Summer Schools of Alcohol and Drug Studies

Advanced School of Alcohol and Drug Studies
June 2 - June 7, 1996

Summer School of Alcohol and Drug Studies
June 16 - June 28, 1996

New Jersey Summer School of Alcohol and Drug Studies
July 14 - July 19, 1996

European School of Alcohol and Drug Studies
September 8 - September 13, 1996
1996 Summer Schools of Alcohol and Drug Studies

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Summer Schools of Alcohol and Drug Studies
Education and Training Division
Center of Alcohol Studies
Rutgers University

ABOUD 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 Queen's 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 offers twenty-one programs offering continuing education for professionals.

ABOUT THE CENTER

The Center of Alcohol Studies, directed by Robert J. Paoli, 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 1960s and 1970s 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 R.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-fourth year this summer.

"I have literally been in hundreds of workshops, seminars and conferences. But none of them compared to the in-depth substance abuse education offered at Rutgers. It is an invaluable experience for anyone in the substance abuse field who wants to provide the best and most current treatment available."

"The Rutgers experience is a nomenclature for an unusual experience: one filled with joy, happiness, learning, identifying, relating, processing, sobriety, conversations, and quiet moments of reflection."

"Center of Alcohol Studies (Brinkley and Adele Smithers Hall and Christopher D. Smithers Hall)"
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 formally adopted in the 1950s. The increasing demand for information about alcoholism led the Center to publish 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 cited scientific journals in the nation.

Over the years, Center faculty have served as consultants and experts for many important organizations or meetings, including the World Health Organization, the National Science Foundation, the National Cooperative Research Center, the National Council on Alcoholism, the National Research Council, the American Psychiatric Association, and the National Institute on Alcohol Abuse and Alcoholism. A number of these publications have led to the development of the National Alcohol Research Centers.

In 1963, the Center of Alcohol Studies moved to Rutgers University. It is based on Busch Campus in its own building, Smithers Hall, built through the generosity of R. Brabec Smithers and his daughter, E.D. Smithers Foundation. Smithers Hall provides offices, conference space, and laboratories for biological and psychological research. The Smithers Hall was opened in 1992, and it 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 received two National Alcohol Research Center Awards from the National Institute on Alcohol Abuse and Alcoholism. It received a most prestigious longitudinal study of the alcoholism epidemic in the United States. The study, conducted by the Center, was funded by the National Institute on Alcohol Abuse and Alcoholism. It is also a leader in the study of the neurosciences and the social, cultural, psychiatric, and genetic factors at intervals throughout adolescence and young adulthood. In 1992, the Center was awarded a five-year extension of its grant, which funds research into the treatment of alcoholism.

The Division of Research emphasizes the combined effect of many disciplines that are necessary in the application of research to the problems of alcohol. In a longitudinal study, the Division studies the relationship between alcohol and substance use and abuse. Research projects are also conducted to examine the relationship between alcohol and stress, examining the responses of the neurotransmitters serotonins and dopamine, as well as the role of neurotransmitters in the production of addiction.

The Division of Specialized Services integrates treatment, research, and training, providing a comprehensive program for individuals who are addicted to alcohol and drugs. The Division of Specialized Services offers basic knowledge and training courses, as well as advanced courses, for lay personnel, professionals whose work brings them into contact with alcohol and drug problems.

The first research program on alcohol and drugs will be held in September 1996 in Copenhagen, Denmark. Complementing the research programs are the Continuing Professional Education Seminars in Alcohol and Drug Studies. The seminar will be held in July 1996. It is a workshop for professionals held during the fall, winter, and spring months. Distance learning modules are being developed; these six-hour learning segments will be offered in many county areas.

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

For further information contact the Division (908-445-4317).

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The ultimate learning experience: Rutgers provided us with the instructors, resources, and access to the enormous potential of the field of addictive medicine. Truly a privilege to attend.
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 1985, offers advanced level courses to professionals. The Advanced School is part of the Education and Training Division of the Center of Alcohol Studies and is directed by Gail Gleason-Migram, R.D.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 Smothers 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 pharmacy, social work, 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*: $450.00
- Room (two types of air-conditioned housing accommodations are available: 1) double-occupancy with private bath facilities, or 3) single-occupancy with shared bath facilities): $175.00
- Meals (Sunday dinner through Friday lunch): $150.00
- Total: $775.00

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 accepted only 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.

Scholarships

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

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

- Applicant may not presently be employed by the State of New Jersey.
- Applicant must be a resident of New Jersey.
- Applicant should be employed or active in ATOD prevention or treatment services in New Jersey. (Volunteer members of alliances are eligible.)
- Applicant should be planning to pursue certification in the treatment of addictions or certification as a prevention specialist or associate prevention specialist.
- The applicant's annual income should be less than $50,000.

Letter from applicant should indicate interest in being considered for the scholarship and should certify that he/she meets the above criteria and indicate how the education will benefit the applicant's work. A completed general application (found at the back of this brochure) must be submitted.

Please note: In order to be reviewed by the tuition support committee, the request for tuition support together with the application must be received by the Education and Training Division of the Center of Alcohol Studies on or before April 1, 1996. Since the tuition awards to qualified individuals will be made on a first-come, first-served basis, it is in the best interest of the applicant to apply as soon as possible.

R. BRINKLEY SMOTHERS SCHOLARSHIP

The R. Brinkley Smothers Scholarship, supported by the Christopher D. Smothers Foundation, will be awarded in memory of R. Brinkley Smothers. Mr. Smothers 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 Smothers funded the creation of the Scholarship. The R. Brinkley Smothers Scholarship is awarded to an individual or a group of individuals to attend the Center of Alcohol Studies.

The R. Brinkley Smothers Scholarship, covering tuition, room and meals, will be given to an individual who is a member in good standing in Enagogue Assistance Programs. A letter from the applicant should detail his/her work in this area. A completed general application to the school (found at the back of this brochure) must be submitted. The scholarship application must be received by April 1, 1996.

Please note: 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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 10:00 a.m.</td>
<td>Course</td>
</tr>
<tr>
<td>10:15 - 12:15 p.m.</td>
<td>Course</td>
</tr>
<tr>
<td>12:30 - 2:30 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>2:30 - 3:30 p.m.</td>
<td>General Lecture or Special Interest Seminar</td>
</tr>
<tr>
<td>3:30 - 5:00 p.m.</td>
<td>Special Interest Seminar</td>
</tr>
<tr>
<td>7:00 - 8:30 p.m.</td>
<td>General Lecture or Special Interest Seminar</td>
</tr>
</tbody>
</table>

Facilities are available for group meetings, as students request; for example, the fellowship of AA.

Please note: (1) A minimum of 25 hours per course is also required for class projects, group work, etc.; (2) the general lecture/special interest seminar schedule will be distributed during Sunday registration; and (3) Friday classes are scheduled as on Monday-Thursday; certificates will be awarded immediately following class.

"The best part of coming to Rutgers for training is I'm able to integrate into my world all the classes I've attended."
ADV01 Medical Aspects of Addiction [1]

Instructor: Joyce P. Schoenberger

This is an introductory course for medical professionals and physicians. This course does not emphasize medical consequences of other than withdrawal and fetal exposure.

The course includes a clinical experience as an observer with an addiction treatment unit at a nearby hospital and practice with interviewing a patient.

ADV03 The Development of Self [3-J]

Instructor: Bruce Carlucth

Competence, centeredness, identity, potency, boundlessness, and the development of the healthy, well-developed self. This course explores how we can enhance these attributes in ourselves and in other people. It offers a unique and powerful learning method and the course will extend over both morning class periods for a total of twenty classroom hours. The class topics will be selected to participate in personal exploration and group process in the class.

The conceptual framework for the class is grounded primarily upon the writings of Carl Rogers and his follower (Ering and Miriam Pointer). Transpersonal Analysis (Bob and Mary Goulding). Psychologically, psychotherapy (Stephen Johnson) and psychophysiology (Scott Peck and Jon Kabat-Zinn) are also utilized in the course.

ADV08 Cultural Perspectives: A Prevention and Counseling Reality [3-I]

Instructor: Geza Loz

Across the United States, service providers are seeing an increasing number of individuals engaging in drug use. A central reality in the treatment and prevention arena is that clients are coming for treatment at the door. They bring their entire spectrum of experiences to the treatment environment/prevention environment.

This course is designed to expand the importance of culture in the treatment and prevention arena. Participants will increase their awareness and understanding of the influence that culture plays in addiction, economics, religion, education, geography, gender, age, and family have on the clients they serve.

This course will help participants to recognize and address cultural and ethnocentric barriers on the design and administration of programs. Its goal is to increase participants' awareness of cultural factors and enable them to become better advocates for all clients.

This course, while didactic, will encourage active participation through small group exercises and group discussions. Participants will be expected to recognize their own biases and to enhance the intercultural environment in order to enhance their effectiveness in working with diverse cultural populations.

ADV09 Counseling Couples in Recovery: A Model of Family Therapy [3-F]

Instructor: Bettia S. Gribelien

The material presented in this course is highly practical and basically designed to present a pragmatic framework for understanding the compelling factors that influence recovering couple relationships. Within this framework there is a discussion of the importance of the individual and the application of the multi-aspect, multi-stage intervention. Examination of the dynamics of alcohol's function, closeness and conflict, and relational positions of communication will be included.

Specific strategies, interventions, systems principles, counseling techniques, and problems and goals will be explored. The course outcome is designed to provide a working model that clinicians can incorporate in their interventions with couples in recovery, the clinician. Participants will leave the course with a clearer understanding of what particular problems mean, where to begin therapy, and what goes on and what is important and when it is important.

ADV10 Family Therapy with Individuals, Couples and Families with HIV Infection [3-J]

Instructor: Robert W. Esteller and William T. Neely

This course will focus on modification of treatment modalities necessary in the counseling of individuals, couples and families who are infected with HIV/AIDS. Topics will be selected to reflect the special strengths and needs of this population. The phases of the illness will be covered to include issues of disclosure, guilt, stigma, homosexuality, saer sex, child custody, death and dying, and bereavement. Didactic presentations, videotape demonstrations, and assigned reading will be included.

ADV11 Chemical Dependency and Related Problems [3-J]

Instructor: Ronald T. Peters-Efros

Alcoholics, addicted and affected family members from chemically dependent families will be discussed. This course will focus on stresses brought on by the disease and present measures of abstinence. But what are the actual connections between alcohol intoxication, addiction, anger and aggression? What are the therapeutic consequences of alcohol and other drug use on the anger, behavior, and psychological health of the alcoholic? We will discuss these connections in this course. In addition, sense anger and empathy will be described along with appropriate therapeutic interventions.

ADV13 Dual Diagnosis — The Drive for Integrity [3-J]

Instructor: J. Carlos Calvo

This course is a comprehensive introduction/review of dual diagnosis (chemical dependency and psychiatric disorders), including those with co-occurring disorders. In New Jersey, the "Psychosocial Model of Addiction," DRM-III-R classification, NAAM, and GAN, a 3-stage integrative model of treatment and transformational treatment approach and prevention. The empirical, care-based approaches, and integrative 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.
ADV28 The Survival and Growth of the Counselor in the Addiction Field [3-4]
Instructor: Raymond P. Dettore
The survival of the line counselor in the current changing mosaic of the addiction field will be explored. The pioneering work of transient brain issues will be discussed. A special focus will be on the relationship of the addiction counselor and the developing drug treatment. Several studies on "job satisfaction" and "career longevity" will also be examined. Students will work together to develop a personal survival plan through the review of burnout symptom, assessment of survival skills, and the control of personal experiences — three major areas that need to be addressed to attain personal growth and satisfaction.

ADV29 Employee Assistance Programming — Challenges for the 90's [9]
Instructor: William J. O'Donnell
A look at EAPs in light of recent regulatory decisions (DOL, DOD, DPWF, ADA, etc.). Managed care and adequate and appropriate treatment; wellness programs; return to work benefits; safety-sensitivity; confidentiality and drug testing (post-treatment, post-accident, for cause, random); critical incident debriefing, the handling of the dangerous environment (threats to the role of the EAP is a widespread issue); the role of the EAP in downsizing, and hostile corporate takeovers.

ADV30 Clinical Supervision in Alcohol and Drug Abuse Counseling [4]
Instructors: David J. Powell and Mary K. O'Sullivan
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 situations of supervision. Attention will be given to working with "resistant" staff, abuse of authority by staff and gender differences in supervision. The course will include skill practice and role-modeling techniques in supervision.

ADV31 Maintaining Clinical Integrity and Personal Sanity in an Economics Driven Treatment Environment [3-4]
Instructor: James F. Emmert
Health care generally, and chemical dependency specifically, have experienced a transformation in the last six years with even more profound changes yet to come. Many clinical personnel tend to see these changes personally — as if their very integrity and ability have been challenged. Others may fight the changes — saying "I'll tolerate my patients the way I always have." Others see UK and managed care as "the enemy" and vow to fight to the end. Most, though, struggle to adapt and try to do their best even if their patients are left out of the new, and often inconsistent, parameters established by outside review and management entities.

This course will address these issues from the standpoint of this new driving force in health care (economics) and the role of the counselor in this climate. The course is very focused, view of the development of managed care; how, in the context of government/employer provided benefits, some type of change was inevitable and imperative, how UR and managed care appear to be evolving and how providers have and can function in this environment in a healthy and rewarding manner.

