105 Sexual Ethics in Recovery
(For treatment specialists, administrators and interested others.)

Instructor: Louis A. Tartaglia

This course will cover the issues of sexual harassment in rehabilitation and outpatient programs. Boundary issues for professionals will be discussed, and patterns of sexual addiction and issues related to sexual addiction recovery will be covered. Some of the issues that pertain to individuals who have high libido and its effect on their ability to succeed will be included. The course will discuss some of the information on how to displace sexual energy to increase one’s creativity and productivity.
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 1995 New Jersey Summer School of Alcohol and Drug Studies will be the twentieth annual session of the school. The director is Gail Gleason Milgram, Ed.D. The New Jersey Summer 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 Sm ithers 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:

- Tuition $425.00
- Meals 150.00
- Room 150.00
- Total $725.00

A non-refundable deposit of $100 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 five 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 the 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; two courses are $250. 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, 1995; 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, drawn on a U.S. bank and made payable to Rutgers, The State University of N.J., must accompany the application form. The official application form at the back of this brochure must be completed and 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) 445-4317
FAX: (908) 445-3500

Scholarships

NEW JERSEY DEPARTMENT OF HEALTH,
DIVISION OF ALCOHOLISM, DRUG ABUSE, AND
ADDICTION SERVICES

Funding support from the New Jersey Department of Health, Division of Alcoholism, Drug Abuse, and Addiction Services, enables the school to offer a limited number of tuition scholarships. The criteria for application follow:

- Applicant must be a resident of New Jersey and be working in the alcohol/drug field.
- Letter from applicant should indicate interest in being considered for a scholarship and should detail how the education will benefit the applicant's work.
- Letter of recommendation/support from the individual’s supervisor must be included.
- Completed application to the school (found at the back of this brochure) must also be submitted. However, it is not necessary to include the $100 non-refundable deposit with a scholarship request.

Please note that in order to be reviewed by the scholarship committee all elements of the scholarship application must be received by the Education and Training Division of the Center of Alcohol Studies by March 15, 1995.

R. BRINKLEY SMITHERS SCHOLARSHIP

The R. Brinkley Sm ithers Scholarship, supported by the Christopher D. Sm ithers Foundation, will be awarded in memory of R. Brinkley Sm ithers. Mr. Sm ithers devoted his life to fighting alcoholism and was well known in the alcohol
studies field for his support of research and treatment. An endowment by R. Brinkley Smithers funded the construction of the Christopher D. Smithers Hall and the Brinkley and Adele Smithers Hall, which house the Center of Alcohol Studies.

The R. Brinkley Smithers Scholarship, covering tuition, room and meals, will be given to an individual who specializes in Employee Assistance Programs. A letter from the applicant should detail his/her work in this area. A completed application to the school (found at the back of this brochure) must also be submitted. The scholarship application must be received by March 15, 1995. However, it is not necessary to include the $100 non-refundable deposit with a scholarship request.

Other sources of financial aid, not administered by the New Jersey Summer School, are state and local 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.

Certificates

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

6:00 - 7:00 a.m. TAI CHI Exercise (Gentle Movement Exercise — a form of meditation) will be conducted by Mel Madden
8:00 - 10:00 a.m. Course
10:15 - 12:15 p.m. Course
2:00 - 3:15 p.m. General Lecture*
3:30 - 5:00 p.m. Special Interest Seminars**
7:00 - 8:30 p.m. General Lecture* or Special Interest Seminars**
8:30 p.m. Facilities are available for group meetings, as students request; for example, the fellowship of AA

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 Barbara Eisenstadt, Ed.D. "Action Methods and Addiction: Creative Group Skills" [3-G]
7:00 Carlton Erickson, Ph.D. "Neurochemistry of Craving" [10]

Monday
2:00 Barbara McCrady, Ph.D. "Images of Alcoholism Treatment: Snapshots from the Research World" [1] 7:00 Ernest Kurtz, Ph.D. "Understanding AA's Own Story" [1] 8:30 Carolyn Hadge, M.A., CADC/S "Cultural Sharing Session"

Tuesday
2:00 Craig Nakken, M.S.W. "The Addictive Process: The Development of an Addictive Personality" [1]

Wednesday
2:00 Joela Loan, M.A. "Changes in Treatment and AA in the 1990s" [1] "Overview of Substance Abuse in New Jersey" [1]
6:15 Terrence J. O'Connor, M.A., M.G.A. (Banquet)

**Examples of the special interest seminars being offered are:
Ronald Potter-Efron, Ph.D., "Anger Styles: Ten Types of Anger and Their Relationship to Addiction" [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 formally for two hours per day for a total of ten hours, except Alcoholism and Drug Abuse: A Comprehensive Program for Nurses (Course No. NJ106) and Prevention through Community Empowerment: Implementation and Development Skills for Creation and Maintenance of Grass Roots Prevention Efforts (Course No. NJ117) each of which meets for four hours per day for a total of twenty hours. Students accepted into either of these courses 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
12 Nicotine Addiction and Dependency and Treatment
13 Compulsive Gambling

8:00 A.M. - 10:00 A.M. (NJ106 - NJ117)

NJ106 Alcoholism and Drug Abuse: A Comprehensive Program for Nurses

(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: Dorothya Harmon

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.

NJ107 Prevention through Community Empowerment: Implementation and Development Skills for Creation and Maintenance of Grass Roots Prevention Efforts

(The Educational Topic numbers are as follows: 10 hours in #6, 4 hours in #1, 4 hours in #7, and 2 hours in #9.)

(This course is designed for those interested, involved or experienced in community alcohol, tobacco and other drugs of abuse prevention programs. Both sessions are required for this course.)