ADV32 Treatment Service Planning for the Year 2000 [4]
Instructor: Ann Crone
Treatment organizations dedicated to providing quality service and innovative treatment planning can survive the 1980s and will be operating in the year 2001. Survival depends on maintaining the competitive edge in the marketplace and remaining aware of the next wave of managed care regulations or ramifications. Managers must lead employees in providing service excellence as well as being able to focus on designing individualized and innovative treatment programming. Managers must balance excellence and trust with values — providing the patient's treatment services at costs reasonable for both the patient and the payer. Clinicians must be flexible enough to adjust to the changing needs of the patient, the organization and the marketplace.

This course examines management and organizational issues and provides the tools necessary to successfully bring their work organization into the 2000s.

"Attending the summer school was one of the best things I could have done. It was very rewarding and enlightening. I have gained knowledge that will help me throughout the rest of my mental health career."

[3-4]

ADV34 Neuropsychopharmacology [10]
Instructor: John Brick
This advanced course will cover general neuropsychopharmacology, including pharmacokinetics of the brain, neurotransmission; everyday addictions; behavioral effects of alcohol and drugs, new understandings of the addictive process, and understanding depression and other commonly used drugs. Recent scientific developments in the field as well as drug interactions will be presented in class.

ADV35 Adolescents and Alcohol [9]
Instructor: Madeline Curren
Alcohol is the drug of choice for vast numbers of adolescents; and the earlier teens begin drinking the more likely they are to develop drug problems, including alcohol to 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., an opposed parent, a parent or other adult relationship, lack of adult supervision, depression, etc.); how to involve the resistant adolescent; and making sure that they have the skills to cope with peer pressure.

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

ADV36 The Development of Self [3-4]
Instructor: Bruce Grahovec
Competence, centeredness, identity, potency, boundedness, and presence are all characteristics of a well-developed self. This course explores how we can enhance these attributes in ourselves and in our clients. We will use primarily experiential learning methods. The course will extend over four weeks and cover both morning and evening classes in the morning for a total of twenty-two classroom hours. Participants will be expected to participate in personal exploration, analysis, and self-exploration. The conceptual framework for the class is grounded primarily in psychodynamic theory. Contributions of Gestalt Therapy (Koffler, 1989), Transactional Analysis (Bray, 1989; Bowlby, 1990), Action (Mary Goulding), Psychodynamic Psychotherapy (Stephen Johnson) and the Gestalt community (Vigil, Pecci and Jon Laban) are utilized in the course.

ADV38 The Health Aspects of Addiction: Using Nutrition as a Preventive and Treatment Tool [1]
Instructor: Gayle L. Hamilton
Nutrition (brain health) appears to have a direct-line relationship with drug/alcohol use. That is, when the brain is saturated with the chemicals needed for managing mood, forgiveness, sensation seeking, etc., the brain appears to be less available as brain health diminishes (and thus neurotransmitter levels), there is increased interest in outside alcohol and other drugs. This course will focus on the brain/body connection and brain health issues associated with addiction. Several studies have suggested that, when the brain is adequately provisioned, there is a significant reduction in drug/alcohol use. Students will be asked to examine the relationship of nutrition to the brain, and how nutrition can be used to add a treatment program, thus 50% of patients are sober six months later. The related therapies such as ADHD, learning disabilities, eating disorders, depression, and anxiety are also very amendable to nutritional treatment.

It is critical that our typical drug/alcohol intervention programs do not address the health issues that can significantly influence drug use and alcohol use over the course of the next generations. Modifications in our current intake needs to be included in our overall strategies.

ADV37 The Addictive Process and the Family [1]
Instructor: Craig Nye
This course will start by exploring the elements and principles that make addiction such a devastating disease. The course will lay out what the addictive process is and start to explore how the family system is affected by this disease. Special attention will be given to (1) how primary partnership is affected by the addictive process; (2) how the addictive process may affect children differently according to their developmental stages. To really help the addictive family, both the development of the addictive process and the addictive process must be considered. The combination of these two processes will lead to a different picture of what has happened to the family. Please note: the course is 30% experiential in nature.
ADV43 Therapeutic Strategies for Hispanic/Latino Clients [9]

Instructor: John Anderson

This course will begin with a discussion of the sociological and economic role Hispanics play in New Jersey. Topics will include the history of immigration and in order to make an appropriate intervention; measuring the psychological impact of migration; and taking advantage of Hispanic cultural trends and factors. This course will sensitise students to the Hispanic culture; enable students to identify the degree of assimilation of all Hispanic communities; in order to make a proper intervention; and enable students to use cultural and traditional values in facilitating client recovery.

ADV49 Evaluation for Impact [6]

Instructor: David E. Anderson

Increasingly, alcohol and other drug prevention program planners are called upon to document their program in achieving the goals of varying funding resources, heightened accountability and a struggle to identify promising strategies, careful attention to the documentation of effective and cost-effective approaches is becoming the healing experience. This course will guide participants through a process that clarifies desired program results, clarifies hypotheses and assumptions and guides planners in documenting program outcomes and processes. Emphasis will be upon both a conceptual and a practical understanding of outcome, process and impact evaluation, complete with qualitative and quantitative orientations. Practical implementation (ips) will be shared, and strategies for sharing and disseminating evaluation findings will be identified.

The focus of this applied course is to provide participants with the understanding and resources necessary for implementing evaluation methodologies. Participants will learn clearly defined outcomes, necessary for appropriate for implementing and renewed evaluation perspectives.


Instructor: Gerald D. Shulman

This course will provide the history of alcohol and drug treatment planning, referral, increased 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 an overview of the current ASAM criteria. Included will be a discussion of different types of patient care, and how they are arrived at; a discussion of program driven verification of need, and an overview of the extensive types of treatment interventions in order to deal with patients with severe substance use disorders. This will include an examination of the ASAM criteria, including a proposed clinical transfer system; and ways to work more effectively with managed care organisations and utilization review departments.

Special attention will be paid to the ASAM "Patient Placement Criteria for the Treatment of Psychoactive Substance Use Disorders: A Guideline for Limiting Amount of Care and Length of Stay. The implications will be discussed and their applicability explained. The class will provide an opportunity to participate in an exercise in which they determine the appropriate level of care based on case study information provided them.

ADV41 Brief Interventions for Alcohol Problems: Rationale, Theory and Technique [2]

Instructor: Michael F. Todd

Designed for experienced clinicians, this course focuses on the theory and practice of secondary prevention of alcohol use problems 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 will be discussed in the context of developing realistic treatment goals.

ADV42 Introduction to Family Therapy [3-F]

Instructor: Nellie Villagrasa-Schnecker

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 change, and resolving conflict. It will also cover family presentations, information, and choice strategies for intervention. Didactic presentations, videotaped demonstrations, experiential exercises, case simulations and assigned reading will be included.

ADV43 Action Methods and Addiction: Creative Group Techniques [3-G]

Instructor: Barbara Lynn Eisensatt

This interactive course will demonstrate a series of culturally sensitive, prescriptive, skill-building activities, which are drawn from a wide variety of creative group therapy modality. Participants will learn the use of innovative, hands-on techniques that are highly effective in maximizing interactions with fearful or resistant clients and in helping group members to confront difficult issues in a supportive and non-threatening manner.

At the conclusion of the course, participants will have an understanding of many incorporating core concepts in the development theories and activities from art therapy, Gestalt therapy, brief therapy and family therapy. They will be able to introduce these into creative groups to increase their repertoire of spontaneity, spirituality and energy to share with their group.

ADV44 Gestalt and the 12 Steps as Therapeutic Tools for Counseling the Chemically Dependent and Co-Dependent [3-A]

Instructor: Thomas C. Desmond

This course integrates the 12 Steps of Alcoholics Anonymous and Gestalt in the treatment of chemical dependency and co-dependency. Materials will be drawn from both the 12 steps and Gestalt. The course will cover the extensive implications of the 12 Steps and how they relate to Gestalt theory and practice. It is an opportunity to present the Gestalt therapy and its ethical credential to be a primary focus. Lectures, case studies, discussion, role play and professional and small group experimental work will be used. Participants will have the opportunity to participate as counselors, clients and observers.

ADV45 Mindfulness: A Recovery Tool for Addiction and Co-Dependent Clients and Their Counselors [3-I]

Instructor: Beth Ann Weintraub

Mindfulness is considered the heart of Buddhist meditation, but its importance in addiction recovery is less well known. It can be beneficial to all. "Take it day at a time," "Live in the moment," "Be present," are common phrases that we hear. This course offers lighter and more universal answers than those of many others. The course will offer a new perspective and practical tools for this same issue. Clients and counselors alike are often 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, may benefit from what it means to experience the moment.

This course will teach participants how to "wake up" from robotic patterns of living and responding, and become better able to help their recovering clients do the same. Through the process of mindfulness, awareness and a deeper understanding of the treatment rationale and practice guidelines based on the pharmacological, social and cultural factors that have been made clearer, 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 psychology. The faculty presentation and discussion will be conducted in a workshop format.

ADV46 A Compulsive Gaming Component for Alcohol/Drug Treatment Program [13]

Instructors: Arrive, Wexler and Sheila Wexler

The similarities and differences between alcoholism/drug dependency and compulsive gambling will be explored. Understanding the theoretical frameworks and factors affecting the course of compulsive gambling will be discussed. Assessment criteria for compulsive gambling, complications and legal, ethical and related to compulsive gambling, methods of treatment and rehabilitation approaches will be presented. An attempt will be made to develop and implement a compulsive gambling component in an existing alcohol/drug treatment program will be provided and resources for clinicians will be recommended.

ADV47 The Halfway House Experience [7]

Instructors: Fred T. Bohl and Patricia Bohl

This course will provide a history of the halfway house movement in America as well as a comprehensive overview of the current trends in halfway houses. In particular, topics to be covered are: how to start a Halfway House; halfway house as an extended treatment alternative California Recover; Homos; criminal justice clients in alcohol and drug Halfway Houses; self-contained work therapy programs; and pregnancy and Halfway Houses.

ADV48 Mindfulness: A Recovery Tool for Addiction and CoDependent Clients and Their Counselors [3-I]

Instructor: Beth Ann Weintraub

Mindfulness is considered the heart of Buddhist meditation, but its importance in addiction recovery is less well known. It can be beneficial to all. "Take it day at a time," "Live in the moment," "Be present," are common phrases that we hear. This course offers lighter and more universal answers than those of many others. The course will offer a new perspective and practical tools for this same issue. Clients and counselors alike are often 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, may benefit from what it means to experience the moment.

This course will teach participants how to "wake up" from robotic patterns of living and responding, and become better able to help their recovering clients do the same. Through the process of mindfulness, awareness and a deeper understanding of the treatment rationale and practice guidelines based on the pharmacological, social and cultural factors that have been made clearer, 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 psychology. The faculty presentation and discussion will be conducted in a workshop format.

ADV49 Therapeutic Ways of Dealing with the Issues of Intimacy as Part of the Recovery Process or in Simple Intimacy Issues [12]

Instructors: Ronald J. Giacino and David Hall

The progression of addiction all too frequently destroys relationships in the lives of those who are addicted. This course will present a 5-step approach that can be used in developing greater levels of healthy and manageable intimate relationships. The course will address the negative attitudes and behaviors that the addictive process may precipitate and which result in "dysfunctional intimacy.

ADV50 Healing through Expressive Writing [3-I]

Instructor: Patricia A. Burke

Writing is a powerful tool that deepens self-awareness and insight that we pay force attention to the world, both inside and out. Individuals recovering from addiction, family dysfunction and childhood trauma, writing can help us move more deeply into our experience as it unfolded, and it is in that moment-to-moment unfolding that healing happens. This course will explore the use of a variety of expressive writing tools, including log, journaling, daily, writer, timed, writing meditation and poetry; and show how to apply them in various stages of recovery. We will begin by exploring the healing power of the meaning of the experiences that we've written about, until finally, we are able to explore how the meaning of the experiences that we've written about, and finally, we are able to explore how the meaning of the experiences.

This is an experiential course. Please come prepared to write in class. No previous writing experience necessary.

ADV51 The Spiritual Psychology of A Course in Miracles for Counselors and Therapists [3-I]

Instructor: Cheryl K. Riddle

With an increasing number of people who are in recovery exploring and using the spiritual psychology of A Course in Miracles as a framework for their recovery experience, there is growing interest in learning more about what is the most about it and how it can be helpful. In helping us to answer several of the perennial questions such as: Who am I? What am I doing here? Where am I going? The course offers lighter and more universal answers than those of many others. The course will be presented in two parts. At the same time, its messages are profound and practical.

In this expanded course on spirituality in recovery, some of the latest and most advanced material from Milestones of Hope International will be reviewed. In doing so, its potential usefulness in the personal and professional life of therapists and counselors will be explored.

Advanced School
ADV52 Being, Belonging and Doing: Critical Aspects of the Shane/Prive Experience

Instructor: Ronald Peter-Efrem and Patricia Peter-Efrem
Shane and pride experiences deeply affect the psychological well-being of all individuals, particularly those affected by their own or family members' chemical dependency. We will discuss three primary stances into these experiences: the need for belonging and sense of identity. The core needs to be, to belong, and to do (existential, social and efficacy) happens through symbols and experiential materials will be presented in this class.

ADV53 Relationships in Advanced Recovery: A New Intimacy

Instructor: Barbara Harris Whitsfield
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 brotherhood 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 four and races we tend 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 our work and our clients so that we may be fully authentic and at the same time take our center 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.