Instructor: John K. Kriger

General Overview: This course will provide information for the formation and advanced implementation of community prevention programs. The Municipal Alliance, and other state and national models, will be used as a framework to examine workable community-based prevention efforts. Topics to be covered will include: contemporary drug and alcohol usage in society, the systemic impact of addiction, and risk and protective factors. Techniques for running effective meetings, group development, and volunteer management will be covered. Components of successful prevention programs will be discussed, including needs assessment, program planning and evaluation.

General Goals: This course is designed to examine and supply some basic as well as advanced prevention skills to enhance community intervention; to allow individuals to expand their skills and abilities in, and awareness of, the needs of community-based prevention programs.

NJ108 An Interactive Prevention-Planning Model

(For those who are working in the prevention field.)

Instructors: Norman Salt and Gary Vermetre

General Overview: Participants will be provided an opportunity to experience an interactive planned-change model for comprehensive prevention. Specifically the model will address building consensus among a diverse population and problem solving through shared consensus. In addition, the course will review the steps and components of comprehensive prevention planning. This is an experiential course and participants will be expected to participate.

General Goals: To provide an opportunity for participants to experience and learn an interactive prevention model.

NJ109 Community Advocacy and Coalition Building around Health Issues

(For health professionals and community activists promoting social change in the health field.)

Instructor: John Puentes

General Overview: The course is designed to enhance advocacy and coalition-building skills of participants involved, or interested in being involved, with community health issues. This course will present organization and implementation issues, processes and techniques. The course is geared to assisting participants in identifying strategies to address and overcome individual, organizational and societal barriers in order to become effective health advocates.

General Goals: To familiarize participants with advocacy and coalition-building techniques and processes. To assist the student in identifying advocacy issues he/she may be confronted with and assist him/her in developing strategies to address them.
NJ110 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: CSAP Communications Team

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.

NJ111 Peer Leadership: A Linkage to Substance Abuse Prevention
(For educators and counselors working in school settings — elementary, junior high, secondary, college — and other professionals interested in prevention programs.)

Instructor: H. James Wasser

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 can have 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.

NJ112 The Diagnosis and Treatment of Chemical Dependency Disorders
(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.

NJ113 Addiction in the 1990s
(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 context on addictions contained in Healthy New Jersey 2000 and the State Health Plan Addictions Chapter. The American Society of Addiction Medicine Patient Placement Criteria (ASAM-PPC) will be described and indicated 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 1993 will be the context for discussion of the National Health Insurance, Mental Health and Addictions coverage. Implications for future prevention of, and 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 of addiction to encompass smoking, gambling, and eating disorders. (2) Alternative methods for operationalizing ASAM-PPC in measurable objective instruments/scores and how the adoption of the criteria can guide a managed-care model in care and treatment for addictions. (3) Progress in achieving addiction 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.

NJ114 Using the ASAM “Patient Placement Criteria for the Treatment of Psychoactive Substance Use Disorders” in Determining Level of Care and Length of Stay
(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. Salzman

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 continuation 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 participants 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.

**NJ117 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:** Jacqueline Schreiber and Bernice Order-Connors

**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.

**NJ118 Working with the Alcohol- and Drug-Affected Family**

(For counselors working with alcohol- and drug-affected families who desire a foundation in the basic theories and practice of six representative schools of family therapy.)

**Instructor:** Jack M. Schiblik

**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.
NJ119 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.

NJ120 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.

NJ121 Motivational Counseling and Addiction [3-I]
(For counselors, therapists and other health and human services professionals who work with a general client population.)

Instructor: Bette Ann Weinstain

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.

NJ122 Addressing Family Issues in the Treatment of Alcohol and Drug Addiction [3-F]
(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. Eckhaus

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 contact 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.

NJ123 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.

NJ124 Alcohol and Other Drug Counseling: A Cultural Perspective [9]
(For all service providers: counselors, educators, program planners and project directors.)

Instructor: Ceola 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.

NJ125 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-Efrem

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 heighten the affective and interactional atmosphere. This workshop focuses on the use of active techniques in group, individual and family counseling. Techniques will be
defined, guidelines for use established and examples of techniques demonstrated. Self-dialogue, use of games, temporary restructuring of a group, interactive uses of projection, using therapeutic objects with one or more people at a time, methods of exaggeration and spontaneous experiment will all be included. The subjects addressed through active techniques will include the addictive self, self-disclosure, group building, the addictive relationship, denial, desensitization, shame and grounding recovery in specific behavioral objectives.

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

NJ126 Spirituality and Transpersonal Psychology as a Treatment Aid during Recovery [1]
(For any person who works in the field of alcoholism, other drug problems or other chronic illness.)

Instructor: Raymond P. Dreitlein

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 understanding 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.

NJ127 Post-Traumatic Stress Disorder and Chemical Dependency [9]
(For counselors, supervisors and therapists who work with chemically dependent persons and their families.)

Instructor: Thomas Brinson

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.

NJ128 Using Behavioral Coping Skills in Relapse Prevention Treatment: Conceptual, Theoretical and Practical Consideration [3-1]
(For any counselors working in the alcohol treatment field who are interested in learning coping skills training techniques.)

Instructor: Thomas J. Morgan

General Overview: The purpose of this course is to train substance abuse treatment personnel in using brief, structured, cognitive-behavioral modules in treating substance-abusing patients. Instruction will be geared to treatment professionals from various training backgrounds, including CAC/CADCs, social work, psychology, psychiatry and nursing. Training will focus on how to use cognitive-behavioral coping skills in counseling and how to identify and solve common obstacles in treatment. Another focus of the training will be to integrate the use of traditional disease model treatment concepts/processes into the standardized implementation of the coping-skills training. Participants will be given a compendium of selected readings that will be used in discussions. The course will use didactic presentation, group discussion and role-playing exercises.

General Goals: (1) Coping with urges and cravings; (2) managing thoughts about alcohol/drug use; (3) using problem-solving techniques to prevent relapse; (4) drink and drug refusal skills; (5) planning for emergencies and coping with a lapse; (6) identifying and coping with seemingly irrelevant decisions.

NJ129 Shame and Its Healing: Recent Rediscoveries [3-1]
(For those who do counseling whatever their profession.)

Instructor: Ernest Kurtz

General Overview: A brand new professional literature suggests that we rethink the glibness with which we have come to speak of "shame." Recent research on both the perpetrators and the victims of violence opens new questions and hints new answers about the relationship between shame and addiction. Building on the familiar distinction between shame and guilt, these studies have gone on to focus on the differences between the two kinds of shame: the "sense of shame" that keeps us from doing some things, and the "disgrace-shame" felt after some things are done... by us or to us. Either shame can be denied or bypassed, but only at a cost, both personal and cultural. Self-esteem is not the same as self-respect, and all forms of covering are not "denial." The "shame-rage" spiral is more likely to be triggered when such distinctions are ignored — perhaps especially when they are ignored by would-be helpers. A long tradition of spiritual wisdom finds the healing of shame in relationships of friendship. How does such friendship differ from the therapeutic relationship? To what extent can therapists be friends? In what ways might therapists foster the capacity for friendships that can heal the ravages of shame? What does what happen in various kinds of groups have to do with such friendships, and with shame and its healing?

General Goals: Those who participate in this class will gain skills in recognizing and soothing shame in its many forms. Although this class will suggest some answers, it will more importantly raise the kinds of questions that will guide participants in finding and using the shame-healing resources present in their own experience and even in the lives of those apparently disabled by shame.
NJ130 Angry All the Time: The Addiction/Anger Connection
(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.

NJ131 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.

NJ132 Counseling Children of Substance Abusers
(For health care professionals, human service providers, counselors, educators, student assistance counselors and those interested in prevention techniques.)

Instructor: 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.

"This is my sixth NJISSADS and it only gets better. I've never been disappointed with any class or function. Keep up the great work."

NJ133 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 their intervention strategies.)

Instructors: Fran Miceli and Connie Greene

General Overview: Intervening 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.

NJ134 Treating Adolescent Substance Abuse
(For family, mental health, school and chemical dependency counselors, psychologists, psychiatrists, family practitioners, pediatricians, social workers, nurses, ministers, teachers and students.)

Instructor: George R. Ross

General Overview: Learn the practical nuts and bolts needed to help addicted teenagers and their families get well. This course, based on Dr. Ross's book, Adolescent Substance Abuse: Understanding the Fundamental Elements (Allyn & Bacon, 1994), exposes the beginning student and the experienced professional to a comprehensive overview on how to diagnose and treat adolescent chemical dependency.

General Goals: This course introduces the practitioner to: (1) a sound rationale for conceptualizing the problem; (2) a framework for addressing it; (3) defined goals and objectives for confronting it; and (4) field-tested treatment strategies proven useful in helping teenage substance abusers and their families recover. Eight fundamental elements of treatment are also introduced.

NJ135 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.

NJ136 The Relational Model and the Treatment of Addicted Women

(Instructor: Mary Anne Ruane)

General Overview: To be successful in treating addicted women, professionals must consider a relational, multi-generational life-span perspective. The Self-in-Relation model provides professionals with a critical framework for understanding, empowering and treating alcohol and drug-dependent women.

General Goals: To provide a critical framework from which to view and work with the many complex and interrelated issues that addicted women present in treatment.

NJ137 The Enneagram: A Self-Assessment Tool For Substance Abuse Prevention and Treatment Personnel

(Instructor: F. Mel Madden and Charles A. Currie)

General Overview: Self-awareness on the part of prevention specialists and counselors engaged in the prevention and treatment of alcohol, drug abuse and other addictions is an important condition for their effectiveness. The enneagram, a typology that delineates nine personality types, offers the preventionist and the counselor a powerful and fully integrated method for gaining self-awareness and awareness of others. Through the working knowledge and appropriate use of the enneagram, this course is designed to facilitate awareness of self and others.

General Goals: The major goals of this workshop are to present the enneagram or a model that will assist the participants to gain self-awareness and the awareness of others and to appropriately use this tool and knowledge in their work.

NJ138 Ethics for Alcohol and Drug Counselors

(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.

NJ139 Issues in Employee Assistance Programming

(Instructor: Robert Lynn)

General Overview: This course will present a comprehensive survey of Employee Assistance Programs (EAPs) and counseling in industry. Issues that reflect the changing role of EAPs will be explored with emphasis on: (1) the essential elements of a modern EAP; (2) early recognition of alcohol, drug and behavioral problems through work site intervention; (3) the future of counseling in industry, particularly as it relates to trends in the treatment of alcoholics and drug addicts; (4) program efficacy and the variables that affect treatment outcome; (5) survival skills for EAPs in the face of Managed Health Care and Health Care Reform; (6) research and evaluation issues, confidentiality, legal and ethical issues.

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 role of EAPs in the health care continuum.

NJ140 How to Prepare a Written Case Presentation

(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.
New Jersey School

**Courses**


**NJ106 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 Harmsen

**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.

**NJ107 Prevention through Community Empowerment: Implementation and Development Skills for Creation and Maintenance of Grass Roots Prevention Efforts**
(The Educational Topic numbers are as follows: 10 hours in #6, 4 hours in #7, 1 hour in #7, and 2 hours in #8.)

This course is designed for those interested, involved or experienced in community alcohol, tobacco and other drugs of abuse prevention programs. Both sessions are required for this course.)

Instructor: John K. Kriger

**General Overview:** This course will provide information for the formation and advanced implementation of community prevention programs. The Municipal Alliance, and other state and national models, will be used as a framework to examine workable community-based prevention efforts. Topics to be covered will include: contemporary drug and alcohol usage in society, the systemic impact of addiction, and risk and protective factors. Techniques for running effective meetings, group development and volunteer management will be covered. Components of successful prevention programs will be discussed, including needs assessment, program planning and evaluation.