ADV54 Interacting when Addiction Affects the Professional

Instructor: To Be Announced
Addiction affects all members of society — doctors, lawyers, pilots, social workers, nurses. This course will aid in the identification of the chemically impaired professional. Discussions about various types of interventions and techniques to guide the patient back into treatment will take place. Various obstacles to be overcome in the treatment process will be outlined. Treatment techniques to overcome these obstacles will be taught. Difficulties in persuading professionals to attend 12-step recovery programs and the ego versus step 1 will be discussed. Back-to-work strategies, contracts and the issue of aftercare will be examined. Ethical and professional obligation on the part of the clinician to report to professional licensing agencies will be explored.

This course is designed to help physicians, social workers, nurses and clinicians gain experience in motivating peers to obtain the help they need.

ADV55 Food Addiction and the Alcoholism and Drug Abuse Field: Issues for Counselors, Administrators and Health Educators

Instructor: Nancy L. Fiorentino
This course will provide a basic overview of food addiction, the illness of the 90s. Participants will have the opportunity to incorporate the concepts and issues 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 will be available.

ADV60 Clinical Supervision: Principles, Practices, Processes

Instructor: Jack M. Schäibl
We will examine and experience the principles, practices and procedures 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 well as specific roles of the supervisor. 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-level training, problem-centered model, systemic model, peer model, group process model and an emerging 15-step tradition model.

ADV61 Drug and Alcohol Testing in the Workplace

Instructor: Jean Denes
This course provides an overview of the Drug Free Workplace Act of 1986 with a concentration on the role of drug and alcohol testing as a tool for the prevention and intervention of substance use in the workplace. The effectiveness of drug testing as a risk management tool will be reviewed, as will the prevalence of testing within Fortune 500 companies and current efforts to implement programs in middle- and small-sized companies. The essential elements necessary to develop an effective drug and alcohol testing program will be identified, with program samples provided for review. Discussion will include the current federal regulations that mandate drug and alcohol testing requirements within the U.S. Department of Transportation for certain personnel. The role of substance abuse professionals within the DOP program will be highlighted to include referral opportunities for client assessment, consultation, counseling, clinical drug testing and return to duty activities.

"This experience has combined the professionally relevant and the profoundly intellectual in ways that enhance one's awareness of personal diversity and potential. One leaves a more effective counselor and a more effective person."

"This was a wonderful opportunity to learn about subjects that will enhance my abilities as a professional and broaden my perspectives as a person. The program was well organized, making it even more pleasant."

Advanced School
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 1982. E.M. Jellinek, M.D., was the first director. Howard W. Ruggard 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 and 40 faculty, staff, and instructors.

The 1996 Summer School of Alcohol and Drug Studies will be the fifth-year annual session. The director of the school is Gall Greenway 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: Mary Man, 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 Werks, Ernest Shepherd and Wayne stremer, with their clients, attended the school in the first year. Tufts University in 1965. Summer School faculty helped to establish what is now the Education Section of the Alcohol and Drug Education Foundation. More recent groups to originate at the Summer School are the National Black Alcoholics Council, Inc., and the National Association of Lesbian and Gay Alcoholism Professionals, Inc. Today, the alumni are found in medical schools, federal, state, and local governmental 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, experiences, 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 current 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 work of the student, student, attendance to the outstanding resources of the Center of Alcohol Studies Library, located in Brookly and Adelphi 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 are as follows:

<table>
<thead>
<tr>
<th>Tuition and University Fees*</th>
<th>$900.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room (two types of air-conditioned housing accommodations are available: 1) double occupancy with private bath facilities, or 2) single occupancy with shared bath facilities)</td>
<td>$400.00</td>
</tr>
<tr>
<td>Meals (Sunday dinner 6/15 through Friday lunch 6/26, including 10% intermin weekend)</td>
<td>$75.00</td>
</tr>
<tr>
<td>Total</td>
<td>$1,550.00</td>
</tr>
</tbody>
</table>

A non-refundable deposit of $100 must accompany the application; this deposit will be applied toward the tuition fee upon acceptance to the school. All monetary orders for both the deposit and balance must be drawn on a U.S. bank and made payable to Rutgers, The State University of New Jersey, Master Card and VISA are not accepted for the balance on the day of registration.

Tuition fees are governmental agencies that register five or more individuals for the course, a discount of 10% is offered.

Application/Deposit
The application deadline is May 15, 1996, 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 New Jersey, must accompany the application form. The official application form at the back of this brochure must be completed and returned.

Andrea Gray, Program Assistant, SSAAS
Center of Alcohol Studies
Smithers Hall, Teas Campus
Rutgers, The State University of New Jersey
New Brunswick, New Jersey 08903
P.O. Box 7000 (401-2137)
FAX: (201) 984-3175

Scholarships
The Summer School has no scholarships funds of its own. However, it does assist in the administration of the following full scholarships: Alumni, Frank A. Rezka Memorial; and R. Brimmer-Smithers. Full scholarships cover tuition, room, and meals, but not travel. The Summer School also assists in the administration of the following scholarships which are not included in the following (not included in the following) room and meals): Selden D. Bacon; J. Seward Johnson, Jr., Charitable Trust; and New Jersey Department of Health and Senior Services Division of Alcoholism, Drug Abuse, and Addiction Services, Harrison M. Trzn, and Janet Gertinger Wooten. Applicants are required to meet the following criteria for consideration for these scholarships. Scholarship application must be received by the school by April 1, 1996. Each applicant must submit the following information:

1) A letter that clearly states his/her background and work in the field, and (3) a letter of recommendation that addresses the candidate's attributes and qualifications 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 Summer School of Alcohol and Drug Studies will receive priority consideration by the scholarship committee.

For all applicants:

1) A letter from the applicant should describe his/her work in the field, the criteria that he/she meets the above criteria and indicate how the education will benefit the applicant's work. A completed general application (found at the back of this brochure on page 6 or 8) must also be submitted.

Please note that in order to be reviewed by the tuition support committee for the following scholarships, the application must be received by the Education and Training Division of Alcoholism, Drug Abuse, and Addiction Services, New Jersey, on or before April 1, 1996. From the tuition awards to qualified individuals will be made on a first come, first served basis, subject to the best interest of the applicant to apply as soon as possible.

Summer School

for one morning course is $8275, two courses are $8275. The certificate received by an individual who is taking only one or two courses is one of 20 CEUs (30 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, 1996; however, early application is advised. A non-refundable deposit of $100, drawn on a U.S. bank and made payable to Rutgers, State University of New Jersey, must accompany the application form. The official application form at the back of this brochure must be completed and returned to:

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Rutgers, The State University of New Jersey
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P.O. Box 7000 (401-2137)
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SCHOLARSHIP
The Selden D. Bacon Scholarship will be awarded in memory of Selden D. Bacon, a leading scientist and scholar in the field of prehistoric peoples. The award will be made to a student who is attending the University of New Jersey.

J. SEWARD JOHNSON, JR., CHARITABLE TRUST
The J. Seward Johnson, Jr., Charitable Trust, will award a scholarship to an individual who is working in the field of education, treatment and prevention of young people.

MARK KELLER SCHOLARSHIP
The Mark Keller Scholarship will be awarded in memory of Mark Keller who was director of documentation at the Center of Alcohol Studies before joining the staff of The Quarterly Journal of Studies on Alcohol in 1942. It is awarded to an editor of the Journal from 1959 to 1977. Mark was a leader in the alcohol field who devoted his career to supporting research on alcohol use and related problems; he lectured throughout the United States and internationally and was active in many organizations.

This tuition scholarship will be awarded to six individuals who are working in the field of alcoholism, drug abuse, and related problems. The recipient will be selected by the Board of Directors and the Board of Directors will select the recipient based on the following:

1. The applicant may not be presently employed by the State of New Jersey.
2. The applicant must be a resident of New Jersey.
3. The applicant should be employed or active in ADOD prevention or treatment services in New Jersey. (Volunteer members of alliances are eligible to apply.)
4. The applicant should be planning to pursue certification in the treatment of substance abuse or certification as a prevention specialist with a master's degree in alcoholism.
5. The applicants annual income should be less than $50,000.
6. A letter from the applicant should describe his/her interest in pursuing further study. The letter should be addressed to the applicant's attention in the field, and (3) a letter of recommendation that addresses the candidate's attributes and qualifications in the field. Please note: It is not necessary to send in the $100 non-refundable deposit with a scholarship application.

For all applicants:

1) A letter from the applicant should describe his/her work in the field, the criteria that he/she meets the above criteria and indicate how the education will benefit the applicant's work. A completed general application (found at the back of this brochure on page 6 or 8) must also be submitted.

Please note that in order to be reviewed by the tuition support committee for the following scholarships, the application must be received by the Education and Training Division of Alcoholism, Drug Abuse, and Addiction Services, New Jersey, on or before April 1, 1996. From the tuition awards to qualified individuals will be made on a first come, first served basis, subject to the best interest of the applicant to apply as soon as possible.
in the university in which they are enrolled to obtain official approval of credit for the SSADS work. This approval is best arranged at least one year prior to anticipated enrollment in 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 (6 CEUs equivalent to 90 hours) can be applied toward addictionism 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.

**Courses**

- **Counseling**
- **Addictionism**
- **Substance Abuse**
- **Alcohol and Drug Abuse**
- **Counseling Techniques**
- **Group Counseling**
- **Supervision**
- **Ethics in Counseling**

**Daily Time Schedule**

- **Monday-Friday**
  - 8:00 - 10:00 a.m. **Class**
  - 10:15 - 12:15 p.m. **Class**
  - 12:30 - 1:30 p.m. **Lunch**
  - 2:00 - 3:00 p.m. **General Lecture or Special Interest Seminar**
  - 3:00 - 5:00 p.m. **Special Interest Seminars**
  - 5:00 - 7:00 p.m. **Supervision or Special Interest Seminar**

- **Sat.**
  - 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 general lecture/special interest seminar schedule will be distributed during orientation. Special interest seminars are scheduled as usual; certificates will be awarded immediately following classes.)

“**It was an experience I will never forget. I look forward to returning the benefits I received to the field of social education, prevention, and treatment.”**

**Summer School**

**Courses**

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**Instructor:** Florence Edstein

**An introduction to the ways in which everyday lives contribute to the development of alcohol and drug problems.**

**Instructor:** Professor [Name]

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

**Instructor:** Professor [Name]

**Screening, Assessment, Diagnosis for Alcohol and Drug Abuse**

**Instructor:** Professor [Name]

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

**Instructor:** Professor [Name]
SSS67 The Intervention Process
(For persons who wish to use professional intervention techniques on a limited basis.)
Instructor: Jürgen (Scott) Nixon
The methods demonstrated are based on the Johnson Institute model of intervention. This 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 and remove it. The course covers family interventions and interactions at the workplace. The aspects of dual intervention and co-dependence intervention technique will also be touched upon. The participants will practice and test their understanding and skills through simulated interventions. The course will also cover

SSS68 Brief Therapy Techniques in Chemical Dependence Treatment
(For those interested in counseling and providing treatment for chemically dependent individuals and families.)
Instructor: Nick Irish Meyer
Faced with shortened residential treatments and restrictions on inpatient services, treatment providers are finding it necessary to develop 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 application in chemical dependence treatment.

SSS69 Motivational Counseling and Addiction
(For psychologists, counselors, and other health professionals who wish to work with a wide range of patients and their families.)
Instructor: Bette Anne Walkeiata
This course is designed specifically for practitioners who work with clients prior to or on the very early stage of addiction, and who wish to develop and enhance their skills in motivational counseling. The course will cover core concepts, strategies, and techniques for working with chemically dependent clients. A clear theoretical and functional framework will be developed to help clients understand the nature of addiction and the process of change.

SSS70 Active Techniques in Recovery Counseling
(For alcohol counselors, mental health therapists, and friends and families of recovering clients.)
Instructor: Patricia S. Peter-Eyen
Substance abuse clients and family members often struggle with depression, anxiety, irritability, problems in cognition and reaction, and reactive and compulsive behavior. The course will help clients overcome the obstacles to recovery and develop healthy habits. It will cover the use of techniques that focus on thoughts and feelings, relaxation, and communication. The course will also address the impact of addiction on relationships, and how to create a supportive environment for clients.

SSS71 A Wellness Model of Addiction Treatment
(For those who would like an introduction to the psychology of Carl Jung, especially as it relates to addiction.)
Instructor: John E. Davis
C.G. Jung was a seminal figure in the development of the ideas of the unconscious mind. His theory of archetypes and the concept of spiritual awakening. Using the insights of Jungian psychology, this course will address addiction treatment from the view that every individual is deeply involved in a personal struggle for wholeness. The course will examine how to bring consciousness to the personal unconscious and learn to integrate these dynamics with our psychological and behavioral functions. The course will provide tools to move clients from addiction to wellness and well-being.

SSS72 Counseling the Chemically Dependent Adolescent
(For counselors, mental health professionals, teachers and others who are interested in expanding their skills in working with adolescents and their families.)
Instructor: Gwen Oldsley
Adolescents and their families are often confronted with the difficult task of dealing with the onset of addiction. The course will explore strategies for identifying, assessing, and treating chemical dependency among adolescents, and for counseling them and their families to accept treatment and avoid relapse. Topics will include: adolescent chemical dependency, the family and adolescent, critical path management, the adolescent in group, help for the helper, suicide, and relapse prevention. The course will feature lecture, role play, discussion and small group work.

SSS73 Therapeutic Strategies for Hispanic/Latino Clients
(For those who are working with Hispanic clients, for individuals who are working with Hispanic clients.)
Instructor: John Fuentes
This course will begin with a discussion of the socioeconomic and cultural roles of Hispanics play in New Jersey. Topics will include: determinants of illness and responses, modes of communication, language, and cultural techniques. Students will make an appropriate intervention, measuring the psychological impact of immigration and taking advantage of Hispanic cultural traits during treatment.