**General Goals:** This course is designed to examine and supply some basic as well as advanced prevention skills to enhance community intervention; to allow individuals to expand their skills and abilities in, and awareness of the needs of, community-based prevention programs.

**NJ141 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.)

Instructors: Marcia Smith Fleres and Nancy Stek

**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.

**NJ142 Effecting Change in and through the Media (Media Relations)**
(For prevention workers, especially those who have media relations responsibilities.)

Instructors: CSAP Communications Team

**General Overview:** This course prepares prevention workers for the challenges and complexities they face when they deal with the media. Mass media are not entirely either friend or foe of ATOD problem prevention. They have proven to be valuable channels for prevention messages; conversely, the media are often criticized for "negative coverage" of ATOD issues and for their role, intentional or unintentional, in the specific marketing of alcohol and tobacco products to youth and to certain ethnic communities. Using video and print material to examine this phenomenon, the first half of the course challenges participants to reflect on media practices in their own communities. It also provides an overview of many strategies to harness the power of the media for prevention purposes. The second half of the course focuses on media relations skill building: creating media "hooks" and "angles" for stories and special events, choosing appropriate spokespersons and identifying and using alternative formats.

**General Goals:** To build the capacities of the participants to understand the "culture" and structure of the mass media; to identify examples of media promotion and glamorization of alcohol, tobacco and other drugs that shape community attitudes; to analyze news stories that unfairly portray drug problems as exclusive to certain ethnic communities; to recognize opportunities to capture media attention with angles that more accurately convey public health and community concerns; and to identify key steps in establishing positive relationships with editorial, information and public services staff of the media.

**NJ143 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 Consistence of Perception and Self-Esteem Theories will be contrasted. Techniques for evaluating improvement of self-image will be examined and the participant's self-esteem will be enhanced.

**General Goals:** To foster 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.

**NJ144 Pharmacology of Psychotropic Drugs of Abuse**

(For educators, counselors and those generally interested.)

*Instructor: Kenneth Dickinson*

**General Overview:** The emphasis of this course is on the interactions between chemical substances and the human organism. Participants will develop an understanding of how these drugs affect the body and how the body detoxifies and eliminates the 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. The mechanisms by which these drugs produce their effects will also be discussed.

**NJ145 Pathophysiology of Addictions**

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

*Instructor: Ronald J. Gaetana*

**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 in 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 anti-anxiety 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.

"The people and their personalities permit an open experience that can only result in positive self-recovery and growth...thank you."

**NJ146 Psychological Aspects of Addiction, Treatment and Recovery**

(For treatment personnel open to examining new concepts of addiction 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.

**NJ147 Assessment Skills: Clinical Evaluation of the Alcohol and Drug Abuser**

(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 intake, 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 and orientation procedures and multidimensional bio-psychosocial assessments.

**NJ148 Substance Abuse Treatment in the 1990s: Meeting the Challenge**

(For counselors, therapists, nurses and other professionals involved in the field of drug abuse treatment, EAP, SAP, mental health and social services.)

*Instructor: Edward J. Higgins*

**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 presentation of proven and successful treatment innovations, the course will demonstrate the integration of treatment and recovery philosophies that 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.

NJ149 Models and Theories of Alcoholism and Addiction [3-I]
(This class is designed for counselors, therapists and other health care professionals who serve alcoholic or chemically dependent clients.)

Instructor: Albert McNamara

General Overview: This course is designed to examine the theoretical frameworks that are utilized in identifying and treating alcoholism and addiction. Through the use of lecture, case study and research review, we will explore the medical, psychological and social constructs that are the foundations of each model and their resulting theories.

General Goals: Participants will develop a theoretical framework from which treatment approaches may be formulated by blending modalities to the diagnostic models.

NJ150 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 programs work alone have 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 versus 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.

NJ151 Counseling the Chemically Dependent: Theory and Practice [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 hands-on course will explore complete, real-world help in handling the problems associated with chemical dependency. To assist with day-to-day counseling sessions the course will delve into the predominant theory describing the causes and effects of dependency, the clear-cut stages or phases of development, the importance of genetic and metabolic factors and new behavioral explanations.

General Goals: The course will cover everything about chemical dependent patients, from diagnosing the problem and reaching teenage abusers to leading group counseling sessions, keeping substance abusers in recovery programs and dealing with patients who relapse.

NJ152 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: Jack M. Schibik

General Overview: Participants will explore and practice eight basic counseling skills that serve as the foundation of individual counseling, namely: attending, paraphrasing, summarizing, probing, interpreting, confrontation, feeling reflection and self-disclosure. The significance of each skill to alcoholism and drug abuse counseling will be demonstrated by case material. We will examine counselor qualities, assumptions and beliefs 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.

NJ153 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 participants' knowledge of how a therapeutic modality may complement the 12 Steps of AA.
NJ154 The Addictive Process and the Family  
(For service providers working with addicts and their families or working with adults who have been affected by the addictive process or anyone interested in these issues.)

Instructor: Craig Nakken

General Overview: 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.

General Goals: To familiarize participants with the addictive process and how it uses channels of intimacy and concern to spread to others. To combine addiction models and developmental theories of family and children.

NJ155 Family Counseling with Alcohol and Drug Abuse Problems  
(For counselors in the alcohol and drug treatment field.)

Instructor: Eileen 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.

NJ156 Recovering Relationships  
(For counselors, supervisors and therapists who treat chemically dependent couples.)

Instructors: Sara Brison 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.

NJ157 Effective Use of Denial and Resistance in Treatment  
(For those who provide direct counseling or therapy to alcoholics and substance abusers. This course is recommended for participants with prior counseling experience.)

Instructor: Chelly Sternman

General Overview: Denial and resistance are perceived within the framework that all behavior is purposeful in the context within which it 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.

NJ158 Treatment of Shame and Guilt in an Alcoholism Counseling Setting  
(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.

NJ159 Spiritual Transformation: Its Role in Alcohol and Drug Treatment and Recovery  
(For counselors and other health care professionals who work with addicted clients and populations.)

Instructors: F. Mel Madsen and Charles A. Currie

General Overview: Recovery is a process that leads to the integration of the client, that is, to his or her wholeness and centered unity—physically, mentally, emotionally and spiritually. This course will focus on the spiritual elements of treatment and recovery and on the transformation that is integral if not essential to recovery and to its determined yet tranquil maintenance. Spirituality will be defined and its characteristics discussed. Several spiritual traditions and their practices will be studied as well as elements common to these traditions, including A.A.

General Goals: To examine the role of spirituality in the treatment and recovery process and to study spiritual traditions and practices for integration into the treatment and recovery process.

NJ160 Action-Oriented Group Counseling Techniques in the Treatment of Alcohol and Drug Addiction  
(For substance abuse counselors and other counselors who wish to expand their group counseling skills and work creatively with their clients.)

Instructor: Diana M. Eckhaus

General Overview: This course will give students an opportunity to learn the theory and application of the principles of action oriented group counseling techniques. The techniques
covered in this course will focus on building group cohesion, diagnosis and evaluation, empathy training, and closure. Students will have an opportunity to participate in demonstrations of the techniques that are covered in this class.

**General Goals:** The benefit of using action-oriented techniques in group counseling is that such techniques provide a trusting and mutually supportive atmosphere; allow the client to explore his/her feelings and concerns with others; foster mutual sharing and self-disclosure and help group members act as therapeutic agents for each other.

**NJ161 The Art and Psychology of Humor in Addiction Recovery**  
(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.

**NJ162 Therapeutic Strategies for Hispanic/Latino Clients**  
(For individuals who are working with Hispanic clients.)

*Instructor: John Fuentes*

**General Overview:** This course will begin with a discussion of the sociological 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.

**NJ163 Conflict Mediation — A Prevention/Intervention Tool for Anger Management with At-Risk Youth**  
(For school and agency personnel who want to increase their effectiveness, maximize their resources and enhance their intervention strategies.)

*Instructors: Fran Miceli and Connie Greene*

**General Overview:** This course is designed to equip educators to plan, develop and implement peer mediation programs. Resolution and communications skills will be enhanced through a step-by-step program design. This will allow participants to redefine conflicts so that they will learn a skill that promotes a behavior change.

**General Goals:** To increase and enhance participant knowledge and skills in utilizing conflict mediation for risk reduction.

**NJ164 Surviving the Crisis in School or at Work: Identifying and Intervening with Adult Children and Family Members of Alcoholics in School and the Workplace**  
(For student assistance and guidance counselors, employee assistance professionals, and related professionals.)

*Instructor: Melvin Sandler*

**General Overview:** The experience of many of those who have lived, or are living, in an alcoholic family environment can have a major impact on how they function in school and at work. They are often confronted with difficult situations and adjust by developing particular personality characteristics, perceptions, attitudes, defenses, ways of meeting unmet needs and coping styles that directly affect how they deal with stressors in school or at work. This course will examine particular points in their schooling and careers at which they are most likely to be at risk and the dynamics that explain this. Through discussion, case examples and role play, the class will explore strategies and skills for identification, intervention, assessment, referral and case management. Treatment implications will also be addressed.

**General Goals:** To develop the understanding and skills needed to work with family members of alcoholics and adult children of alcoholics who are in crisis in school or in the workplace.

**NJ165 School-Based Student Assistance Programs**  
(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.

**NJ166 Treating Cocaine and Other Addicts — Similarities and Differences**  
(For direct service providers, particularly counselors.)

*Instructor: Gerald D. Shulman*

**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.
NJ167 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

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

(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 underrepresented 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 that put women at risk for contracting HIV, as well as for caring for those women who may already be 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.

NJ169 Clinical Supervision of Alcohol and Drug Counselors [11]
(For those who want to provide effective clinical supervision.)

Instructor: Bette Ann Weisstein

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.

NJ170 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.

NJ171 Food Addiction: Crisis in our Culture, Implications for the Alcohol and Drug Abuse Field, an Introduction [11]
(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 Ragan

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.

NJ172 Domestic Violence: Breaking the Cycle [9]
(For educators, human service providers, counselors and substance awareness coordinators.)

Instructor: Robert Mackey

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 versus 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 and its impact on those who have been abused, and a practical plan to break the cycle will be presented.
NJ173 Substance Abuse and the Criminal Justice System
(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, prison, parole, judges and attorneys.

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

NJ174 Establishing Correctional Substance Abuse Programming
(For professionals who are in the process of developing correctional-based substance treatment programming.)

Instructor: Ted Levay

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, 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 inpatient 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.

"Upon my arrival at Rutgers, I heard rumors of the 'Rutgers Experience.' Course instructors alluded to the subject, but I remained naive to the magnitude of the 'Experience.' Soon, I became involved in sharing my thoughts and feelings, listening to others on a different level and became willing to move on, in confidence, to a comfort level I had never known. At the school's end, I understood the mystery of the 'Rutgers Experience.'"
FACULTY

Administration
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 K. Andrews, Ph.D., Associate Professor, Department of Sociology and Anthropology, Carleton University, Ottawa, Ontario, Canada (#SS51)

Marion D. Banzhaf, Executive Director, New Jersey Women and AIDS Network, New Brunswick, New Jersey (#NJ169)


Claudia Blackburn, M.S., Executive Director, Caron Family Services, Wernersville, Pennsylvania (#SS68, SS95)

Gloria Boasey, M.S., R.N., Assistant Professor, Nursing, Jersey City State College, Jersey City, New Jersey (#SS97)