SSS74 The 12 Steps as a Therapeutic Tool for Counseling the Chemically Dependent and Co-Dependent Individuals
(For persons who wish to expand their skills in counselor-supervisor relationship, counseling and guiding recovery in specific behavioral objectives.)
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. The course will explore the specific treatment efficacy of the 12 Steps and how they relate to Gestalt therapy and practice. The course will be presented on a four-person level. Lectures, case studies, discussions, role plays and individual small group experimental work will be used. Participants will also be encouraged to form a community to participate as counselors, clients and observers.

SSS75 Practical Group Techniques and Approaches for Counseling Alcoholics
(For persons with some group counseling or group facilitation experience and knowledge of alcoholism.)
Instructor: Dena G. Fossman
Using an interpersonal approach as the basic philosophical perspective, this experimental and didactic course will integrate group process, group development and interpersonal theory and techniques and approaches to alcoholism in the group context. Some of the topics to be experienced and explored are trust, dependency and trustworthiness, congruence, group norms, the group as metaphor, the conditions for change and control, and the role of the counselor and facilitator.

SSS76 Relapse Prevention Strategy
(For those who want to understand and apply strategies for working with people who are in danger of returning to chemical dependency [and their families].)
Instructor: Dan Meyer
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 school of thought that are defining the disease, the recovery and the relationship with chemical dependency clinically on the biopsychosocial model developed by Terence T. Gorski. Participants will learn to assess sobriety-based symptoms of chemical dependency and develop a new warning system. They will also practice intervention and prevention skills. The course will also include treating the affected family and briefly examine ways of viewing the psychologically dependent person within his or her family system.

Teaching methods will include participation lectures, video, role plays, discussion, group discussions, assignments, readings and role plays.

SSS77 Beyond Addiction: Counseling for Transformation
(For counselors who are engaged in counseling projections or counseling clients in the second and third phases of recovery.)
Instructor: Albert McNea
Following the initial recovery phase, many clients report an underlying pattern of relating similar to their addictive behavior and often with similar negative outcomes. The second phase of treatment is of an emerging conflicts and issues such as, self-esteem, role, family, and issues of spiritual or religious development. The course will explore and discuss the process of therapy to explore and identify the underlying issues and develop strategies for self-acceptance rather than self-admission via the use of reframing, visualization, and creative self-expression.

SSS78 Self and Soul
(For clinicians and others who work with chemically dependent adults in individual and group therapy.)
Instructor: Patricia A. Burke and Bruce Currah
Self is the collection of all of our life experiences. Soul is the essence of our being and is our connection to the environment in a day-to-day basis. Soul gives us meaning and purpose in our live, and helps us celebrate and connect with others.

The journey of healing from chemical dependency begins with experiencing our woundedness and discovering the energy and passion that has been “touching into” the greater wisdom of the soul. We are able to face these traumas and fully engage our relationships and communities with greater clarity and a cleaner sense of our place in the world.

This course will explore the meaning of self and soul in the context of chemical dependency and the relevance of these concepts in psychology. It will seek to integrate a variety of perspectives on the healing process including humanistic/existential and psychodynamic approaches, deep energy work/co-transpersonal psychology and concepts of self and soul as the basis for exploration, topics for the class will include presence, woundedness, authenticity and the journey towards a greater connection with the soul.

SSS79 Empowering the Self in Recovery
(For clinicians working with men/women in recovery.)
Instructors: Elizabeth D'Angelo LaPorte and Gloria Merritt
This course will help clinicians empower their clients to perceive themselves as sovereign beings. It will provide an opportunity for the therapist to deepen his/her conceptualization and understanding of relationships, families, work situation and career in 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 family system from multigenerational and life cycle perspectives.

Sitting position, ethnicity, gender, triangle, 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.

SS80 Spiritual Awakening When the 12th Step Happens for the First Time [1]
(For anyone interested in the phenomena of the near-death experience in relation to addiction counseling.)
Instructor: Barbara Hawkins Field
While the near-death experience (NDE) often happens when one is close to death, research now confirms other triggers bring the dead back from the dead. Among these are strokes, major injuries, surgery and medical treatments of cancer. For others, the NDE occurs after major loss or death of loved one, through peak experiences in childhood, or spontaneous. As man is in the recovery field heal many heal, our solutions to the spiritual crisis perceived through personal experiences and synchronicity. Episodic of this kind have been described in sacred literature of all ages as a result of meditatively and spiritually experienced thoughts along the mystical path. Whether through a sudden experience or, more gently, through our own growth, spiritual awakenings that do not adhere to traditional religious tenets 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.

SS81 Post Traumatic Stress Considerations in the Treatment of Addiction and Addiction Population [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 disorder (PTSD) in an addiction population. The sessions will focus on the symptoms and effect of post-traumatic stress as well as treatment techniques in aid in the treatment process.

This course will initially outline a theoretical and philosophical framework regarding the treatment of post-traumatic stress disorder. The research related to the role of post-traumatic stress and its effect upon the stages of recovery will be outlined. The role of the counselor/therapist and techniques of a treatment modalities will be presented to provide practical applications in outpatient and inpatient settings.

SS788 Teaching of Disability Affected by Chemical Dependence [3]
(For clinicians from all disciplines working with individuals with relationship problems affected by chemical dependency.)
Instructor: Pajib Rash
This course will help the gap between chemical dependent and human sexuality in order to enable clinicians to formulate and enact effective treatment plans for clients with a wide range of chemical dependency and sexuality problems related to chemical dependence. Topics of discussion will include male and female sexuality, sexual identity, relationship dysfunctions, barriers to intimacy in the chemically dependent family, sexual dysfunctions, boundary and role difficulties, shame and intimacy, locus, differences in expression of aspiration and attachment in men and women, marital and relationship problems and building healthy dyadic and family relationships.

Case studies for treatment planning purposes will focus on the specific population; e.g., recovering men and women, co-dependent, and young and adult children of substance abusers. Methodology to include case studies, discussion, case history analysis and audio/visual presentations.

SS83 Crisis Intervention with Adolescents and Children and Spouses of Alcoholics with Problems in School and Work Settings [9]
(For mental health professionals who work in school, workplace and agency settings, counselors and therapists.)
Instructor: Mit Stadler
Growing up or living in a family with an alcoholic parent or guardian may affect a person's ability to cope with certain situations in school or at work. This family environment can have very difficult stresses that require the development of particular coping styles, defenses, personality characteristics and trigger points that can directly affect how the individual copes with certain pressures in these settings. Not only will he/she have difficulty coping, the school and workplace will also have difficulty coping with him/her.

This course will teach the skills needed to conduct effective crisis intervention with children, adult children and spouses of alcoholics. It will examine those experiences in an alcoholic family that lead to crisis vulnerability in school or work situations. The link between these family experiences or situations in the settings (characteristics) that lead to them and implications for intervening. It will also provide the skills needed to counsel systems and professionals to be "crisis intervention friendly."

SS84 Alcohol and the Criminal Justice System [8]
(For counselors, policy makers and criminal justice professionals who deal with alcoholics offenders.)
Instructor: William J. Kane
This course will include the following topics: the nature and impact of alcoholism, as it affects the criminal justice system, introduction to alcoholism as defenses to crime, blackouts and respond defensively, police intoxication, drunk driving, domestic violence, juvenile justice, evidence in legal cases, alcoholism and the death penalty.

We will also look at how the following interact with the criminal justice system: police, attorneys, courts, pre-trial diversion, probation, parole, prison and alcoholism and the death penalty.

SS85 Ethics, Boundaries and the Addiction Counselor [6]
(For alcohol/drug counselors who are in the process of initial certification or re-certification and need to satisfy the requirements for ethics training.)
Instructor: Ann Cronley
This course helps counselors to clarify their own professional boundaries. This is necessary in order to be better prepared to develop quality addiction treatment services to clients. The course is also beneficial for those who are in supervisory positions. It examines the issue of boundaries of the addiction counselor and discusses other issues that can compromise a client's trust. Issues include the counselor's role and identity, ethics in counseling and the use of attitudes.

Lectures are kept to a minimum. The focus of the course is small group discussions utilizing case studies and simulated situations to solid the student in recognizing an ethical dilemma and reaching a decision based upon sound health care ethical theories.

Summer School

SS88 Reducing the Risks: Alcohol Use Among College Students [9]
(Instructors: Thomas Griffin and Roger Smedfall
Alcohol use among college students continues to be a serious issue affecting academic performance, social relationships, campus safety and student health. This course will examine the rationale and use of prevention programs among traditional-age college students, campus alcohol and other drug policies, campus interventions and intervention pro- gram and promising prevention strategies currently being implemented on campuses. This course will focus on unique needs and resources of campus attention will be paid to assessment of needs, program planning and design evaluation. Campus-community relationships will also be explored with special attention given to collaborative program planning and service delivery.

SS89 Community Advocacy and Coalition Building Amongst Health Care Providers [7]
(For health professionals and community activists with responsibility for health care reform in the health field.)
Instructor: John Powney
This course is designed to enhance advocacy and coalition-building skills of participants involved, or interested in being involved, with community health issues. The course will present organizational and implementation issues, techniques and strategies needed to assist participants in identifying strategies to address and overcome individual, organizational and societal barriers in order to become effective advocates.

SS90 Children of Alcoholics: Issues and Techniques in Prevention and Therapeutic Programming [9]
(For professionals working with children of alcoholics in prevention and therapeutic programs.)
Instructors: Elizabeth D'Angelo LoPorto and Gloria Merritt
This course will focus on the special issues and specific techniques in the prevention and therapeutic programming of children of alcoholics. The course will address the issues that arise from four through eighteen. The alcoholic family system, its impact on young children and common mental health problems of children of alcoholics will be explored. Prevention and education programming, family therapy and individual and group treatment with this population will be each examined. Many of the preventive and therapeutic techniques are integral parts of this course. The techniques to be presented are those with concrete tools to enhance their work with children.

SS81 Short-Term Emotionally Expressive Therapy and Chemical Dependency Recovery [3-4]
(For psychologists who are experienced in counseling and who work with chemical dependent individuals and families.)
Instructor: Bruce Currie
Chemically dependent and co-dependent people carry a variety of "unlearned" behaviors from both addiction and childhood environments. The therapist's attitude is a powerful factor in the unresolved and unexpressed emotion. This course will present a paradigm for assisting individuals to be aware of, express and work through their emotions that result from trauma: sadness, anger, fear and shame. The inability to
experience one or more of these emotions blocks an individu-
ality's ability to access a wide range of other feelings. Additionally,
individuals who experience emotional suppression are at risk of
re-experiencing the emotions associated with traumatic un-
finished business.

The challenges focus on three contexts of emotional expres-
sion in recovery: early recovery, grief reactions and emotional
expression as a manifestation of character structure that
emerges in response to traumatic events. Understanding the
appropriate responses 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, expe-
riential therapy and interpersonal therapy is integrated. Expe-
rimental and interactional learning methods are emphasized in
the course along with brief lectures, demonstrations and
self-rated readings.

S892 Crisis Intervention Counseling
[5]
*For (drug and alcohol) counselors, therapists and other professionals who need to be able to manage crises as
well as be able to assist clients in developing a plan to manage crises.*

Instructor: Gwen Olszkay

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 disturbing aspect
of the client's crisis. This course will focus on tech-
niques that counselors can use to help the client solve the
immediate problem. Paradoxes for professional counselors
will be discussed. Course objectives are to be familiar with
feeling crisis associated with the crisis and to gain cogni-
tive control will be discussed and practiced. We will explore
tools that can be used to reduce anxiety, life cycle crises affecting
those who are addicted and recovering, and the impact of
the crisis on the counselor as well as the client.

S893 Alcoholism Counseling from a
Cultural Perspective
[9]
*For all practitioners who work with clients from various cultures and backgrounds.*

Instructor: Gloria Booressa

Cultural influences affect every aspect of our lives. This
course is designed to provide a framework of understanding individu-
al development and behavior. Also, students will be exposed to
examining cultural issues in alcoholism counseling. Major
cultural correlates will be examined including family struc-
ture, gender differences, role definitions and environment.
The course 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
toward cultural diversity and its effect on all aspects of care
from prevention to rehabilitation.

S894 Oppression and Alcoholism: Working
with African-American and Hispanic-American People
[9]
*For clients interested in working with these populations.*

Instructors: Ronaldo L. Pignora and Gregory Birdsey

This course will examine the special needs of acculturating and
immigrant groups, explore similarities between the
addicted family system and the oppression family system,
and sociological perspective will be provided as a
foundation for understanding the correlation between
alcoholism and oppression, the impact of racism and 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 a general treatment setting. The particular attention
will be given to exploring spirituality and healing in African-
American and Hispanic-American communities as they per-
ceive their addiction.

S895 Motivational Counseling and Addiction
[3-4]
*For counselors, therapists and other health and hu-
man services professionals who work with a general client
population.*

Instructor: Betse Ann Weislaet

This course is designed specifically for practitioners who work
with individuals who have an early stage of addiction.
Treatment focus will be on how to diagnose and motivate
clinically dependent clients. A clear theoretical and func-
tional distinction will be made between abuse and addiction.
In addition, a new comprehensive model of denial will be
proposed, along with specific techniques that will help the
practitioner to identify their own belief systems and understand how these
beliefs impact their personal lives and influence their profes-
sional roles and family relationships. The emphasis 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 cases, and
discussion.