John Brick, Ph.D., Executive Director, Intoxikon International, Yardley, Pennsylvania (#ADV27)

Sara Brinson, R.N., C.A.C., N.C.A.C. II, Nurse, Counselor, Southside Hospital Alcohol Detox Unit, Bayshore, New York (NJ160)

Thomas Brinson, A.C.S.W., C.A.C., Psychotherapist, Private Practice, Brinson and Associates, Lynbrook, New York (#NJ127, NJ166)

Ashton M. Brisolara, M.Ed., Consultant on Substance Abuse, Metairie, Louisiana (%ADV26)

Patricia A. Burke, M.S.W., L.C.S.W., Private Practice, West Baldwin, Maine (#ADV10, ADV34, SS62, SS92)

Bruce Carruth, Ph.D., L.C.S.W., Private Practice, Little Rock Psychotherapy Group, Little Rock, Arkansas (#ADV14, ADV34, SS58, SS90)

Alan A. Cavaola, Ph.D., Licensed Psychologist, Private Practice, Shore Psychological & Educational Associates, Fair Haven, New Jersey (#NJ150)

Calvin Chattos, M.D., Assistant Professor of Clinical Psychiatry, UMDNJ-CMH, Newark, New Jersey (#ADV05, SS55)

Ann Crowley, President, Ann Crowley & Associates, Shrewsbury, Massachusetts (#SS78, NJ138)

CSAP Communications Team, Bethesda, Maryland: Robert Courtney, Jr., Ph.D.; Helen Dillon, M.S.; Ford Hatamiya, Ph.D.; Henry Young (#NJ110, NJ142)

Madeline Curren, M.S.W., Consultant, Private Practice, Brooklyn, New York (#ADV43)

Charles A. Currie, M.A., Chief of Prevention, N.J. Department of Health, Division of Alcoholism, Drug Abuse and Addiction Services, Trenton, New Jersey (#NJ137, NJ159)

John E. Davis, Ph.D., Director, The Resource Group, Towson, Maryland (#SS60, SS80)


Kenneth A. Dickinson, M.S., R.P.H., C.E.A.P., Director of Marketing, Key Stone Center, Chester, Pennsylvania (#ADV02, NJ144)

Bruce E. Donovan, Ph.D., Associate Dean/Chemical Dependency, Brown University, Providence, Rhode Island (#NJ135)

Raymond P. Dreitlein, Ph.D., C.A.D.C., Private Practice, Berkeley Heights, New Jersey (#ADV24, ADV38, SS72, SS101, NJ126, NJ161)

Diana M. Eckhaus, M.S.W., A.C.S.W., Director of Clinical Services, Discovery, Inc., Marlboro, New Jersey (#NJ122, NJ160)


Ronaldo L. Figueroa, M.A., C.A.C., Executive Director, Rockland Council on Alcoholism, Nyack, New York (#SS98)

Dana Finnegan, Ph.D., C.A.C. Co-Director, Discovery Counseling Center, Millburn, New Jersey (#SS67, SS93)

Nancy L. Fiorentino, M.S.W., Policy Analyst, Office of Health Policy & Research, N.J. Department of Health, Trenton, New Jersey (#NJ138)

Marcia Smith Fieres, M.B.A., I.C.A.D.C., Executive Director, Middlesex Council on Alcoholism and Drug Abuse, Inc., East Brunswick, New Jersey (#NJ141)

John Fuentez, J.D., Executive Director, Puerto Rican Action Committee of Cumberland County, Penns Grove, New Jersey (#ADV03, ADV45, SS76, SS82, NJ109, NJ162)

Betts S. Gabrielsen, C.A.D.C., N.A.D.C., Director, The Gabrielsen Group, Pennington, New Jersey (#ADV22)

Ronald Gaetano, R.Ph., Executive Director, Genesis Drug and Alcohol Program, Union Hospital, Union, New Jersey (#ADV02, NJ116, NJ145)

Gerald Globetti, Ph.D., Professor Emeritus, University of Alabama, Tuscaloosa, Alabama (#ADV25)

Allan Graham, M.D., Medical Director, Founders Hall, Northeastern University, St. Jourmont, Vermont (#ADV01)

Connie Greene, M.A., C.A.S., Director of Program Development, Genesis Program/Union Hospital, Union, New Jersey (#NJ133, NJ163)

Thomas Griffin, M.S.W., Director, Health Promotion Resources, St. Paul, Minnesota (#SS62, SS83)

Gordon Grinn, M.Div., Senior Vice-President Institutional Advancement, Hazelden Foundation, Center City, Minnesota (#SS93)

Carolyn Hadge, M.A., C.A.D.C./S., District Coordinator of Toms River Alcohol and Substance Abuse Program, Toms River, New Jersey (#SS81)

David G. Hall, Ph.D., Personal Consultant, Board Certified Sex Therapist, Private Practice, Flushing, Michigan (#NJ116)


Dorothea Harmsen, 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 (#NJ106)

Edward J. Higgins, M.A., President/Executive Director, Jersey Shore Addiction Services, Asbury Park, New Jersey (#NJ148)

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 (#ADV29)

Eileen B. Isaacson, M.S.W., Ed.D., C.A.C., Psychotherapist, Private Practice, The Brunswick Group, Milltown, New Jersey (#ADV15, NJ120, NJ155)

William J. Kane, J.D., Lawyers Assistance Program, New Jersey State Bar Foundation, N.J. Law Center, New Brunswick, New Jersey (#SS77, SS104, NJ131, NJ173)
Carolann Kane-Cavaiola, M.A., Director, Center for Drug and Alcohol Prevention and Treatment, Avenel, New Jersey (#NJ150)

John K. Kriger, C.A.C., Chief of Training, Governor's Council on Alcoholism and Drug Abuse, Trenton, New Jersey (#NJ107)

Ernest Kurtz, Ph.D., Adjunct Research Scientist, Center for Self-Help Research and Knowledge Dissemination, The University of Michigan, Ann Arbor, Michigan (#ADV10, NJ129)

Lisa Luitman, M.S.Ed., C.A.C., Director, Alcohol Assistance Program for Students, Hartford Health Center, Rutgers University, New Brunswick, New Jersey (#ADV44)

James Langenbuecher, Ph.D., Assistant Professor, Center of Alcohol Studies, Rutgers University, New Brunswick, New Jersey (#ADV01)

Elizabeth D'Angelo LaPorte, M.S.W., C.S.W., Consultation and Training Network, Orangeburg, New York (#SS01, SS84)

Ted Levay, M.S.W., A.C.S.W., Supervising Program Specialist, Bureau of Community and Professional Services, Substance Abuse Unit, Department of Corrections, Trenton, New Jersey (#NJ174)

Michael Liebman, M.D., Chief, Chemical Dependency Service, Medical Center of Central Massachusetts, Worcester, Massachusetts (#ADV01)


Robert Lynn, Ed.D., C.A.D.C., Manager, Employee Assistance Program, Bellcore Medical Department, Piscataway, New Jersey (#NJ139)

Robert Mackey, Ph.D., D.V.S., School Clinical Psychologist, Southern Regional High School District, Manahawkin, New Jersey (#NJ172)

F. Mel Madden, Ed.D., Professor, Department of Counselor Education, California University of Pennsylvania, California, Pennsylvania (#NJ137, NJ159)

Edward McDonnell, M.S., C.A.D.C., C.C.D.S., Student Assistance Coordinator, Oratory Prep, Summit, New Jersey (#SS09, NJ140, NJ147)

Damian McElrath, Ph.D., Executive Vice President, Rehabilitation Services, Hazelden Foundation, Center City, Minnesota (#ADV07)

Albert McNamara, C.A.C., Private Practice, SOJOURN, Ocean Grove, New Jersey (#ADV08, ADV47, SS74, SS100, NJ119, NJ149)

Warner Mendenhall, Ph.D., Professor, University of Akron; President, Education and Counseling Service, Inc., Akron, Ohio (#SS68, SS86)

Gloria Merritt, R.N., M.S.N., C.A.C., Private Practice, Stamford, Connecticut (#SS01, SS4)

Fran Miceli, M.Ed., C.A.S., Central Prevention Coordinator, N.J. Department of Health, Division of Alcoholism, Drug Abuse and Addiction Services, Trenton, New Jersey (#NJ133, NJ183)

Gail Gleason Milgram, Ed.D., Professor and Director of Education and Training, Center of Alcohol Studies, Rutgers University, New Brunswick, New Jersey (#SS79)

Thomas Morgan, Psy.D., C.A.D.C., Research Associate and Project Coordinator, Center of Alcohol Studies, Rutgers University, New Brunswick, New Jersey (#NJ128)

Don L. Moyer, L.I.C.S.W., C.R.P.S., Cornerstone Therapy and Recovery Center, Roseville, Minnesota (#ADV19, ADV39)

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 (#SS71, SS87)

Craig Nakken, M.S.W., C.D.C.P., Private Practice, Family Therapy Institute, St. Paul, Minnesota (#ADV07, ADV42, NJ115, NJ154)

William T. Neely, Ph.D., Private Practice, West Chester, Pennsylvania (#ADV04)

Jørgen Nissen, L.L.M., President, ALCONSULT, Copenhagen, Denmark (#SS86)


Gwen Olitsky, M.S., Director, The Self-Help Institute for Training and Therapy, Lansdale, Pennsylvania (#SS73, SS91)

Bernice Order-Conners, M.S.W., Clinical Consultant, Addressing Tobacco in the Treatment and Prevention of Other Addictions, St. Peter's Medical Center, New Brunswick, New Jersey (#NJ117)


Robert J. Pandina, Ph.D., Director, Center of Alcohol Studies, Rutgers University, New Brunswick, New Jersey

Patricia S. Potter-Efron, M.S., C.A.D.C. III, Partner, First Things First, Counseling and Consultants, Eau Claire, Wisconsin (#ADV12, ADV36, SS66, SS99, NJ125, NJ158)

Ronald T. Potter-Efron, Ph.D., Partner, First Things First, Counseling and Consultants, Eau Claire, Wisconsin (#SS84, SS102, NJ130, NJ158)

David J. Powell, Ph.D., President, ETP Inc., Windsor, Connecticut (#ADV26)

Richard L. Powell, M.P.A., Coordinator, Alcohol and Other Drug Education Program for Training, Rutgers University, New Brunswick, New Jersey (#ADV44)

Katie Regan, M.S.W., C.E.A.P., Private Therapist, Food Addiction Research and Education, Cape May, New Jersey (#ADV37, NJ171)

George R. Ross, Ph.D., C.C.D.C., Licensed Psychologist, Private Practice, Nicholasville, Kentucky (#NJ134)

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 (#SS70)

Frederick Rotgers, Psy.D., Assistant Research Professor and Director of Clinical Protocols, Rutgers Center of Alcohol Studies, Rutgers University, New Brunswick, New Jersey (#ADV30, NJ146)

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 (#NJ136)

Diane Rullo-Cooney, M.A., M.S.W., C.A.D.C., C.S.W., Consultant, Center for Psychiatry and Addiction Medicine, Princeton, New Jersey (#ADV13)

Norman Salt, M.A., C.A.C., Director of Training, Education and Prevention Unit, N. J. Division of Alcoholism, Drug Abuse and Addiction Services, Trenton, New Jersey (#NJ108)

Melvin Sandler, M.S.W., C.A.S., C.E.A.P., Institute for Counseling and Training, West Caldwell, New Jersey (#SS76, NJ164)