S896 Assessment and Treatment Planning
for Addictive Problems-Clinical Psychiatric and
Personality Disorders
[9]
*For substance abuse counselors, mental health professionals and other professionals involved in assessing and treating
chemically dependent and psychiatrically impaired individuals.*

Instructor: Mark C. Wollens

This course is intended to provide a framework for addressing
the specialized treatment needs of the chemically dependent
client who also suffer from psychiatric and personality
disorders. The course will provide the student with a
comprehensive awareness of the client. This course will focus on effective treatment ap-
proaches for patients with dependent, narcissistic, antisocial, schizoid, and other personality disorders. The appropri-
ate utilization of non-addicting psychotropic medications will
be reviewed. An actual case study will be analyzed for the
development of the client's case formulation and the
Integrated Assessment Plan. The student will develop a
specialized treatment plan for the patient. The utilization of specialized treatment
program meetings (i.e., Double Trouble) will also be
discussed.

S897 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"
approach to working with alcoholics, alcoholics engaging in counseling with 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 expe-
triencing a crisis (e.g., relapse, divorce or outside pressure to
terminate treatment). The session will use the experiential
language and techniques of RET to explore the client's
belief system and the personal and social factors that
may precipitate the crisis. This course will be used to
prepare students to use RET in a crisis setting.

S898 The Group Process as a Therapeutic Tool
for the Alcoholic and the Drug Addict
[3-5]
*For (drug and alcohol) counselors, therapists and other
professionals who have problems with alcohol and other drugs.*

Instructor: Thomas C. Dornbos

This course is designed as a didactic and experiential process
that utilizes Gestalt therapies and the 12 Steps of Alcoholics
Anonymous. The course will help the participants
to identify their own belief systems and understand how these
beliefs impact their personal lives and influence their profes-
sional roles and family relationships. The emphasis 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 cases, and
discussion.

S900 Customer-Friendly Group Therapy
[3-4]
*For (drug and alcohol) counselors, therapists and other
professionals who have problems with alcohol and other drugs.*

Instructor: Nikis Irisik Moyer and Don L. Moyer

This will be an interactive seminar; participants will learn about
and experiment with user-friendly, supportive group process.
Participants will be expected to participate fully and to
understand the group and problem-solving group. This class will consider
the dynamics of group focus, alliance and cohesion.
Course activities will include lecture, discussion, videos
and hands-on experimentation with various group
approaches.

S910 Integrative Therapy Techniques
[3]
*For clients and those working with individuals or
small groups in an educational or counseling setting.*

Instructor: Jon Rude

Integrative Therapy Techniques are those that help addicts
address their addictions at all four levels of behavior: cogni-
tive, emotional, electrical and biological. This course will
focus on approaches that are found to be effective in
working with the client at all these levels in order to break through the
detours and attain the addiction. If any level is left
unattended, rehabilitation will be incomplete.

S911 Adult Identity Development:
The Heart of Recovery
[3-4]
*For counselors and other professionals who wish to increase
their skill and sensitivity in addressing adult identity
issues.*

Instructor: Jon Rude

Forming one's identity is a complex and difficult task of
determining who one is and what that means. People who are
struggling with chemical dependency face major identity
issues and problems. This course is designed to provide a
theoretical orientation to identity as "social (drinkers) or us "occasional" or "recreational"
"drunk." Such terms are stigmatizing and require people to
rethink or redefine their identity, often with attendant shame
and stigma. Oppressed people experience identity issues, especially
about race, gender and sexual identity, can improve and/or
threaten people in recovery. They can disrupt people's at-
ttemps to work their program, make them question them-
selfs, and can keep people from doing what it takes to get out their fears—
conditions that can lead to relapse.

This course will examine the current thinking on adult
identity development. Particular emphasis will be placed on the differentiation of how
 counselors can use their knowledge and experience to guide clients on the difficult but rewarding path of adult identity
development.

S913 Journey to Manhood: Men in Recovery
[9]
*For counselors and therapists who are interested in developing a male community dedicated to identify and
serve men's recovery needs.*

Instructor: Albert McNamara

Self-definition, intimacy needs, relationship to work, male communi-
cation, and gender roles are often left unattended by men in recovery. The results of this self-
segregated experience can be damaging to those who are
men in recovery. This course will examine needs fulfillment from a male perspective through an
exploration of beliefs regarding enactment, nurturance, re-
 sponsibility, aggression and competitiveness. Utilizing methods
such as visualization, myth exploration, culture 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
help themselves and each other.

S915 Simply Being: The Appropriate Use of Self
in the Therapeutic Relationship with the
Chemically Dependent Adult
[3-4]
*For (clerics and other people who work with chemically
dependent adults in individual and group therapy).*

Instructor: Patricia A. Waite

Chogyam Trungpa, a Tibetan buddhist teacher, has said that
the basic work of health professionals in general and psy-
chotherapists in particular is to help people realize
and inspire full human-beingshood in people who feel stunted about their
lives. This experiential course will allow participants to explore personal relationship issues and
become aware of the fullness of human-beingness that inhibits their con-
fidence and ability to be fully present. The course will then provide experiences that can develop specific
skills in the appropriate use of self in individual and group process with chemically dependent adults.

This experiential course will be drawn from diverse spiritual and psychotherapeutic practices such as
Tantra, Buddhism, puppet work/shadow, body-centered psyche-
otherapy, self-inquiry, guided visualizations and meditations,
and social work methods. We will explore the use of exper-
iential techniques such as narrative inquiry, the development of a spiritual practice of mindfulness, breathing techniques, small-
group process and inner journeying through writing as path-
ways to self-discovery and the development of the integrated self as a helperto service in others.

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

The 1996 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 listing for specifics.

Costs

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

Tuition...
$450.00
Room...
(2 types of air-conditioned housing accommodations are available: 1) double occupancy with private bath facilities, or 2) single occupancy with shared bath facilities)
175.00
Meals (Sunday dinner through Friday lunch)
150.00
Total...
$775.00

Scholarships

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

Funding support: from the New Jersey Department of Health, Division of Alcoholism, Drug Abuse, and Addiction Services, enables the school to offer tuition support to a limited number of applicants. The criteria for the applicant:
- Applicant must be a New Jersey resident.
- Applicant must be employed or active in ATTD prevention or treatment services in New Jersey.
- Applicant should be planning to pursue certification in the treatment of addictions or certification as a prevention specialist.
- The applicant's annual income should be less than $50,000.

Letter from applicant should indicate interest in being considered for tuition support, should certify that he/she meets the above criteria and indicate how the education will benefit the applicant's work. A completed general application (found at the back of this brochure on page 53 or 54) must also be submitted.

Please note that in order to be reviewed by the tuition support committee, the applicant must complete the application form together with the request for funding. The application form must be received by the Education and Training Division of the Center of Alcohol Studies on or before May 1, 1996. Notification will be made to qualified individuals who will be made on a first come, first served basis, it is in the best interest of the applicant to apply as soon as possible.
COURSES

Students are expected to register for two courses. The courses should be selected in the student's special areas of interest and qualification. Each course will meet formally for two hours per day for a total of 10 hours, except Prevention through Community Empowerment: Implementation and Development Skills for Creation and Maintenance of Grass Route Prevention Efforts (Course No. NJ108) which meets for four hours per day for a total of twenty hours. Students accepted into the course will take only one course. Class times are 8:00 a.m. to 10:00 a.m. and 10:15 a.m. to 12:15 p.m.; the courses are grouped by time frame.

Alcohol and Drug Counselor Certification/Recertification

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 Care 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 Psychology and Pharmacology of Alcohol and Other Drugs (Jeet and Blicke)
11 Individual and Group Counseling Topics
12 Nicotine Addiction and Dependency and Treatment
13 Compulsive Gambling

Prevention Certification

The courses submitted for approval to the New Jersey Certification Board for the Certified Prevention Specialist and Prevention Associate are denoted by (P) after the course title.

Other courses that would fill the required 56 hours of fundamentals of alcohol, tobacco and other drugs for prevention certification are marked as Education Topic 1.

8:00 A.M. - 10:00 A.M. (NJ108 - NJ141)

NJ108 Prevention through Community Empowerment: Implementation and Development Skills for Creation and Maintenance of Grass Route Prevention Efforts (The Educational Topics are as follows: 10 hours in #6, 4 hours in #1, 4 hours in #7, and 2 hours in #9. (P) 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 administration of community-based 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. Course content topics 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-wide efforts to expand their skills and abilities in, and awareness of, the needs of community-based prevention programs.

NJ110 Resiliency and Prevention (P) [6]

Instructor: Calvin Chatto

General Overview: Resilience shifts our focus from "risk and damage" to empowerment that is capable of transforming the field of addiction. This course presents a developmental perspective to resiliency and guides participants in a discovery of their own narrative in prevention settings.

General Goals: Participants will be able to (1) identify factors of resiliency at various developmental levels and (3) demonstrate a shift in focus that emphasizes resilience to prevention work.

NJ110 Alcohol and Other Drugs on the College Campus [9]

(P) for administrators, counselors and all others concerned with drug abuse prevention on campus.

Instructor: Bruce E. Deonno

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 toward 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 on 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 emotional concerns; and counseling and 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 Employer Assistance Program for faculty and staff.

General Goals: To familiarize participants with the broad range of issues associated with campus prevention programs and to provide ideas and skills for addressing them.

NJ111 Community Advocacy and Coalition Building for Prevention Issues [17]

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

Instructor: John P. Pemberton

General Overview: This course is designed to enhance advocacy and coalition-building skills of participants involved in, or interested in, work with community health issues. This course will present organization and implementation processes, techniques and processes. The course is geared to
NJ114 Addiction in the 1990s [1]

For program administrators, policy development personnel, health care providers, nurses and counselors with experience and/or training in addiction.

Instructor: Nancy L. Fiorentino

General Overview: This course will review the process and the content on addictions contained in Health New Jersey 1990 and the State Health Plan Addictions Chapters. The American Society of Addiction Medicine Patient Placement Criteria (ASAM-PPC) will be described and defined including various methodologies in use among agencies for measuring severity of illness. The role of the criteria as a managed care tool will be reviewed. Development of criteria for addiction in the nineties will be described. The Health Care Reform Act of 1992 will be the current discussion of the National Health Insurance, Mental Health and Addiction 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 task force goals; (2) to review the ASAM-PPC as a method to assist in the development of the criteria. Addictive eating disorders criteria will be included. (3) 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 addiction. (4) 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 New Jersey.

NJ115 The Addictive Process [1]

For anyone wanting a basic understanding of the addiction process.

Instructor: Craig Sakkos

General Overview: This course will start from the basic premise that although all addictions are different they have one thing in common; they are all a consequence of what we call addiction. The course will explore the development of the addictive personality and the infrastructure that is a necessary component in addiction and will explore the differences between compulsions and additions. After a foundation has been set, the course will look at the major differences between the chemical addictions (alcohol and drugs) and the behavioral addictions (gambling, overeating, spending, etc.) and finally, a basic understanding of the elements and principles that make up what we call recovery.

Topics covered will include: primary versus secondary addictions, objectification process, negative conversion experience, ritualism of addiction, mutual vulnerability, limited outcomes and addiction skills.

General Goals: To familiarize participants with the addictive process and the by-products of addiction.

NJ116 Psychological Basis of Dependency [1]

For treatment agency staff and those generally interested in the psychology of addiction.

Instructors: Ronald J. Gudat and David G. Hall

General Overview: This course explores the mechanisms and factors of addiction and dependency with a specific focus on the psychological basis of dependency as it is ethically progressing by the disease theorists and the social-contextual theorists. Alcohol and drug abuse treatment approaches will be discussed. The model for understanding the processes is presented with special emphasis on implications for the treatment of the dependent individual. Treatment methods will also be discussed.

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

NJ117 The Enneagram: A Self-Assessment Tool [2]

For substance abuse prevention and treatment professionals.

Instructor: Fred Maddalen

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 as well as for personnel of other related social service agencies.

NJ118 The Diagnosis and Treatment of Chemical Dependency Disorders [2]

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

Instructor: Mark C. Wallen

General Overview: This course will provide participants with an opportunity to acquire some basic knowledge of and develop basic skills in assessing and referring patients with chemical dependency disorders. The first part of the course will focus on the essentials of scientific dependency with a review of diagnostic evaluation procedures and treatment components. Vignoted case histories will exemplify these issues. The last part of the course will focus on dealing with the treatment process. Treatment planning and intervention techniques will be developed with a review of a physician and medical student involvement as a result of chemical dependency disorders.

General Goals: To provide participants with the basic concepts necessary for 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.

NJ119 Using the ASAM "Patient Placement Criteria" for the Treatment of Psychosocial Substance Use Disorders [1]

For drug and alcohol counselors, other clinicians, EAPs and others who are responsible for initial assessment, determination of need for referral, treatment and determinination of length of stay.

Instructor: Jean Cacou

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 review. Recent developments in 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 potential treatment plans: the treatment plan formulation process for more intensive types of treatment interventions in order to meet patient's acute need; the need for greater emphasis on the continuum of care, including a proposed clinical transfer system; and ways to work more effectively with managed-care organizations. ASAM criteria will be defined and the specific criteria that will be paid to the ASAM "Patient Placement Criteria" for the Treatment of Psychosocial Substance Use Disorders will be discussed. Those criteria will be discussed and their application 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.

General Goals: To provide participants with an understanding of, and the ability to use, an organized system for assessing the level of need of the alcoholic and chemical dependent individual, and the treatment goals of the patient. To determine the names 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 length of stay; and to develop strategies for dealing with limited resources. These strategies can be used to treat patients in shorter lengths of stay or fewer visits.

NJ120 Working with the Alcohol- and Drug Affected Family [3-F]

look at the alcohol and drug affected family with an understanding family dynamics as a major context in which alcohol and drug abuse takes place.

Instructor: M. Solovick

General Overview: We will explore fifteen concepts of a healthy family in order to understand the deficits of the alcoholics or drugs clients and the affective family. The curricu- lary family therapy concepts we will discuss the assessment and treatment of the family as a unit and the individual within a family. Family dynamics, including the role of the family in understanding family communication, intimacy, negotiation, problems, and disputes. We will examine the process of the psycho-social transmission of chemical abuse through rituals, routines, roles and rules. We will examine the connection between family values, family systems, and alcohol and drug abuse.

General Goals: To understand the multiple processes that occur in the family when a family member has a problem. To effectively assess family dynamics according to current models and reimbursement. Develop ways to change family dynamics that support alcohol- and drug abuse.

"This is my second year sharing the Rutgers experience! I hope to be back again and again. I return home with a wealth of knowledge, fun, and friendship. Both times the experience was always different and intensively wonderful."
NJ121 Models and Theories of Alcoholism and Addiction

Instructor: Albert McNamara

General Overview: This course is designed to examine the theoretical frameworks that are utilized in identifying and treating alcoholics. Throughout the course, we will explore the alcoholism treatment, case study review, and research in the area of alcoholism, and how these factors influence treatment outcomes. This course will provide a comprehensive understanding of the various theories and models of alcoholism and addiction.

NJ122 Couples in Recovery: A Model of Treatment

Instructor: Betty G. Gabriel

General Overview: Couples have an extremely difficult time making it through recovery together, and professionals have an even more difficult time treating these couples. Consequently, the material presented in this course is highly practical and is designed to present a pragmatic framework for understanding the complexities of couples in recovery. The course will examine the role of family, friends, and social support systems in facilitating recovery.

NJ123 Direct Strategies in Substance Abuse Counseling: Alcohol and Other Drugs

Instructor: Elizabeth Scott

General Overview: This course provides a framework for understanding alcoholics as they apply to therapy with alcohol and other drug-abusing individuals. Cognitive and behavioral theoretical approaches to assessment and intervention will be presented. This course will focus on the specific skills needed for working with clients who have substance use disorders and provide an overview of the various interventions used in the treatment of substance use disorders.

NJ124 Alcohol and Other Drug Counseling: A Cultural Perspective

Instructor: Colette Leon

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 American clients. Topics to be included are: a brief historical overview of alcohol abuse among African Americans; treatment issues with women; youth; and families; motivation; and the influence of race and culture in treatment. This course will include lectures, class exercises and group discussions.

NJ125 Addressing Family Issues in the Treatment of Alcohol and Drug Addiction

Instructor: Diane M. Rabinov

General Overview: This workshop will focus on the family dynamics of the addicted person and the impact of addiction on family members. We will examine the various issues that family members face during addiction and recovery, and how to identify and address these issues effectively.

NJ126 The Relational Model of the Treatment of Addicted Women

Instructor: Mary Anne Rouse

General Overview: To be successful in treating addicted women, professionals must consider the relational, multi-dimensional, interpersonal nature of addiction. This course will be explained by means of lectures, application to participants' work settings and case presentations. The Self-in-Relation model provides professionals with a critical framework for understanding, empowering and treating alcohol- and drug-dependent women.

NJ127 The Group Process as a Therapeutic Tool for the Alcoholic and the Drug Addict

Instructor: Thomas C. Desmond

General Overview: This course is designed as a didactic and experiential learning experience. Students will gain an understanding of the 12 Steps of Alcoholic Anonymous in a group process with alcoholics and drug addicts. It will help the participants identify their addictions, and to understand how these beliefs impact their personal lives and influence their professional lives.

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

NJ128 Alcohol and Other Drug Counseling: A Categorical Perspective

Instructor: Joe Leon

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 American clients. Topics to be included are: a brief historical overview of alcohol abuse among African Americans; treatment issues with women; youth; and families; motivation; and the influence of race and culture in treatment. This course will include lectures, class exercises and group discussions.

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

NJ129 Action Methods and Addictions: Creative Group Techniques

Instructor: Barbara Lynn Eisenstadt

General Overview: This interactive course will demonstrate a series of culturally diverse, progressive, skill-building, experiential, and creative group therapy modalities. Participants will learn the use of interactive creative group therapy techniques in an effort to build stronger group cohesion and communication; serve as therapeutic tools to resolve the identified conflict; and lead the treatment of addiction.

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.

NJ130 You Take the High Road and I'll Take the Low Road: 15 Steps and Other Alternative Programs

Instructor: Mark Belanger

General Overview: For substance abuse counselors, student attendance, EAPs, healthcare providers working with addicted individuals, and persons seeking general knowledge regarding recovery from addictive behavior.

General Goal: To help students understand the various treatment options available for addiction.

NJ131 The Psychology of Affect, Emotions and Feelings in Recovery

Instructor: Charles L. Whited

General Overview: Learning more about our inner life is important in order to be able to differentiate our selves from others, and sometimes difficult. Understanding our inner self can feel as though we are trying to learn a foreign language. This course will provide an understanding of emotions and their development, and how to feel and express them. It will also provide strategies for coping with difficult feelings and situations.

General Goal: This course will describe some of the psychological dynamics of feelings from a cognitive and experiential perspective. As examples of painful feelings, we will focus onnumerous, fear, shame, anger (including resentment), guilt, sadness, hurt and confusion, and how to use each of these in the recovery process. As examples of joyful feelings, some aspects of the psychology of peace, joy and serenity will be described.

NJ132 Spirituality and Transpersonal Psychology as a Treatment Modality

Instructor: Allen H. Smith

General Overview: For (any person who works in the field of addiction, other drug programs or other chronic illness.

General Overview: Amongst the many professions in the recovery field, the term spirituality has remained vague and difficult to define. This course will examine the definition of spirituality and its impact on addiction recovery. The course will begin with a discussion of the origins of spirituality and how it is defined by different religious and cultural perspectives. The next section will focus on the role of spirituality in addiction recovery and how it can be integrated into treatment programs. The course will also explore the relationship between spirituality and addiction recovery and how it can be used to support clients in their recovery journey.

General Goals: The spiritual-experiential approach is an approach that is synthesized from many sources including self-help groups, ancient and modern religious systems (Western and Eastern), and other spiritual traditions and practices from humanistic and transpersonal psychology. Experiential exercises such as guided visualization, intuitive writing, and self-discovery exercises are used to help participants gain insights into their own spiritual beliefs and practices during recovery from alcoholism, other chemical dependence and co-dependence, it will be helpful for all illnesses. It defines and identifies the characteristics and behaviors that are associated with spirituality in recovery relates to psychology and to organized religion. Joseph Campbell's approach to spirituality will be reviewed.

NJ133 Clinical Training in Nicotine Dependence Treatment: Treatment Planning and Family Systems

Instructor: John S. Bermea

General Overview: This course is intended for the professional with some knowledge of integrating nicotine dependence treatment in the chemical dependency setting. Activation is a state of readiness to act, and failure to do so is

New Jersey School
clinical training in nicotine dependence treatment. Implementing strategies based on the client's degree of readiness, treatment planning and an overview of interventions strategies are explored. Integration is seen as a perspective in the treatment of nicotine dependence will be discussed.

**General Goals:** To develop clinical skills in the treatment of nicotine dependence through assessment, diagnosis, treatment planning and the implementation of the plan based on the client’s degree of readiness. To become familiar with various treatment strategies suitable to the client’s stage of readiness; to understand how the family impact on the nicotine dependent client and to develop treatment strategies that integrate the family into the treatment plan; to develop treatment strategies that will intervene with a wide variety of clients including adolescents, drug-and alcohol-involved clients, pregnant women and MICA.

**NJ334 Preventing Relapse by Using Coping Skills Training** [3-4]

*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 conceptual 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) examining thought processes (drug motives) of problem-solving techniques to prevent relapse; (3) drinking and drug refusal skills; (4) planning for emergencies and coping with a lapse; (5) identifying and coping with seemingly irrelevant decisions.

**NJ336 Treating Adolescent Substance Abuse** [4]

*For family, mental health, school and chemical dependency counselors, psychologists, psychiatrists, family practitioners, pediatrics, 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 Ross and Ross's "Understanding the Fundamental Elements (Allyn & Bacon, 1994)," contributes to start building the expertise professional to a comprehensive overview on how to diagnose and treat adolescent chemical dependency.

**General Goals:**
1. To familiarize the practitioner to (1) a sound rationale for conceptualizing the problem; (2) a framework for addressing it; (3) defined goals and structures for confronting it; and (4) field-tested treatment strategies proven useful in helping teenage substance abusers and their families.

**NJ338 Legal Aspects of Counseling and Program Administration** [4]  

*For counselors, administrators and policy makers.*

**Instructor:** William J. Kane

**General Overview:** This course will examine the laws that directly affect substance use and program administrators. Topics included are: malpractice, confidentiality, civil rights of substance abusers, criminal law, interviewing in court, family law, the process of termination for employees, assistance programs and driving while intoxicated.

**General Goals:** To make treatment providers aware of their legal responsibilities and of the potential legal ramifications associated with treatment planning and continuum of treatment; (3) understand the role of the client in record keeping to include the confidentiality of records.

**NJ339 Ethics and Boundary Issues for Counselors** [4]

*For all alcohol/drug counselors who are involved in the process of initial certification or recertification.*

**Instructor:** Anna Crossley

**General Overview:** This course presents the current health care theories for ethical decision making and provides students with a process for reaching ethical decisions in their professional work situations. The class is highly interactive with minimal lecture time. Students participate in discussions concerning current ethical issues in the addiction field, such as the impact of managed care on organizational ethics, conflict of interest, boundary issues, dual relationships with clients, the legal environment, and guidelines for those who wrestle with the appropriate level of involvement with patients and former patients. The focus is on working with ethical issues and case studies that are representative of typical work situations that both clinical and administrative workers might experience in the treatment organization.

**General Goals:**
1. To make professional counselors aware of the importance of ethical standards and ethics in the treatment of patients.
2. To develop an awareness of the importance of the legal responsibility of the counselor.
3. To develop an awareness of the impact of managed care on professional ethics.

**General Information:** This course is held on both the Public and Private Campus, including program administrators, counselors, managers, etc.

**NJ410 Issues in Employee Assistance Programming** [4]  

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

**Instructor:** Edward McDonnell

**General Overview:** This course presents a comprehensive survey of Employee Assistance Programs (EAP) and counseling in industry. Issues that reflect the changing nature of EAPs will be explored with emphasis on: (1) the essential elements of a modern EAP, (2) each 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 outcomes; (5) survival skills for EAPs in the face of Managing Health Care and Health Care Reform; (6) research and evaluation issues, confidentiality, legal and ethical issues.

**General Goals:**
1. To make EAP counselors familiar 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 employee and to examine the role of EAPs in the health care continuum.

**NJ411 How to Prepare a Written Case Presentation** [4]

*For people who are in the process of initial CAC certification.*

**Instructor:** John K. Kriger

**General Overview:** This is a new course. This course will provide counselors with the skills needed to prepare a written case presentation. The course will also include a review of the record-keeping procedures for the methods development of a write case presentation. The course will train the student to develop the skills, resources, and people from the client's entry into treatment until his discharge.

**General Goals:** Upon completion of the course, the student will be able to complete the following tasks: (1) an understanding of the procedures for record keeping; (2) a recognition and understanding of the documentation processes tied to psychological, psychiatric, treatment planning and continuum of treatment; (3) understand the role of the client in record keeping to include the confidentiality of records.

"Every lecture, course, seminar, and gathering was filled with knowledge, laughter, insight and growth."

"At Rutgers, I find new ideas and information that I integrate into a new perspective."
NJ142 Preventing Alcohol and Other Drug Use
    (For educators, community organizers and others involved in developing and implementing prevention programs.)

Instructor: Dennis M. Garman

General Overview: This course examines developments in the field of alcohol and drug prevention and policy initiatives over the past twenty to thirty years. The theories and basic research upon which prevention policies are based will be reviewed and discussed. Specific policy initiatives designed to reduce the use and abuse of alcohol and tobacco products (e.g., restrictions on advertising, mandatory testing, and the use of illicit drugs (e.g., interdiction and law enforcement) will be discussed. In addition, the "supply and demand" strategies and "demand side" approaches to prevention will also be reviewed and discussed. The latter comprises primary prevention approaches such as school, family, workplace and community-based prevention programs. The research literature concerning the efficacy and cost-effectiveness of those approaches will be critically examined. Promotional materials pertaining to the wide array of prevention programs will be examined and compared to evidence concerning the effectiveness of these interventions.  

General Goals: To examine current developments in prevention programming and policy initiatives. To discuss research findings pertaining to prevention programs and policy initiatives in a manner useful to practitioners. To understand how prevention programs and policies are designed, implemented and evaluated. To help practitioners become "informed consumers" of prevention research and materials.

NJ143 Planning and Evaluation in Prevention
    (For anyone working or interested in working in prevention services.)

Instructor: Norma Rich

General Overview: This course will provide participants with a core understanding of the issues involved in planning, implementing and evaluating prevention programs. Subjects to be covered include: methods to assess community needs, risks and resources; applying prevention theory to planning, developing and implementing prevention goals and objectives; applying appropriate prevention strategies based on needs of targeted populations; planning and budgeting for prevention programs and services. The course will be a mixture of lecture, discussion and case studies. 