Jack M. Schibik, M.A., M.S., C.A.C., Director, Kairo's Counseling Services, Woodbury, New Jersey (#ADV17, ADV50, SS54, SS103, NJ118, NJ152)

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 (#NJ117)

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 (#ADV01, ADV28)

Nancy Stek, C.D.C., Director of Education and Training, National Council on Alcohol and Drug Dependence of Middlesex County, East Brunswick, New Jersey (#NJ141)

Chelly Sterman, M.S.W., C.A.C., President, Chelly Sterman Associates, Hightstown, New Jersey (#ADV31, NJ157)

Roger Svendsen, M.S., Director of Program Development and Training, Health Prevention Resources, St. Paul, Minnesota (#SS52, SS83)

Michael J. Tuleff, Ph.D., C.A.C., Assistant Professor/Coordinator, Master's Program in Chemical Dependency, Pennsylvania State University, University Park, Pennsylvania (#ADV09)

Louis A. Tartaglia, M.D., Director, The Tartaglia Mind Technologies Institute, Sylvania, Ohio (#SS59, SS105)

David E. Trenoglie, M.D., Ph.D., Partner/Associate, Center for Psychiatry and Addiction Medicine, Princeton, New Jersey, (#ADV13, ADV40)

Thomas Turney, M.A., Social Science Department Chair, Roselle Park School District, Roselle Park, New Jersey (#NJ149)

Gary Vermeire, M.A., Professional Development Coordinator, New Jersey State Department of Education, Trenton, New Jersey (#NJ108)

Nellie Villegas-Scholnick, M.S.W., Clinical Director, Women's Center, Montefiore Medical Center, Bronx, New York; Private Practice, New York, New York (#ADV23, ADV46)

Mark C. Wallen, M.D., Medical/Clinical Director, Livengrin Foundation, Bensalem, Pennsylvania (#SS63, SS85, NJ112, NJ167)

Alan A. Wartenberg, M.D., Medical Director, Addiction Recovery Program, Faulkner Hospital and Assistant Professor of Medicine, Tufts University School of Medicine, Boston, Massachusetts (#ADV01)

H. James Wasser, M.A., Administrative Assistant to the Superintendent, Freehold Regional High School District, Englishtown, New Jersey (#NJ11, NJ165)

Bette Ann Weinstein, L.C.S.W., President, Motivational Programs and Training, Bethesda, Maryland (#ADV33, SS57, SS88, NJ121, NJ189)

Arnie Waxler, C.C.G.C., Arnie and Sheila Waxler Associates, Bradley Beach, New Jersey (#NJ170)


Joni Whelan, C.A.C., C.D.C., C.C.G.C., Clinical Director, SODAT of New Jersey, Woodbury, New Jersey (#NJ132)

Barbara Harris Whitfield, R.T.T., M.S.T., Researcher/Author, Private Practice, Baltimore, Maryland (#ADV18, ADV41, SS63, SS94)

Charles L. Whitfield, M.D., Private Practice, Whitfield Associates, Baltimore, Maryland (#ADV26, ADV35)

"Phenomenal! Awesome! The education is the best! This is a time personally for listening, learning, experimentation and just ‘doing it.’ Coming to Rutgers always reignites my fire for this profession. The sharing and caring of the people, educators and staff was wonderful.”

"This is an excellent program. I thoroughly enjoyed all the classes, seminars and lectures. These people really know their stuff."

"The diversification of instructors and programs offered lends itself to a command of current practical knowledge in surviving in today’s social mandates for health care reform."

"A truly great, phenomenal professional experience. The faculty not only has the highest of credentials—each one interrelated very humanely and enjoyably with the students. The opportunity to network with professionals from all over the United States and many foreign countries is both exciting and tremendously professionally rewarding."

"The school and staff provide a safe environment for learning which is very important in developing skills for the field. The instructors promote the participation of the students, which in turn enables the learning process to flow in its intended direction. If I had to choose a phrase that best describes this process, it would be, ‘Experience the Experience.’"
# 1995 GENERAL APPLICATION

**Application Deadlines** - Advanced School: May 1, 1995; Summer School: May 15, 1995; New Jersey Summer School: June 1, 1995

<table>
<thead>
<tr>
<th>Last Name</th>
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<thead>
<tr>
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Certification (Alcohol/Substance Abuse Counselor): Yes □ No □ If yes, which state:

<table>
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<tr>
<th>Years of College</th>
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Describe Your Present Duties (continue on other side if needed):

Previous Employment:
From:  
To:  

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 #ADV01-ADV50 (June 4-9)  
- [ ] SSADS #SS1-SS105 (June 18-30)  
- [ ] NJSSADS #NJ100-NJ174 (July 16-21)

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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Please enclose your deposit (drawn on a U.S. bank) in the amount of $100, payable to: Rutgers, The State University of New Jersey.

Signature ____________________________ Date ____________________________

For Office Use Only

Instructor ____________________________ Course Number ____________________________

Course Number ____________________________ Grade ____________________________

Grade ____________________________
# 1995 General Application

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**Male** | **Female**
---|---
| Home Phone | Business Phone |
| ( ) | ( ) |

Work hours: ___________

Certification (Alcohol/Substance Abuse Counselor): Yes ☐ No ☐
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<td>☐ NJSSADS #NJ106-NJ174 (July 16-21)</td>
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Courses in which you wish to register (considerations of eligibility, class size, and scheduling conflicts make it important to list 3 choices for 8:00 A.M. and 3 choices for 10:15 A.M., in order of preference):

- **5:00 A.M. - 10:00 A.M.**
  1. # ____ Title ________________________________
  2. # ____ Title ________________________________
  3. # ____ Title ________________________________

- **10:15 A.M. - 12:16 P.M.**
  1. # ____ Title ________________________________
  2. # ____ Title ________________________________
  3. # ____ Title ________________________________

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For Office Use Only

Instructor ____________________________

Course Number ____________________________ Grade ____________________________

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