General Goal: To help participants understand the need to have a needs-based, outcome-focused planning model for prevention. To enable participants to develop skills and knowledge needed to plan and evaluate effective prevention programs and services.

NJ144 Effective Prevention Programs and Strategies: Alcohol, Tobacco and Other Drugs
    (For those who are responsible for prevention planning and implementation in a community or school-based setting.)

Instructor: Marcello SPOSITO

General Overview: This course will explore prevention programs and strategies that are being utilized effectively in both community and school-based settings. Primary prevention programs offer specialized services prevention across the age spectrum and are uniquely equipped to reach senior citizens. This course will give participants a framework for planning, coordinating and implementing a comprehensive community-based prevention program. Topics include needs assessment, outcome-based planning, program design, prevention strategies, community and individual risk factors, resiliency and protective factors, and evaluation.

General Goals: To develop a practical framework for developing effective and comprehensive community and school-based prevention programs aimed at alcohol, tobacco and other drug abuse and related problems.

NJ145 How to Develop an Effective Alcohol and Tobacco Intervention Program

Instructor: Peter Van Buskirk

General Overview: This course will highlight successful components of a national award-winning drug free schools and community intervention program. The course will also cover prevention education, intervention counseling, staff training and community relations activities. 

General Goals: To increase participants' awareness and knowledge of effective alcohol and drug program activities. To provide participants with an opportunity to review, discuss and modify program activities related to their work setting. 

NJ146 Effecting Change in and through the Media
    (Media Relations)
    (For prevention workers, especially those who have media relations responsibilities.)

Instructor: G. ALEXANDER

General Overview: This course provides practical training in media relations and public relations for the prevention professional. It focuses on the communications strategies that are critical to the effective delivery of messages to the public, the media and other key stakeholders. It includes an overview of media relations strategy, including development of media relations plans, identifying and targeting the appropriate media, and preparing effective media releases. The course will also cover the basics of media relations and public relations, including how to develop and maintain media relations programs, and how to work with the media in a cooperative and productive manner.

General Goal: To help participants understand the need to have a needs-based, outcome-focused planning model for prevention. To enable participants to develop skills and knowledge needed to plan and evaluate effective prevention programs and services.

NJ147 Building Self-Image in Adolescents: A Personal Acceptance Approach

Instructor: Thomas Turney

General Overview: This course is designed to teach the participants about the self-image and self-acceptance of adolescents and how to help them develop a positive self-image. The course will cover how to help adolescents develop a positive self-image, the importance of self-esteem, and how to teach adolescents how to accept themselves. The course will also cover how to help adolescents overcome negative self-images and develop a positive self-concept.

General Goals: To develop a framework for developing and implementing prevention programs aimed at alcohol, tobacco, and other drug use and related problems.
NJ153 Process Addictions: Gambling, Sex and Food
(For alcohol and drug counselors, compulsive gamblers, patients, professionals, students, staff, students, professionals, personal growth, and employees assistance professionals.)

Instructor: Kevin H. O'Neill

General Overview: This course will examine the phenomenon of the 10,000 known as process addictions. Process addictions involve individuals who are almost identical to those associated with the more widely known addictions of alcohol and drugs. However, except for many cases of food addiction, the process-addictive person does not ingest, inhale or inject the substance into his/her body. The counselor will see and repeat increased changes in a person's mood, behavior, thought processes, social and family relationships and spiritual life. A review of this new concept will be conducted, and its similarities and differences compared with drug/alcohol addiction will be identified. Significant consideration will be given to the treatment, cross-addiction, high-risk clients and concurrent treatment intervention. Interventions and their applications will be addressed and current research in the field of process addictions will also be discussed.

General Goals: The primary goal is to increase the participant's awareness the complexities of addictive illnesses and how one addiction is more similar to than different from another. Participants will gain an understanding of the framework for a general theory of addiction.

NJ154 Food Addiction: Crisis in Our Culture, Implications for the Alcohol and Drug Abuse Field, an Overview
(For health and human service professionals in all settings who support food addicts, clients, case managers, and members of other professions such as clergy, law enforcement, etc.)

Instructor: Nancie A. Waine

General Overview: Participants will receive an introduction to the emerging activities and issues related to food addiction. The course will explore the history of the disorder, 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.

NJ155 Screening, intake, Orientation and Assessment of Alcohol and Drug Abusing Patients
(For counselors who are in the process of initial CACD/CADC certification. A total of 3 credits available for the course. This course is offered at the 3rd year level. This course is available at the 3rd year level.)

Instructor: Edward McDonnell

General Overview: This course will concentrate on assessment and intervention related to core function areas of screening, intake, orientation and assessment. The material presented will focus on the process that enables a counselor to identify and evaluate a client's strengths, weaknesses, problems and needs in order to develop a treatment plan.

General Goals: To provide participants with the information necessary for the CADC/certification process and oral/written examination.

NJ156 Crisis Intervention with Children, Adult Children and Spouses of Alcoholics with Humor and Work Settings
(For mental health professionals who work in school, workplace and agency settings, counselors and therapists.)

Instructor: Matia Sandier

General Overview: Growing up or living in a family with an alcoholic or drug addict is a difficult task. This course focuses on how to cope with certain situations in school or at work. This family environment can have very difficult stressors that require the development of new coping mechanisms. This class will deal with personality characteristics and trigger points that can directly affect the individual's coping in their work and personal settings. Not only will he/she have difficulty coping, the school and work place will also have difficulty coping with him/her.

General Goals: To learn: (1) skills needed to conduct effective crisis intervention with children, adult children and spouses of alcoholics; (2) those experiences in an alcoholic family that will aid in working with adult children; (3) the link between these family experiences, situations in these family settings, and possible treatment implications for intervening; (4) skills needed to enlist systems and professionals to be "crisis intervention friendly."

NJ157 Psychological Therapy: Finding the Right Therapy for the Recovering Client
(For alcohol, drug, EAP and school counselors who are interested in an overview of psychological therapies.)

Instructor: Bette Anne Waine

General Overview: Cognitive, behavioral, family systems, Gestalt and psychodynamic therapies are just a few of the therapy models used in alcohol and drug abuse counseling. Using a 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 co-dependency client in a therapeutic area, therapeutic processes. Participants will also learn to recognize the characteristics of the alcoholic and the co-dependent as presented by Dr. Raymond LaBadie.

General Goals: To provide for the participants a thorough overview of the various therapies commonly occurring in recovering clients.

NJ158 Counseling the Chemically Dependent: Theory and Practice
(For counselors working in rehabilitation or social service agencies who seek to work with family members of individuals with alcohol- and drug-related problems.)

Instructor: Chris H. Barnes

General Overview: New hands-on course will explore complete, real-world help in handling the problems associated with chemical dependency. To assist with day-to-day counseling, the course will be divided into two sessions. The first session will deal with 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: To define the problems of chemical dependency and to familiarize the participant with all the information of what has happened to the family. The course will be presented in a structured, step-by-step fashion.

NJ159 Individual Counseling Skills for Alcohol and Drug Clients
(For those who are interested in an overview of current theory and practices for the stages of recovery.)

Instructor: Jude M. Schindler

General Overview: This is a survey course of current therapist aims addressed at the client's behavioral, affective, cognitive and relational needs at initial detox and stabilization. We will address: (1) current assessment and psychosocial tools (e.g., DSM-IV, BASI, TAI, AAI, ASAM, AUI, HASC ID); (2) the task of the first phase of treatment; (3) the link between these family experiences, situations in these family settings, and possible treatment implications for intervening; (4) skills needed to enlist systems and professionals to be "crisis intervention friendly."

General Goals: To provide for the participants a thorough overview of the state-of-the-art individual counseling processes for early recovery. To introduce participants to some of the basic counseling concepts defining the stages of the treatment process.

NJ160 Gestalt and the 12 Steps as a Therapeutic Tool for Counseling the Chemically Dependent and Co-Dependent
(For those who wish to expand their skills in counseling addicted and co-dependent clients.)

Instructor: Thomas C. Denman

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 12 Steps and experience what they are like. This course will relate to Gestalt theory and practices. Detailing in the "present" will be given to the 12 Steps, Lectures, case studies, discussions, role plays and individual and small group experiential work will be used. Participants will have the opportunity to participate and apply Gestalt theory to their personal and professional development.

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

NJ161 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: Cindy Ninken

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 how it starts to erode the family system as it is being addicted. 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 addicted family, the behavior of the addictive family and the addictive process must be considered. The combination of these two processes often the most realistic picture of what has happened to the family. Please note the course will be 2011 experiential in nature.

General Goals: To familiarize participants with the addictive process and how it uses channels of intimacy and conceit to spread to others. To combine addiction models and developmental theories to explain the addictive process and how it affects family. To provide knowledge about what has happened to the family.

NJ162 Family Counseling with Alcohol and Drug Abuse Problems
(For counselors in the alcohol and drug treatment field.)

Instructor: Edna B. Jones

General Overview: Methods for identification of and intervention 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; a 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.

NJ163 Cultural Diversity and Addiction Treatment
(For counselors providing addiction treatment services to special/multi-cultural populations or who desire a foundation in cross cultural counseling.)

Instructor: Kenneth L. Kirkwood and Victor M. Riera

General Overview: By the year 2000 an estimated 50 percent of the population in the U.S. will be of non-European descent, creating a more culturally diverse society. Addiction and mental health professionals are being challenged to provide treatment while being confronted by social changes that create barriers to adequate services.

General Goals: This course will address issues and problems in providing addiction treatment to culturally diverse populations. It also deals toward mental health/addiction and increase awareness of treatment staff to their personal responses to and interactions with multi-cultural clients.

NJ164 Therapeutic Strategies for Hispanic/Latino Clients
(Individuals who are working with Hispanic clients.)

Instructor: John Punten

General Overview: This course will begin with a discussion of the cultural and ethnic groups of New Jersey. Topics will include: determining the degree of assimilation in order to determine the psychological impact of immigration; and taking advantage of Hispanic cultural traits during treatment.

General Goals: To sensitively assist the student toward the Hispanic culture; to enable students to identify the degree of assimilation of Hispanic individuals in order to make a proper intervention; and to enable students to understand cultural and traditional values in facilitating client recovery.
NJ165 Self-Awareness Training for Group Leaders [3-6]
   For counselors, therapists and other health care professionals who work with addicted clients or populations.
   Instructor: Albert McNamara

General Overview: This course is designed to teach participants an experiential method of guided self-exploration developed to assist clients in gaining a deeper understanding of themselves, their own addiction 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.

General Goals: Participants will develop a conceptual and practical foundation 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.

NJ166 Action-Oriented Group Counseling Techniques in the Treatment of Alcohol and Drug Addiction [3-6]
   For substance abuse counselors and other counselors who wish to expand their group counseling skills and work creatively with their clients.
   Instructor: Diana M. Eckheara

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 include building group cohesion, diagnosis and evaluation, empathy training, and closure.

General Goals: Students will have an opportunity to participate in demonstration and role-play of the techniques presented.

General Overview: The benefits of using action-oriented techniques in group counseling is that such techniques provide a trusting, environment within which the client can express themselves. These techniques allow the client to explore their feelings and consider actions that may be helpful in recovery. With the guidance of the counselor, the client is encouraged to take the necessary steps towards recovery.

General Goals: The goal of this course is to provide an effective tool for experienced addiction therapists to aid in recovery from alcoholism or other drugs. In many cases, the use of the techniques can be significantly beneficial in the early stages of recovery. The course will cover a range of techniques that can be applied in group counseling settings.

General Overview: Humor has been used as an effective tool to increase self-esteem and self-confidence in people with addictions. It can also be used as a way to promote positive coping skills and help individuals learn to deal with stress.

General Overview: This course will cover the use of humor in counseling and its role in recovery.

General Overview: The main goal of this course is to teach students how to create and deliver a recovery-oriented group therapy session.

General Overview: The course will cover a range of techniques that can be applied in group counseling settings. The course will cover various techniques that can be used to help clients develop emotional intelligence and build support systems.

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intervention of substance use in the workplace. The effectiveness of drug testing as a risk management tool will be reviewed, as well as the prevalence of testing within Fortune 500 companies and current efforts to implement programs in middle- to small-sized companies. The essential elements necessary to develop an effective drug and alcohol testing program will be identified, with program samples provided for review. Discussions will include the current federal regulations that mandate drug and alcohol testing requirements within the U.S. Department of Transportation. The role of the substance abuse professional within the DOT program will be highlighted to include referral opportunities for client assessment, evaluation, counseling, clinical drug testing and return to duty activities.

General Goals: To provide participants with an understanding of the types of drug and alcohol testing performed in the private and public workplace today. Students will have an opportunity to participate in discussions of chain of custody collection procedures, workplace policy development, the role of the medical review officer, supervisory training, employee education and reporting requirements, as well as privacy issues. Participants will become familiar with current opportunities for substance abuse professional activities and will develop strategies for working with employers and employees who test positive.

"A dynamic and intense program of study that brings together experts in the field of alcohol and drug abuse."

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

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<tr>
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<th>Single Room</th>
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<tr>
<td>Tuition</td>
<td>$450.00 (U.S.)</td>
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<tr>
<td>Meals</td>
<td>150.00</td>
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<td>Room</td>
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<tr>
<td>Total</td>
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*All rooms are air-conditioned with private bath facilities.
A non-refundable deposit of $100 must accompany the application; this deposit will be applied toward the tuition fee.
All checks and money orders 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 European 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.

Application/Deposit

The application deadline is July 15, 1996; 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 NJ, must accompany the application form. The official application form at the back of this brochure must be completed and sent to:

- European School of Alcohol and Drug Studies
- Education and Training Division
- Center of Alcohol Studies
- Smithers Hall, Busch Campus
- Rutgers, The State University of New Jersey
- New Brunswick, NJ 08903
- Telephone: (800) 448-4517
- FAX: (800) 448-3000

Certificates

A certificate of attendance will be awarded to each person who has successfully completed the school. Rutgers has granted the 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.

The European 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
8:00 – 10:00 a.m. Course
10:15 – 12:15 p.m. Course
Lunch
12:15 – 2:15 p.m. General Lecture
2:30 – 4:30 p.m. canoe trips
5:00 – 7:00 p.m. Special Interest Seminars
8:15 p.m.

E178 Counselling in Alcoholism and Chemical Dependency
Instructor: Donnie McIlhenny

The course focuses on the disease concept of chemical dependency, the Minnesota model, assessment, treatment planning and aftercare. Special issues of the alcoholic that will be examined include the alcoholism addiction process, spiritual, denial, shame and guilt. The areas of group and family will also be emphasized. Lecture, video cassettes, case simulations and role playing will be the major instructional vehicles.

E179 Alcoholics Anonymous History and Research: What It Is and Why It Works
Instructor: Ernest Kurtz

This course will explore: (1) the history of Alcoholics Anonymous, as that history is relevant to understanding not only AA itself, but research on AA and other 12 step programs; (2) the patterns of change and effectiveness, that have emerged over more than fifty years of research effort; (3) changes, and the perception of change, in both research protocols and AA itself over time.

E181 Treatment of Shame and Guilt in an Alcoholic Counselling Setting
Instructor: Patricia Potter-Enyon

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 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 interventions possibilities to use with alcoholics, co-dependents and adult children of alcoholics.

E182 The Addictive Process and the Family
Instructor: Craig Nakken

This course will explore 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 partnerships are 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 processes 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 50% experiential in nature.

E183 Brief Therapy Approaches in Chemical Dependency Treatment
Instructor: Niki Druker Moger

Faced 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 course will explore brief, solution focused psychotherapy approaches and their potential application in chemical dependency treatment.

The emphasis in this course will be on learning and experimenting with brief therapy approaches through participatory lecture, discussion, and role plays in dyads and small groups.
E187 Addiction and Spirituality

Instructor: Deborah McElrath and Greg Nakum

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 effect 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.

E188 Gestalt and the 12 Steps as a Therapeutic Tool for Counseling the Chemically Dependent and Co-Dependent

Instructor: Thomas C. Seaward

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, 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.

E189 Prevention and Treatment of Relapse

Instructor: Nola Irish Meyer

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. Green.

Participants will learn to assess sobriety-based symptoms of chemical dependency, define early relapse warning signs and practice intervention and prevention skills. The course will also address treating the affected family and briefly examine ways of viewing the chemically dependent person within his or her family system.

E190 Active Techniques in Alcoholic Counseling

Instructor: Patricia Poter-Efrem

Substance abuse clients and family members often struggle with despair, numbness, denial, rigidity, problems in cognition and reaction and compulsive patterns of behavior. These clients benefit from techniques that focus on relapse and its effects, create bonding and good physical contact with surroundings and that heightens the intensity of absorption and communication. This course focuses on the use of active techniques in groups, 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 expression; 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, detoxification, shame, and grounding recovery in specific behavioral objectives.
FACULTY

Administration
Executive Director: Gail Gleason Milgram, Ed.D.
Administrative Assistant: Linda J. Allen
Program Assistant (Advanced School): Linda Simon
Program Assistant (SSIADS): Andrew S. Grey
Program Assistant (NIISSAD): Johanna M. Collins

Instructors
(The numbers following each listing refer to the courses taught.)
David S. Anderson, Ph.D., Associate Research Professor, Center for the Advancement of Public Health, The Institute of Public Policy, George Mason University, Fairfax, Virginia (#ADV06, ADV30)
Gregory Birchert, C.A.C., Nysac Recovery Center, Nysac, NY (#S894)
Claudia Blackburn, M.S., Executive Director, Caren Family Services, Wernersville, Pennsylvania (#S881, SS104)
Gloria Boscohan, M.S., R.N., Assistant Professor, Nursing, Jersey City State College, Jersey City, New Jersey (#S893)
John Brick, Ph.D., Executive Director, Intoxicon International, Yardley, Pennsylvania (#ADVF4)
Patricia A. Burke, M.S.W., L.C.S.W., Private Practice, West Baldwin, Maine (#ADV24, ADV50, SS79, SS103)
Bruce Currah, Ph.D., L.C.S.W., Private Practice, Little Rock Psychotherapy Group, Little Rock, Arkansas (#ADV02, SS78, SS91)
Calvin Charles, M.D., Assistant Professor of Clinical Psychiatry, UMDNJ-COMC, Newark, New Jersey (#ADV13, NII39)
Michael Chekluk, L.C.S.W., C.A.C.D., C.C.D.S., Chekluk Consultation and Education, East Brunswick, New Jersey (#NII43)
Ann Crowley, M.H.A., President, Ann Crowley & Associates, Shrewsbury, Massachusetts (#ADV92, ADV95, SS99, SS107, NII35, SS174)
CSAP Communications Team, Bethesda, Maryland: Helen Dillow, M.S., Fred Hatamian, Octavia Hudson, Ph.D. (#NII12, NII46)
Madeline Curean, M.S.W., Consultant, Private Practice, Brooklyn, New York (#ADV30)
John L. Davis, Ph.D., Director, The Resource Group, Towson, Maryland (#S871, SS90)
Thomas C. Desmond, Ed.D., C.A.C., C.E.A.P., Consultant, Keyport, New Jersey (#ADV18, ADV44, SS74, SS99, NII27, NII10, GB18, EL18)
Kenneth A. Dickison, M.S., R.Ph., C.E.A.P., Director of Marketing, Key Store Center, Chestertown, Pennsylvania (#ADVF3, NII48)
Bruce E. Donovan, Ph.D., Associate Dean/Chemical Dependency, Associate Dean of the College, Brown University, Providence, Rhode Island (#NII10)
Raymond De Dreele, Ph.D., C.A.C.D., Private Practice, Berkeley Heights, New Jersey (#ADV29, ADV56, NII32, NII69, EL16, EL19)
Diana M. Edels, M.S.W., A.C.S.W., Director of Clinical Services, Discovery, Inc., Marlboro, New Jersey (#NII15, NII66)
James F. Emmer, President, JFE Associates, Inc., Tega Cay, South Carolina (#ADV13)
Ronald L. Figueroa, M.A., C.A.C., Executive Director, Rockland Council on Alcoholism, Nyack, New York (#S894)
Dana Finegan, Ph.D., C.A.C., Co-Director, Discovery Counseling Center, Millburn, New Jersey (#SS75, SS101)
Nancy L. Florentino, Ph.D., Program Manager, Special Projects, Health Care Systems Analysis, N.J. Department of health, Trenton, New Jersey (#ADV50, NII14, NII64)
John Fuentes, J.D., Executive Director, Puerto Rican Action Committee of Cumberland County, Pennington Grove, New Jersey (#ADV04, ADV38, SS79, NII11, SS110, NII34)
Berta S. Gahlerneben, C.A.D.C., N.A.D.C., Founder, The Gahlerneben Group, Paramus, New Jersey (#ADV98, NII18)
Ronald Goetzen, E.R.P., Director of Institute for Prevention, St. Barnabas Behavioral Health Care Network, Union, New Jersey (#ADV09, NII16, NII10)
Dennis Gorman, Ph.D., Director of Prevention, Center of Alcohol Studies, Rutgers University, New Brunswick, New Jersey (#NII43)
Connie Greene, M.A., C.A.S., C.S.W., Director of Program Development, Institute for Prevention, St. Barnabas Behavioral Health Care Network, Union, New Jersey (#NII35, SS174)
Thomas Griffin, M.S.W., Director, Health Promotion Resources, Anoka, Minnesota (#SS84, SS88)
Carolyne Harno, M.A., C.A.C.D./S., District Coordinator of Toona River Alcohol and Substance Abuse Program, Toona River, New Jersey (#SS87)
David G. Hall, Ph.D., Personal Consultant, Board Certified Sex Therapist, Private Practice, Farming, Michigan (#ADV40, NII18)
Gayle R. Hamilton, Ph.D., Associate Research Professor, Center for the Advancement of Public Health, The Institute of Public Policy, George Mason University, Fairfax, Virginia (#ADV93)
Chris A. Hanna, Ed.D., Consultant, C. Hanna Associates, Parlin, New Jersey (#NII58)
William J. Kane, J.D., Lawyers Assistance Program, New Jersey State Bar Foundation, N.J. Law Center, New Brunswick, New Jersey (#S894, SS106, NII38, NII73)
Florence Kellner, Ph.D., Associate Professor, Department of Sociology and Anthropology, Carleton University, Ottawa, Ontario, Canada (#SS63)
Kenneth Kirkland, C.A.C., C.S.W., Clinical Coordinator, Cross Cultural Counseling, Inc., Lawrence Township, New Jersey (#NII63)
1996 GENERAL APPLICATION

Application Deadlines - Advanced School: May 1, 1996; Summer School: May 15, 1996; New Jersey Summer School: June 15, 1996

Last Name  
First Name  
Middle Name

Home Address  
Street  
City  
State  
Zip

Male  
Female

Home Phone  
(  )  
Business Phone  
(  )  
Work hours:

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

Years of College  
Highest Degree Awarded  
College Attended  
Dates

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

Business Address  
Street  
City  
State  
Zip

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

Previous Employment:
Title:
Organization:
From:  
To:

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

School in which you wish to register:
☐ Advanced SADS I-ADV1 (June 7-13)  ☐ SADS II-SADS-SS107 (June 15-28)  ☐ NJ SADS INJ108-NJ176 (July 14-19)

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

8:00 A.M. - 10:00 A.M.  
1. # Title  
2. # Title  
3. # Title  
10:15 A.M. - 12:15 P.M.  
1. # Title  
2. # Title  
3. # Title

Please enclose your non-refundable deposit (drawn on a U.S. bank) in the amount of $102, payable to: Rutgers, The State University of New Jersey.

Signature  
Date

For Office Use Only
Instructor  
Course Number  
Grade

Grade
<table>
<thead>
<tr>
<th>Seminar Title</th>
<th>Instructor</th>
<th>Date</th>
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<tr>
<td>Adaptive Counseling Approaches</td>
<td>Albert McNamara, C.A.C.</td>
<td>January 11, 1996</td>
</tr>
<tr>
<td>Brief Interventions with Problem Drinkers</td>
<td>Frederick Rutgers, Psy.D.</td>
<td>January 25, 1996</td>
</tr>
<tr>
<td>Addressing Tobacco in the Treatment of Other Addictions</td>
<td>Bernice Order-Connor, M.S.W.</td>
<td>February 1, 1996</td>
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<tr>
<td>Attention Deficit Disorder: Impact on Alcohol and Drug Treatment and Recovery</td>
<td>Raymond Drentlein, Ph.D., C.A.D.C.</td>
<td>March 21, 1996</td>
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<tr>
<td>The Dually Diagnosed Patient: Identification and Treatment</td>
<td>Mark C. Wallen, M.D.</td>
<td>March 28, 1996</td>
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<tr>
<td>Community Advocacy and Coalition Building around Health Issues</td>
<td>John Pueites, J.D.</td>
<td>April 11, 1996</td>
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<tr>
<td>Addiction of the 90's: Compulsive Gambling</td>
<td>Arnie Wexler, C.C.G.C. and Shelia Wexler,</td>
<td>April 18, 1996</td>
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<tr>
<td>Biological Foundation of Chemical Dependency Disorders: Use of Medication as an Adjunct to Treatment</td>
<td>Mark C. Wallen, M.D.</td>
<td>May 2, 1996</td>
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<tr>
<td>Neurobiological Aspects of Alcohol</td>
<td>Larissa A. Pohorecky, Ph.D.</td>
<td>May 9, 1996</td>
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<tr>
<td>Preventing Alcohol Abuse and Related Problems</td>
<td>Dennis Gorman, Ph.D.</td>
<td>September 26, 1996</td>
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<tr>
<td>Neuropsychological and Cognitive Impairment related to Alcohol and Other Drug Use</td>
<td>Marsha Bates, Ph.D.</td>
<td>October 3, 1996</td>
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<tr>
<td>Understanding HIV and AIDS</td>
<td>Paula Toynton, M.Ed.</td>
<td>October 17, 1996</td>
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<tr>
<td>Effective Use of Denial and Resistance in Treatment</td>
<td>Cindy Serman, M.S.W., A.C.S.W., C.A.C.</td>
<td>November 7, 1996</td>
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<tr>
<td>Developing a Psychosocial History</td>
<td>Albert McNamara, C.A.C.</td>
<td>December 5, 1996</td>
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<td>Implications of Alcohol Use in American Society</td>
<td>Gail O. Milgram, Ed.D.</td>
<td>December 12, 1996</td>
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</table>

Each of the six hour seminars (i.e., 9:00 A.M. to 4:00 P.M.) is approved for .06 Continuing Education Units (CEUs) by Rutgers University and for six hours toward certification/recertification by the Alcohol and Drug Counselor Certification Board of New Jersey, Inc. (ADCCBNJ).